2012 Graduate Assistant/Instructor Workshops

August 13-15, 2012

Brevard Auditorium, Room 134

Monday, August 13 – Teaching Methods

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<td>Introduction and Welcome – Sue Mossing</td>
<td>Sue Mossing</td>
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<tr>
<td>1:15-1:55</td>
<td>Team Learning Exercises – Alicia Bouldin</td>
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<td>2:00-2:40</td>
<td>Effective Lectures – Joe Ward</td>
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<td>2:45-3:25</td>
<td>Case Study – Tony Ammeter</td>
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<td>3:30-4:00</td>
<td>Integrated Course Design – Sue Mossing</td>
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*There will be 5 minutes between presentations for a quick break.

Tuesday, August 14 – Assessments and Learning Objectives

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<tr>
<td>1:00-1:15</td>
<td>Introduction and Welcome – Christy Wyandt</td>
<td>Christy Wyandt</td>
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<td>1:15-1:55</td>
<td>Multiple Purpose of Assessments &amp; Evaluating Your Assessment Instruments – Kate Kellum</td>
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<td>2:00-2:40</td>
<td>Rubrics as a Teaching and Learning Tool – Alice Myatt</td>
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<td>2:45-3:25</td>
<td>Teaching &amp; Testing with Technology – Mark Yacovone</td>
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<tr>
<td>3:30-4:00</td>
<td>Employment Issues for Graduate Students – Christy Wyandt</td>
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*There will be 5 minutes between presentations for a quick break.

Wednesday, August 15 – Campus Resources and Referrals

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<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
<th>Host</th>
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<tbody>
<tr>
<td>1:00-1:30</td>
<td>Introduction and Welcome – Maurice Eftink</td>
<td>Maurice Eftink</td>
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<tr>
<td>1:30-2:00</td>
<td>Office of the Registrar – Denise Knighton</td>
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<td>2:00-2:30</td>
<td>SDS/EORC Stacey Reycraft and/or Wilma Webber-Colbert</td>
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<td>2:30-3:00</td>
<td>SIT/Counseling Center – Marc Showalter</td>
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<td>3:00-3:30</td>
<td>Libraries – Amy Mark</td>
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<tr>
<td>3:30-4:00</td>
<td>ASC/FABI – Jennifer Bennett</td>
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“Team Learning” or “Connecting Learners”

A brief sharing session at the University of Mississippi Graduate TA Workshop
August 13, 2012
Alicia S. Bouldin, R.Ph., Ph.D.
Associate Dean for Outcomes Assessment and Learning Advancement
The University of Mississippi School of Pharmacy

Teaching in higher education. You’ve experienced it, and you are being asked to contribute to that mission of the University this semester. You likely have some opinions about what works and what doesn’t work in the classroom, based on your own experience, advice from mentors, professional development opportunities you have undertaken, books you have read, etc.

The identified principles of good practice in higher education include considerations of HOW we teach (not just what we teach). The “Greater Expectations” report of the American Association of Colleges and Universities (2006) tackles the idea of what is needed by the 21st century learner in college today.

Given the need to work as members of teams in the workplace and in community life, the AAC&U group calls for classroom practices that:

- while teaching knowledge, also ask students to apply it
- stress inquiry and engagement with unscripted and contested problems, including those drawn from real life
- in an intentional way, employ the diversity of the student body as a learning tool
- develop and value collaborative as well as individual achievement.

Source: American Association of Colleges and Universities (2006), greaterexpectations.org

Enter active learning. And as a subset of that, team learning.

What constitutes “team learning?”

Collaborative or “team” learning practices are widely varied. They can be complex or simple, high stakes or low stakes, synchronous or asynchronous, longitudinal or short-lived, formative or summative, inside the classroom or outside, etc.

Several of the more simple, less resource-intensive options are listed below and expanded in the attached appendix.

In-Class Examples
Think-Pair-Share (valuable option if desk units are immobile)
Role Play (works well if desk units are mobile)
Case-based

Outside of Class Examples (usually asynchronous)
Blackboard Groups (journals, blogs, wikis)
Wiki development (GoogleGroups, HackPad, etc.)
Collaborative bookmarking (Pinterest, Bag the Web, etc.)
What are some potential barriers to success in employing these techniques?

The primary threat to success of team learning within the classroom is classroom control, especially in larger settings. For anyone who has been in a large class where a teacher “turned the students loose” to work on something on their own—even for a few moments—it is probably obvious how difficult it may be to maintain control and to ensure that the intended activity is the focus of students’ attentions.

