CIS 610 Teaching Effectiveness
Fall 2021 Week 8

Agenda

Clarify p. 293 Ask Students If They Understand You tip. NOT “do you understand?” INSTEAD “what questions do you have?” or “can you tell me where I lost you so I can go back and find you?”

Logistics – Week 10 – Project presentations – 3-5-minute presentations leaves time for Q/A (7minutes/1 hour) – what you did/lessons learned/recommend (why or why not)?

Topic 1 – Challenging Teaching Situations

Break

Topic 2 (if time) – CS@UO Undergraduate Curriculum

Topic 1 - Challenging Teaching Situations
→ what is happening/how to handle now/how to prevent

(also review/”retrieve” 10 Ways to Get Participation ...)

• open discussion

• response cards (can be handed in for anonymous presentation)

• subgroup discussions

• learning partners and think-pair-share

• go around the group and obtain short responses to key questions

Great questions that are partially answered by federal/UO laws/policies
[we will discuss in class]

• In regard to classroom harassment/bullying, can we make accommodations for students who are uncomfortable coming to class? What if the victim doesn’t want to report the infractions? What are our options really for maintaining a safe environment for all?

• In a big class, students start using Zoom chat to talk badly about teacher's lecture and exchanging information for social media. What should a TA do in this situation?

• What to do if you have unknowingly and unintentionally insulted or offended a student?

https://policies.uoregon.edu/vol-5-human-resources/ch-11-human-resources-other/student-sexual-and-gender-based-harassment-and

“Any student who has experienced sexual assault, relationship violence, stalking, and/or sexual harassment may seek information and help at https://safe.uoregon.edu. A student can also call 541-346-SAFE, UO’s 24-hour hotline to be connected to a counselor.” …
Faculty are encouraged to make clear on their syllabi that GTFs are not Designated Reporters (i.e., responsible employees) under this policy. If a faculty member is a Designated Reporter, the faculty member is strongly encouraged to make that status clear on the syllabus.

**Great questions that should be answered by course policies**

How should you deal with health and personal absences? I feel like at some point you have to stop being lenient, but in a pandemic, you can't account for everything.

*It is important that all instructional staff are on the same page for responding to this and other issues that may be relevant to many students.*

What do you do when you realize that after 7 weeks of the course, your student passes all assignments and projects but during a code demo, student cannot even write a single line of code?

*Academic misconduct? There is a process and a UO office for this.*

**Other great questions**

How would a TA handle a situation where many students are facing the same problem even after the TA explained the concept a few times?

*The key word here is “many”. This needs to be addressed, for example, post an announcement or even video on the discussion board; adjust class or labs to address the topic.*

What do to in a situation where a student is far behind from other students and needs help with previous basic concepts in a lab?

*Be as helpful as possible with letting the student know how they can help themselves – at this point, this may mean re-doing projects, exams, and putting in significant time and energy to catch up. Bring the student to the attention of the instructor.*

What would you do if there is an exam coming up, but your class is behind on schedule, and there are materials you haven't covered but they will be on the test.

*Check in with the course instructor – may be able to cover the topic in another way and/or move this topic to the final exam, for example.*

What to do if live examples are messed up (for example: live code is not compiling)?

*Technical difficulties → always have a backup plan
Integrate it into the class/lab/office hours. Students enjoy the (occasional) mess up and can work with you to get to a solution.
Stop and get back to students later.*

How do you deal with super friendly students/situations such as a student talking about personal problems or fist-bumping you?

*It’s fine to be friendly, and it also fine to draw boundaries to maintain a professional distance. Students with personal troubles can be made aware of UO resources (One-stop student resources).*
If you are falling behind on your personal assignments; what would you prioritize: your GE or the class that you are falling behind?

_Ideally, don’t let this happen. Time management is key to meeting all of your responsibilities. (We discussed this a bit with the GE panel last week.) Keep track of your time and make sure GE work is no more than 18 hours/week on average. Ok to prioritize your work – you are students first. But let instructor and other GEs know if this is going to cause issues – may be able to swap labs or similar. Prioritize your own health and well-being!_

**Topic 2 – CIS@UO Undergraduate Curriculum**

100-level – exploration, preparation, UO core education, CIT minor

200-level – intro to major (CS1, CS2), core education

300 and 400-level – CS/MACS major required and elective courses

Major also includes

math, additional science or computing-related minor, technical or business writing