

Welcome!

Assignments: posted!

Welcome!

Assignments: posted!

- 4 Self Reflections.

Welcome!

Assignments: posted!

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

Welcome!

Assignments: posted!

- 4 Self Reflections.
- 2 Peer/Video Observations.
More later.

Welcome!

Assignments: posted!

- 4 Self Reflections.
- 2 Peer/Video Observations.
More later.
- Survey.

Welcome!

Assignments: posted!

- 4 Self Reflections.
- 2 Peer/Video Observations.
More later.
- Survey.
- Reserve right to one or two others.

Welcome!

Assignments: posted!

- 4 Self Reflections.
- 2 Peer/Video Observations.
More later.
- Survey.
- 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!

Tools for Teaching: Interest/Engage.

- Eye Contact

Tools for Teaching: Interest/Engage.

- Eye Contact
- Smile

Tools for Teaching: Interest/Engage.

- Eye Contact
- Smile
- Move

Tools for Teaching: Interest/Engage.

- Eye Contact
- Smile
- Move

keep attention

Tools for Teaching: Interest/Engage.

- Eye Contact
- Smile
- Move

keep attention
emphasize point.

Tools for Teaching: Interest/Engage.

- Eye Contact
- Smile
- Move

keep attention
emphasize point.

- Timing..

Tools for Teaching: Interest/Engage.

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

Tools for Teaching: Interest/Engage.

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

Tools for Teaching: Delivery Techniques.

- Vary pace
 - important, deliberate. anecdotes, quickly.
 - if quick, then restate.

Tools for Teaching: Delivery Techniques.

- Vary pace

important, deliberate. anecdotes, quickly.

if quick, then restate.

roughly 100 words a minute.

Tools for Teaching: Delivery Techniques.

- Vary pace
 - important, deliberate. anecdotes, quickly.
 - if quick, then restate.
 - roughly 100 words a minute.
- Project voice/use microphone.

Tools for Teaching: Delivery Techniques.

- Vary pace
 - important, deliberate. anecdotes, quickly.
 - if quick, then restate.
 - roughly 100 words a minute.
- Project voice/use microphone.
 - ask about hearing.

Tools for Teaching: Delivery Techniques.

- 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.

Tools for Teaching: Delivery Techniques.

- 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

Tools for Teaching: Delivery Techniques.

- 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"

Tools for Teaching: Delivery Techniques.

- 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.

Microanalytic NV Behavior	Correlation with Molar Judgment	Microanalytic NV Behavior	Correlation with Molar Judgment
<i>Face Variables</i>		<i>Body Variables</i>	
Smile	.44**	Sitting vs. standing	.42**
Frown	-.42**	Moving in space	.28*
Gaze down	-.36*	Body expressiveness	.33*
Eye contact	.34*	Lean forward	-.38*
Blinking	-.14	Lean backward	.09
Wide vs. narrow eyes	-.12	Lean sideways	-.35*
Tense vs. relaxed face	.31*	Orientation to audien.	.34*
Sarcasm	.30*	Fidgeting with body	-.25*
Gen. face expression	.20	Fidgeting with object	-.05
<i>Head Variables</i>		<i>Changes</i>	
Movement, expression	.10	Body & posture shift	.38**
Nod head	.03	Change NV express.	-.13
Shake head	-.18	Change in intensity	.42**
Thrust head	-.02	<i>Global Variables</i>	
Touch head	-.18	Regulators	-.11
<i>Hands Variables</i>		Illustrators	.16
Hold hands	-.23	Tense vs. relaxed	.31*
Movement, expression	.50**	Overall emphasis	.52**
Beating movement	.39**	<i>Voice Variable</i>	
Round movement	.30*	Intensity (volume)	.43**
Hands in pockets	.32*	Soft vs. hard	-.34*
Hands folded together	-.23	Voice change	.42**
		Voice emphasis	.41**
		Slow/fast tempo	.45**
		Intent toward student	.40**
* $p < .05$ ** $p < .001$			
Note: Voice variables were judged while hearing professors' voice. All other micro-analytic judgments were made without hearing professors' voice.			

Babad: good evaluations?

"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-Williamns: 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?

- Class: Developmental Psychology.
- Bad ratings.
- Get help.

Can this be changed?

Ceci-Williamns: How'm I doing?

- Class: Developmental Psychology.
- Bad ratings.
- Get help.
- Vary pitch, use gestures.

Can this be changed?

Ceci-Williamns: How'm I doing?