What are some ideas for maintaining classroom control during these student-driven exercises?

- 
- 
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Student perceptions can also be a barrier to success of team learning activities, both in the classroom and outside the classroom. Often, if students don't get “credit” for participating, they can see team exercises as “busy work,” which they may perceive as preventing them from excelling individually. One way of providing “credit” is to award some grading component to the activity. Assigning “high stakes” (course grades of significant weight, etc.) to team learning exercises can influence perceptions.

What effects are assigning of “high stakes” to the activity likely to have?

- On student participation?
- On student anxiety?
- Other?

What effects are “low stakes” likely to have?

- On student participation?
- On student anxiety?
- Other?

What do learners think about team learning?

We started our discussion with what the “authorities” say. But what do learners themselves say about collaborative or team learning?

Existing research reveals variation in student attitudes. Learners tend to be positive about some aspects of team learning:

Feingold et al (2008) reported that “The majority of students valued the discussions because they allowed students to hear others’ points of view, validated their own rationale, and helped them understand the material.”

Student comments included:

- “I like the different points of view...because in any work setting later on, you’re going to have all these different points of view and...you’re going to have to deal with it.”
- “Group activities...forced us to look at things...from multiple angles.”
- “I learned more from the discussion than I did from reading the material.”

Vasan et al (2009) found in a medical student population that, while perceptions of team-based learning were generally high, they were significantly more positive among high-performing students than among low-achieving students.


Snyder and McNeil found that pre-group instruction about effective collaboration can positively influence students’ perceptions of group experiences.


Learners’ attitudes are also skeptical at times.

While all students agreed in a 2012 study that working with others will be a regular occurrence in their careers, 60% of learner respondents disagreed or weren’t sure that “I learn more when working in groups than I could on my own.”

Source: Bouldin and Brock, American Association of Colleges of Pharmacy Teachers Seminar, Annual Meeting 2012.

And of course there are aspects of team learning which elicit negative perceptions from learners. Attitudes may decline when high stakes are involved in the team activities, as learner apprehension for adequate group performance increases. But even when significant grades are not an issue, “social loafing” can have a negative effect on the team activities.


**For Further Thought:**
Do we adequately prepare learners to identify value in team contributions, to understand group dynamics, to intentionally engage in team-building, etc.? Some of student resistance to team learning may stem from limited experience or limited perception of an ability to thrive in a team environment.

**For Further Reading:**


Resources at the Team-Based Learning Collaborative, http://www.teambasedlearning.org/
Think-Pair-Share
Class time required: 3-5 minutes

How to prepare:
- Generate a question that requires reflection and thinking related to one or more topics in today’s lecture.

How to administer:
- At the time you judge best, present the question to the class.
- Ask students to think about the answer individually, and jot down their answers.
- Tell students how much time they have to formulate their individual responses (usually no more than 2 minutes, depending upon the question).
- Ask them to pair with a neighbor and discuss their answers with each other (for 2-3 minutes). As they discuss, encourage them to create a new answer together that improves on each individual’s response.
- Select a few pairs at random to share their answers with the class.

Variations to consider:
- Have all student pairs consider the same question, or assign a few groups to each of several different questions.
- Make the question a “mini-case,” with each student arriving at a solution and then defending it to their partner.

Benefits to the instructor:
- Reveals students’ level of understanding of the covered topic, and enables any corrective teaching that might be required to get them on track.
- Helps rejuvenate student attention levels, by providing a task to break up the “listening” required during the lecture. Thus, the attention “clock” starts over when the instructor picks up the lecture after the exercise.

Benefits to the students:
- Facilitates critical thinking individually.
- “To teach is to learn twice;” so describing an answer to one’s partner helps to increase the depth of learning of the concept being discussed.
- Enables each student to see the thinking process of another. This can be an advantage to students who “hadn’t thought of it that way,” or had not been able to gain a clear hold on the information on their own.
- Discussion of alternate points of view with a peer and cooperation to arrive at a mutually acceptable shared answer may improve social competencies.

Source: Silberman, M. Active Learning: 101 Strategies to Teach Any Subject. Boston: Allyn and Bacon, 1996. (The exercise is referred to as “The Power of Two” in this resource.)
Role Play
Class time required: (it depends)

How to prepare:
- Role plays start with scenarios or cases. Try to make sure that your scenario is as realistic as possible.
- Craft a “story line” (e.g., scripted responses to a critical incident or comment made).
- It’s best to consider multiple perspectives when designing role play exercises. Try to imagine “all sides” of the scenario. (It may be wise to enlist a colleague to review your list of identified perspectives, in the interest of making it as thorough as possible.)
- When all perspectives appear in your list, assign each to a character. (Or leave one/some out, and make identifying what is missing a part of the learning exercise.)
- Acquire any necessary props.

