CIS 610 Teaching Effectiveness
Winter 2021 Week 6

Agenda

Check in – what is happening/how to handle now/how to prevent

- Time management – What happens if you don’t have anything to say and ten minutes are left in the class?
- review, especially with relevant examples, problems
- Q/A, stick around, no leaving early

Topic 1 – Assessing Teaching, cont’d (Guest Julie Mueller, UO TEP)

Break

Topic 2 – Classroom Assessment Techniques

Topic 3 – Grading
**Topic 1 – Asssessing Teaching, cont’d (Guest Julie Mueller, UO TEP)**

- Teaching Engagement Program Peer Teaching Observation Guide [review together]
  
  [https://teaching.uoregon.edu/tep-peer-observation-guide-aligned-word](https://teaching.uoregon.edu/tep-peer-observation-guide-aligned-word)

- helpful to have an observation instrument for more consistent, objective observation

- based on UO definition of excellent teaching: professional, engaged, inclusive, research-informed

- observation form is a checklist of good ideas in each of these categories (not expected to do all of them all of the time)

- TEP teaching observation is strictly between you and TEP observer

- TEP Graduate Teaching Initiative

- TEP Teaching Journal Clubs – Small Teaching Online / Distracted, both James Lang
Topic 2 – Assessing Learning

Classroom Assessment Techniques (CAT)
[Reaction cards: a comment and a question about this class so far]
[chat to someone in the class who will report back*]

- Reaction cards are an example of a CAT

- CATs are another way of assessing student learning

- more informal, compared to assignments & exams: (usually) formative

CAT examples in TT ch. 32 (2d ed.) and TEP website, for example:

- Minute paper – most significant point, what questions do you still have

- Reaction cards – make a comment at some point during class

- Polling/clickers – have questions prepared

- Think – pair – share

→ CAT techniques are of a piece with In the classroom and Beyond the classroom techniques (e.g., Ten Ways to Get Participation at Any Time)

*questions and comments

-- TEP services sound interesting but would mean more work (2)

-- nice to have Julie here

-- helpful to learn about TEP (2)

-- how can we assess learning for CS (specifically) students?

-- how to prioritize teaching methods?
Advice from former 610 students:

Grading takes longer than the amount of time to you are planning to spend.

I wish someone had explained efficient, proper methods for grading to me. It would have saved a lot of time and energy.

Text – ch. 43, for example

- grading criteria (hand it out with the assignment)
- policies on extra credit
- policies on late assignments

Be aware of these and implement them consistently.

If they are not available, suggest them!