- Class: Developmental Psychology.
- Bad ratings.
- Get help.
- Vary pitch, use gestures.
- Everything else the same!!!!

Can this be changed?

Ceci-Williamns: How'm I doing?

- Class: Developmental Psychology.
- Bad ratings.
- Get help.
- Vary pitch, use gestures.
- Everything else the same!!!!
listened to recordings,

Can this be changed?

Ceci-Williamns: How'm I doing?

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

Can this be changed?

Ceci-Williamns: How'm I doing?

- 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

- 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

Course.

- Learning. 2.93 to 4.05

¹Not accurate necessarily.

Course.

- Learning. 2.93 to 4.05 ¹
- Expectations. 3.22 to 4.00

¹Not accurate necessarily.

Course.

- Learning. 2.93 to 4.05 ¹
- Expectations. 3.22 to 4.00
- Fair. 3.03 to 3.72

¹Not accurate necessarily.

Course.

- Learning. 2.93 to 4.05 ¹
- Expectations. 3.22 to 4.00
- Fair. 3.03 to 3.72
- Text. 2.06 to 2.98

¹Not accurate necessarily.

Course.

- Learning. 2.93 to 4.05 ¹
- Expectations. 3.22 to 4.00
- Fair. 3.03 to 3.72
- Text. 2.06 to 2.98
- Overall course!

¹Not accurate necessarily.

Course.

- Learning. 2.93 to 4.05 ¹
- Expectations. 3.22 to 4.00
- Fair. 3.03 to 3.72
- Text. 2.06 to 2.98
- Overall course! 2.50

¹Not accurate necessarily.

Course.

- Learning. 2.93 to 4.05 ¹
- 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!

¹Not accurate necessarily.

Murray.

Classical Student Rating Study.

- 1 Multisection Psychology Course.

Murray.

Classical Student Rating Study.

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

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.

- 1 Multisection Psychology Course.
- 2 Student Ratings: several years.
- 3 Multiple observer evaluation of Non-Verbal Behavior.
- 4 Common Final.

Enthusiastic Teacher Behavior correlations.

Classical Student Rating Study.

- 1 Multisection Psychology Course.
- 2 Student Ratings: several years.
- 3 Multiple observer evaluation of Non-Verbal Behavior.
- 4 Common Final.

Enthusiastic Teacher Behavior correlations.

Classical Student Rating Study.

- 1 Multisection Psychology Course.
- 2 Student Ratings: several years.
- 3 Multiple observer evaluation of Non-Verbal Behavior.
- 4 Common Final.

Enthusiastic Teacher Behavior correlations.

- 1 Student ratings: $r=.72$ for teacher,

Classical Student Rating Study.

- 1 Multisection Psychology Course.
- 2 Student Ratings: several years.
- 3 Multiple observer evaluation of Non-Verbal Behavior.
- 4 Common Final.

Enthusiastic Teacher Behavior correlations.

- 1 Student ratings: $r = .72$ for teacher, $r = .57$ for course.

Classical Student Rating Study.

- 1 Multisection Psychology Course.
- 2 Student Ratings: several years.
- 3 Multiple observer evaluation of Non-Verbal Behavior.
- 4 Common Final.

Enthusiastic Teacher Behavior correlations.

- 1 Student ratings: $r=.72$ for teacher, $r = .57$ for course.
- 2 Final performance, $r=.36$.

Classical Student Rating Study.

- 1 Multisection Psychology Course.
- 2 Student Ratings: several years.
- 3 Multiple observer evaluation of Non-Verbal Behavior.
- 4 Common Final.

Enthusiastic Teacher Behavior correlations.

- 1 Student ratings: $r = .72$ for teacher, $r = .57$ for course.
- 2 Final performance, $r = .36$.

* $r = .72$

Classical Student Rating Study.

- 1 Multisection Psychology Course.
- 2 Student Ratings: several years.
- 3 Multiple observer evaluation of Non-Verbal Behavior.
- 4 Common Final.

Enthusiastic Teacher Behavior correlations.

- 1 Student ratings: $r = .72$ for teacher, $r = .57$ for course.
- 2 Final performance, $r = .36$.

* $r = .72$ “explains”

Classical Student Rating Study.

- 1 Multisection Psychology Course.
- 2 Student Ratings: several years.
- 3 Multiple observer evaluation of Non-Verbal Behavior.
- 4 Common Final.

Enthusiastic Teacher Behavior correlations.

- 1 Student ratings: $r = .72$ for teacher, $r = .57$ for course.
- 2 Final performance, $r = .36$.

* $r = .72$ “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.