How to administer:
- Distribute/present the scenario, inviting questions if it is unclear.
- Invite team members to assume one of the roles. Roles can include formal observers/recorders in addition to players in the script. But make sure that all have responsibilities, so that all will be engaged.
- Make sure all are aware of the time limit. (You'll need to have an idea up front of how long you expect the activity to run before the learning objective has been reached.)
- Discuss within the teams or with the large group the learners’ interpretations of the responses that unfolded within the role play.
- Use the “fish bowl” approach using pairs of teams, in which one team performs for the other to observe, and then the other team takes its turn performing.
- Invite a team or two to volunteer to perform their role play for the class to discuss as a whole.
- Debrief on the lessons learned (very important part of the exercise as a whole).

Variations to consider:
- Provide a basic scenario, and invite each learner team to create “scripts” for set roles in that circumstance. What will each character be most likely to say? Where might surprises occur?
- Use video to capture the role play, and ask other groups of students to respond or critique what they have viewed (in class or outside of class).
- Use chat sessions to accomplish role play in online education.

Benefits to the instructor:
- Can be used to engage higher order thinking skills from learners (application of concepts, synthesizing responses, analyzing situations).

Benefits to the students:
- Relevance of concepts can become more evident, resulting in deeper learning.
- Assuming another’s identity can broaden one’s own perspectives and enable a more comprehensive understanding of problems.
- Many students are more engaged by this form of active learning, as long as it doesn’t seem “silly” to them.

Blackboard Group Work

The online Help for Blackboard has a thorough discussion of how wikis may be established for team learning on class sites. That resource, prepared by our Faculty Technology Development Center, is available at

http://www.olemiss.edu/blackboard/Blackboard_Support_and_Training/For_Instructors_files/Bb9Wikis.pdf

One valuable aspect of the 4-page Blackboard handout available at the above link is a comparison chart on page 2, which highlights aspects of four Blackboard team learning tools: blogs, journals, wikis, and discussion boards. The common uses and potential uses of each are listed.

There are separate “how to” handouts for each of these valuable team learning tools, created by the FTDC and located at

http://www.olemiss.edu/blackboard/Blackboard_Support_and_Training/For_Instructors.html
A brief lecture about lecturing

Joe Ward
Department of History
University of Mississippi
Overview

- At the outset, offer an overview
- Try to make no more than 3 or 4 main points in a lecture
- Keep in mind that different students respond to different types of lecture style
- Save time for summary and leading into the next lecture
Start with an Overview

• Remind your students of where they are in the course
• Introduce lecture topic, perhaps by throwing out a problem or anecdote
• Give them a roadmap, so they can sense their proximity to the goal as the lecture unfolds
• Don’t forget to bring your energy!!
Make three or four points

- Keep Goldilocks happy
- Highlight key points raised in the textbook, but don’t try to cover everything
- Consider sharing, from time to time, your first experience with the material
Recognize different learning styles

• Avoid reading your slides!
• The podium is a utility table, not a shield
• Adapt to the environment
• Encourage active learning
  • Spontaneous writing
  • Small group work
  • Help students to listen actively
    – Students may not know how to take notes
    – PowerPoint: Friend or Foe?
Look at this Cute Puppy!
Summary and continuity

• Remind them that they learned a great deal
• Show them that they can now solve the problem you introduced at the outset
• Connect this lecture with the next one
Summary

• Build your lecture in pieces
• Try not to cover too much material
• Connect the lecture to the course overall
• Foster active learning
SOME TIPS ON TEACHING USING DISCUSSION

Fine-Tuning the Craft of Teaching by Discussion (Huang, 2005)

1. Expand Your Repertoire of Ways to Pose Questions
2. Begin the Discussion With a Familiar Experience and Keep It on Track
3. Stretch Your Tolerance of Silence
4. Exercise Effective Listening Skills
5. Facilitate Dialogue Among Participants and Foster an Inquiry-Driven Community
6. Encourage Students to Explore a Variety of Viewpoints
7. Help Students to Clarify Thoughts
8. Use the Linking Technique
9. Pay Attention to Individual Participation Styles
10. Learn About Cross-Cultural Differences in Communication

Suggestions for Varying Discussion Teaching Formats (adapted by Huang from Dunne, 2004)

Suggestion 1: Lineup
1. Tape a line on the floor with, for example, “agree” and “disagree” on opposite ends.
2. Ask students to choose a place on the line according to your own position on the issue.
3. Share with those standing near them why you have selected the position. Provide examples, reasons, and explanations.

