Welcome!

Assignments: posted!
Welcome!

Assignments: posted!

- 4 Self Reflections.
Welcome!

Assignments: posted!

- 4 Self Reflections.
- 2 Peer/Video Observations.
Welcome!

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- 4 Self Reflections.
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  More later.
Welcome!

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- 4 Self Reflections.
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  More later.
- Survey.
Welcome!

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- 4 Self Reflections.
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- More later.
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- Reserve right to one or two others.
Welcome!

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- 4 Self Reflections.
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- Reserve right to one or two others.
- 80% attendance.
Welcome!

Assignments: posted!
- 4 Self Reflections.
- 2 Peer/Video Observations.
  More later.
- Survey.
- Reserve right to one or two others.
- 80% attendance.

Contact course staff if issues with due dates/attendance.
What do you want?

- Students learn.
What do you want?

- Students learn.
- Students respect me.
What do you want?

- Students learn.
- Students respect me.
- Both!
What do you want?

- Students learn.
- Students respect me.
- Both!

Today: Presentation!
Make groups of 3 or 4!

- Eye Contact

- Eye Contact
- Smile

- Eye Contact
- Smile
- Move

- Eye Contact
- Smile
- Move
  - keep attention

- Eye Contact
- Smile
- Move
  keep attention
  emphasize point.

- Eye Contact
- Smile
- Move
  - keep attention
  - emphasize point.
- Timing.

- Eye Contact
- Smile
- Move
  - keep attention
  - emphasize point.
- Timing..
  - what is halfway?

- Eye Contact
- Smile
- Move  
  keep attention  
  emphasize point.
- Timing..  
  what is halfway?  
  what to leave out.
Tools for Teaching: Delivery Techniques.

- Vary pace
Tools for Teaching: Delivery Techniques.

- Vary pace
  - important, deliberate. anecdotes, quickly.

- Roughly 100 words a minute.
- Project voice/use microphone.
- Ask about hearing.
- Vary pitch, volume, intonation.
- Pause "most powerful tool in public speaking"
- Avoid Ums
Tools for Teaching: Delivery Techniques.

- Vary pace
  - important, deliberate. anecdotes, quickly.
  - if quick, then restate.
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  - "most powerful tool in public speaking"
Vary pace
  important, deliberate. anecdotes, quickly.
  if quick, then restate.
  roughly 100 words a minute.

Project voice/use microphone.
  ask about hearing.

Vary pitch, volume, intonation.

Pause
  "most powerful tool in public speaking"

Avoid Ums
Experiment?
Babad: Non Verbal Communication.

Evaluation Worksheet:

1. Gestures with talking to class
2. Uses monotone/dull voice when talking to class
3. Looks at the class when talking
4. Smiles at class as a whole, not just individual students.
5. Has a tense body position when talking to the class.
6. Moves around the classroom when teaching.
7. Looks at board or notes when talking to class.
8. Has a relaxed body position when talking to the class.
9. Smiles at individual students in the class.
10. Uses a variety of vocal expressions when talking to the class.
Babad: correlations.

