

- ▼ CS 301, September 20, 2004: evaluation
 - how many of you think that, so far, you're helping your students learn?
- ▼ of those that answered yes, why do you think that?
 - ▼ answers expected
 - good things are happening in discussion section and lab
 - I asked them
 - visiting t.a./instructor said things were OK
 - how might this evidence present a misleading picture of how well you're helping your students learn?
 - what else could you try?
- ▼ things to make sure get mentioned
 - ▼ evaluating the students
 - this is difficult, yet crucial; anecdotes
 - quizzes (e.g. peer instruction)
 - ▼ have students ask questions, either in class or on index cards as they leave
 - ▼ why does this need encouraging?
 - shyness or fear of looking stupid
 - reluctance to disrupt instructor
 - not enough time to think of questions
 - not knowing what they don't know
 - wait long enough for questions
 - collect questions without answering at the start of class
 - form groups to devise questions
 - ▼ call on students
 - anecdote about tic-tac-toe
 - borrow their notes
 - interview them in office hours or lab
- ▼ evaluating the t.a.
 - ▼ variables
 - ▼ who does the evaluation?
 - instructor
 - fellow t.a.s in the same course
 - fellow t.a.s or veteran t.a.s in other courses
 - students
 - yourself!
 - ▼ what kind of evaluation?
 - borrow student notes
 - questionnaire (often done at first exam)
 - interview
 - videotape
 - journal
 - ▼ things to focus on

- content
- style
- ▼ what information do you get from the various kinds of evaluator? (ask)
 - students: most relevant, but they may not know what they want
 - fellow t.a.s: know what's needed, may not perceive explanations that aren't clear to learners, may not know context of what you're teaching
 - instructor: same as fellow t.a.s, plus possible intimidation
- ▼ what information do you get from the various types of evaluation?
 - ▼ questionnaire: it depends what you ask
 - lots of work to get big picture (anecdote about terrible comment on first questionnaire)
 - how much focus? need some open-ended questions
 - how long? don't want burnout
 - need also to know how to interpret the answers
 - be sure to report results to the students!
 - ▼ interview: point of view, focus
 - pre-interview is useful so that evaluator knows what to look for
 - another technique: bring in an outsider to interview the class
 - ▼ videotape
 - objective since it's all there on tape
 - hard to avoid details that might not be significant
 - tends to be good to verify things noticed in other ways
 - doesn't bother the students
 - videotaper should tape students as well as you
 - ▼ journal
 - reflection on and corroboration of what went right and wrong