Suggestion 2: Mingling Party
1. Formulate a set of questions in advance.
2. Distribute the question sheet to each student before class to allow for preparation.
3. Ask students to circulate around the room and to share their research findings and thoughts on the questions.

Suggestion 3: Pyramid Challenge
1. Generate a list of questions that you want students to explore.
2. Ask students to work in pairs and discuss the assigned questions.
3. After the pair discussion, ask students to form a group of 3 or 4 to discuss the questions.
4. Regather the groups for a whole class discussion on the questions.
**Suggestion 4: Poster Tour**

1. Generate a list of no more than five key issues to be discussed.

2. Divide the class according to the number of issues and distribute a single flip chart sheet to each group.

3. Randomly assign issues to groups. Alternatively, let students self-select an issue that concerns them the most or is most relevant to their professional experience. Remind the students that each group should have approximately the same number of participants.

4. Ask each group to nominate a team facilitator and a record keeper.

5. Assign a time frame for students to complete the group task of generating ideas/solutions pertaining to the assigned issue.

6. Ask each group to put the issue at the top of the sheet and the answers in point form.

7. Pin the sheets to the wall around the classroom.

8. Request one member from each group to stay with its group’s poster to answer questions from members of other groups.

9. Ask the class to circulate around the room in order to read other groups’ posters.

**References**


Using Case Studies (and Discussion) as a Teaching Method

2012 GI/TA Fall Training Workshop

Dr. Tony Ammeter
Associate Dean for Undergraduate Programs
Associate Professor of Management and MIS
School of Business Administration
tammeter@bus.olemiss.edu
What is a Case?

A problem description or a presentation of a decision situation that is designed for analysis.
Please carefully read the following case and be prepared to discuss it

“Using cases for discussion in class is potentially the most effective method of ensuring a practical understanding of the material that I teach”
Keys to Successful Case Discussion

Know Course Content / Learning Objectives

Pick an Appropriate Case / Discussion Starter

Student Preparation for Case / Discussion

Develop a Case / Discussion Plan

Successful Case Discussion
Why Use Cases in Class Discussion?

Discussion of cases put students under “intellectual stress” to develop critical & creative thinking skills:

- Problem solving and decision making
- Distinguishing among facts, assumptions, and opinions
- Making judgments while considering consequences and alternatives
- Providing supporting evidence for conclusions
Why Use Class Discussion?

Class Discussion enables “exploratory talk”:

- Facilitates deeper processing of material
- Challenging contributions
  - Fosters an imaginative, receptive mind
  - Pushes thinking further
- Verbalization clarifies thought
  - Abstract essential points from nonessential
  - Develops mental actions and concepts for employing newly-acquired knowledge
Know Course Content / Learning Objectives

- Careful selection of material is vital
- As the instructor you must have complete familiarity with:
  - The level and purpose of the course
  - The background of the students
  - The intended outcome of the course
- You must know or be able to predict the classroom setting
Pick an Appropriate Case / Discussion Starter

- Your case must employ, exercise, or explore a theory, concept, or tool
  - Highlight the dilemmas of the decision-maker
  - Demonstrate multiple courses of action
- Relevant to Course Content
  - Appropriate for level of student
  - Provides context for theoretical exploration
- Pick something intellectually stimulating to you
Student Preparation for Case / Discussion

Students need to know:

- The purpose of using the case method
- A problem solving process to use
- A clear understanding of responsibilities during discussion:
  - Preparation
  - Expectations of participation
  - Importance of participation in developing their understanding
Develop a Case / Discussion Plan

- Focus preparation on questions to be asked
  - Try to anticipate the various directions discussion might go
  - Questions should range from short term, mid term, long term, to philosophical

- Leading the discussion is not the same thing as being part of it
  - Focus on helping student learn how to solve problems
  - Demonstrate behavior desired: *respectful listening*
  - Relax and be willing to cede some control

- Develop questions that will bring out participation (THIS IS CHALLENGING!)
Welcome to the World of Research and Teaching!