<table>
<thead>
<tr>
<th>Microanalytic NV Behavior</th>
<th>Correlation with Molar Judgment</th>
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<td>Face Variables</td>
<td></td>
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<tr>
<td>Smile</td>
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<td>Sitting vs. standing</td>
<td>.42**</td>
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<tr>
<td>Frown</td>
<td>−.42**</td>
<td>Moving in space</td>
<td>.28*</td>
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<tr>
<td>Gaze down</td>
<td>−.36*</td>
<td>Body expressiveness</td>
<td>.33*</td>
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<td>Blinking</td>
<td>−.14</td>
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<td>Wide vs. narrow eyes</td>
<td>−.12</td>
<td>Lean sideways</td>
<td>−.35*</td>
</tr>
<tr>
<td>Tense vs. relaxed face</td>
<td>.31*</td>
<td>Orientation to audience</td>
<td>.34*</td>
</tr>
<tr>
<td>Sarcasm</td>
<td>.30*</td>
<td>Fidgeting with body</td>
<td>−.25*</td>
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<td>Gen. face expression</td>
<td>.20</td>
<td>Fidgeting with object</td>
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<td>Head Variables</td>
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<td>Movement, expression</td>
<td>.10</td>
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<td>Nod head</td>
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<td>Change NV express.</td>
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<tr>
<td>Shake head</td>
<td>−.18</td>
<td>Change in intensity</td>
<td>.42**</td>
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<tr>
<td>Thrust head</td>
<td>−.02</td>
<td>Global Variables</td>
<td></td>
</tr>
<tr>
<td>Touch head</td>
<td>−.18</td>
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<td>Hands Variables</td>
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<td>Illustrators</td>
<td>.16</td>
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<td>Hold hands</td>
<td>−.23</td>
<td>Tense vs. relaxed</td>
<td>.31*</td>
</tr>
<tr>
<td>Movement, expression</td>
<td>.50**</td>
<td>Overall emphasis</td>
<td>.52**</td>
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<tr>
<td>Beating movement</td>
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<td>Round movement</td>
<td>.30*</td>
<td>Intensity (volume)</td>
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<tr>
<td>Hands in pockets</td>
<td>.32*</td>
<td>Soft vs. hard</td>
<td>−.34*</td>
</tr>
<tr>
<td>Hands folded together</td>
<td>−.23</td>
<td>Voice change</td>
<td>.42**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Voice emphasis</td>
<td>.41**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Slow/fast tempo</td>
<td>.45**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intent toward student</td>
<td>.40**</td>
</tr>
</tbody>
</table>

* p < .05 ** p < .001

Note: Voice variables were judged while hearing professors' voice. All other microanalytic judgments were made without hearing professors' voice.
"Highly-rated lecturers are very expressive in their faces, hands, voices and body orientation toward their audience. They make continuous shifts in various channels of their NV behavior, thereby preventing boredom and increasing student interest. And yet, despite their high level of activity, they are quite relaxed and avoid showing negative behaviors."
Can this be changed?

Ceci-Williamns: How'm I doing?
Can this be changed?

Ceci-Williams: How'm I doing?

- Class: Developmental Psychology.
Can this be changed?

Ceci-Williamns: How’m I doing?

- Class: Developmental Psychology.
- Bad ratings.
Can this be changed?

Ceci-Williamns: How'm I doing?

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- Get help.
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- Class: Developmental Psychology.
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- Get help.
- Vary pitch, use gestures.
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- Vary pitch, use gestures.
- Everything else the same!!!!
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  - listened to recordings, memorized,
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- Class: Developmental Psychology.
- Bad ratings.
- Get help.
- Vary pitch, use gestures.
- Everything else the same!!!!
  
  listened to recordings, memorized, evaluated by outsiders.
Instructor Results

- Knowledgeable.
Instructor Results

- Knowledgeable. 3.61
Instructor Results

- Knowledgeable. 3.61 to 4.05
Instructor Results

- Knowledgeable. 3.61 to 4.05
- Tolerant.
Instructor Results

- Knowledgeable. 3.61 to 4.05
- Tolerant. 2.55
Instructor Results

- Knowledgeable. 3.61 to 4.05
- Tolerant. 2.55 to 3.48
Instructor Results

- Knowledgeable. 3.61 to 4.05
- Tolerant. 2.55 to 3.48
- Enthusiasm.
Instructor Results

- Knowledgeable. 3.61 to 4.05
- Tolerant. 2.55 to 3.48
- Enthusiasm. 2.14
Instructor Results

- Knowledgeable. 3.61 to 4.05
- Tolerant. 2.55 to 3.48
- Enthusiasm. 2.14 to 4.21
Instructor Results

- Knowledgeable. 3.61 to 4.05
- Tolerant. 2.55 to 3.48
- Enthusiasm. 2.14 to 4.21
- Accessible.
Instructor Results

- Knowledgeable. 3.61 to 4.05
- Tolerant. 2.55 to 3.48
- Enthusiasm. 2.14 to 4.21
- Accessible. 2.99
Instructor Results

- Knowledgeable. 3.61 to 4.05
- Tolerant. 2.55 to 3.48
- Enthusiasm. 2.14 to 4.21
- Accessible. 2.99 to 4.06
Instructor Results

- Knowledgeable. 3.61 to 4.05
- Tolerant. 2.55 to 3.48
- Enthusiasm. 2.14 to 4.21
- Accessible. 2.99 to 4.06
- Organized.
Instructor Results

- Knowledgeable. 3.61 to 4.05
- Tolerant. 2.55 to 3.48
- Enthusiasm. 2.14 to 4.21
- Accessible. 2.99 to 4.06
- Organized. 3.18
Instructor Results

- Knowledgeable. 3.61 to 4.05
- Tolerant. 2.55 to 3.48
- Enthusiasm. 2.14 to 4.21
- Accessible. 2.99 to 4.06
- Organized. 3.18 to 4.09
Instructor Results

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- Tolerant. 2.55 to 3.48
- Enthusiasm. 2.14 to 4.21
- Accessible. 2.99 to 4.06
- Organized. 3.18 to 4.09
Course.

- Learning. 2.93 to 4.05

\(^1\)Not accurate necessarily.
Course.

- Learning. 2.93 to 4.05
- Expectations. 3.22 to 4.00

\[\text{\footnotesize (Not accurate necessarily.)}\]
Course.

- Learning. 2.93 to 4.05
- Expectations. 3.22 to 4.00
- Fair. 3.03 to 3.72

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Course.

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- Text. 2.06 to 2.98

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- Overall course!

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- Fair. 3.03 to 3.72
- Text. 2.06 to 2.98
- Overall course! 2.50

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- Learning. 2.93 to 4.05
- Expectations. 3.22 to 4.00
- Fair. 3.03 to 3.72
- Text. 2.06 to 2.98
- Overall course! 2.50 to 3.91!

\(^1\)Not accurate necessarily.
Classical Student Rating Study.

1 Multisection Psychology Course.
Classical Student Rating Study.

1. Multisection Psychology Course.
2. Student Ratings: several years.

$\text{r} = 0.72$ for teacher, $\text{r} = 0.57$ for course.

$\text{Final performance, } r = 0.36.$

$\text{r}^2 = 0.51 \text{ of variation.}$
Classical Student Rating Study.

1. Multisection Psychology Course.
2. Student Ratings: several years.
3. Multiple observer evaluation of Non-Verbal Behavior.
Classical Student Rating Study.

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Enthusiastic Teacher Behavior correlations.
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* $r = .72$ “explains” $r = ( .72)^2 = .51$ of variation.
Hmmm...

Let’s watch!
Work on Presentations.

Do your presentations Again!
Peer Observations/Video Observations.

- Get partner.
Peer Observations/Video Observations.

- Get partner. Today!
Peer Observations/Video Observations.

- Get partner. Today!
- Around 10-15 minutes of video.
Peer Observations/Video Observations.

- Get partner. Today!
- Around 10-15 minutes of video.
- Observer gives feedback.
Peer Observations/Video Observations.

- Get partner. Today!
- Around 10-15 minutes of video.
- Observer gives feedback.
Peer Observations/Video Observations.

- Get partner. Today!
- Around 10-15 minutes of video.
- Observer gives feedback.
  Use worksheet.
Peer Observations/Video Observations.

- Get partner. Today!
- Around 10-15 minutes of video.
- Observer gives feedback.
  Use worksheet. (Posted on course website.)
- Watch Video.
Peer Observations/Video Observations.

- Get partner. Today!
- Around 10-15 minutes of video.
- Observer gives feedback.
  Use worksheet. (Posted on course website.)
- Watch Video. Turn in: piazza feedback.