Cases / Class Discussion will work for you in many situations if:

- Know Course Content / Learning Objectives
- Pick an Appropriate Case / Discussion Starter
- Student Preparation for Case / Discussion
- Develop a Case / Discussion Plan

Thanks for your time and good luck!
1. Your Colleagues


5. Excellent Reference for Large Classes:
Integrated course design

Matching TEACHING METHODS to LEARNING OBJECTIVES to ASSESSMENTS
Integrated Course Design
Includes constructive alignment of teaching activities, learning goals, and assessments
Teaching Methods

- There are several ways to TEACH that facilitates learning
  - Effective lectures
  - Team-learning exercises
  - Case studies & discussion
  - Other methods that effect the entire course design: Reciprocal teaching, team-based learning, Reacting to the Past, etc.
  - Other activities that can be incorporated into any course: team-learning exercises, case studies, etc.

- Keep in mind the level of understanding you expect

- Keep in mind situational factors (room, students, etc.) and …
Learning Objectives

- Match the methods used to TEACH to the LEARNING goals
  - Keep in mind the level of understanding you expect
    - Use Bloom’s (revised) taxonomy as a guide

- Guide students’ learning and be clear w/learning objectives

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>EXAMPLE</th>
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<tbody>
<tr>
<td>Remembering</td>
<td>Remembering important names and dates</td>
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<tr>
<td>Understanding</td>
<td>Understanding cell organelles’ functions</td>
</tr>
<tr>
<td>Applying</td>
<td>Calculating net profit</td>
</tr>
<tr>
<td>Analyzing</td>
<td>Reviewing a movie for a friend</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Choosing the most appropriate theory</td>
</tr>
<tr>
<td>Creating</td>
<td>Assembling a project from a theoretical design</td>
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Assessments

- Match the methods used to TEACH to ASSESSMENTS used
  - Bloom’s taxonomy is helpful for clarifying expectations
- Focus students’ learning; don’t blindside them on tests
Integration: Putting it all together

- Use the Results
- Establish Learning Goals
- Assess Student Learning
- Provide Learning Opportunities

Picture from Cornell Assessment of student learning
Objectives - for everything
Being clear about what you want students to know or be able to do at the end of the program, the course, and the session can help you better pick learning activities and evaluation tools. The clearer you are about what you want students to know, the more likely you will be able to design learning activities and student evaluations that accomplish those objectives.

Overview of behavioral psychology
Many names: behavioral psychology, behavior analysis, contextual psychology, contextual behavioral science, behavioral science, performance management, behaviorology, applied behavior analysis, ...

At the most basic level, these fields look at the relationships between context and behavior. Behavior can be defined as anything an organism does (e.g., developing an exam, answering essay questions ...). Context includes both environmental factors (i.e., past & present events) and biological factors. As it is not practical (or perhaps even ethical) to manipulate contextual biological factors in meaningful ways, focus is placed on the environmental factors over which influence is possible.

These fields hold that behavior and context influence each other.

Problems encountered in classes can be seen as either a behavior problem (too much or not enough of the behavior) or a context problem. As we cannot jump inside the skin of another person to make them learn what we want, seeing the problems in context may be more useful. That is, a focus on the contextual variables may allow us to help students learn.

Learning Activities
One can think of learning activities as the behaviors the instructor engages in - or - as the behaviors that students engage in to interact with the materials and learn (i.e., acquire new behaviors). Often the focus is on the instructor’s behavior, but I believe it is better to focus on what it is the students will be doing. By doing so, instructors can arrange the context in which students may behave in ways that most closely link with the objective.

Although listening to a lecture and taking notes are among the most likely learning activities, there is a host of evidence to suggest that active learning activities (i.e., ones that get students behaving more) may help more students met the session or class objectives.

See Teaching Methods at http://www.olemiss.edu/depts/cetl/teaching_resources.html
Evaluating Student Learning

Whether a student knows or can do something can be evaluated in many ways. Some of the most forms of student behavior that are evaluated include performance on tests, papers, case studies, and mock performances. Instructors and others evaluate student performance in a number of ways, including: using own content knowledge, grading keys, checklists, rubrics, and rating scales.

The type of evaluation should be linked with the objectives.

Student performance is graded across the items, questions or skills.

<table>
<thead>
<tr>
<th></th>
<th>Skill A</th>
<th>Skill B</th>
<th>Skill C</th>
<th>Overall</th>
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<tbody>
<tr>
<td>Student 1</td>
<td>Exceeds</td>
<td>Exceeds</td>
<td>Exceeds</td>
<td>Exceeds</td>
</tr>
<tr>
<td>Student 2</td>
<td>Meets</td>
<td>Doesn't Meet</td>
<td>Doesn't Meet</td>
<td>Doesn't Meet</td>
</tr>
<tr>
<td>Student 3</td>
<td>Meets</td>
<td>Doesn't Meet</td>
<td>Meets</td>
<td>Meets</td>
</tr>
<tr>
<td>Student 4</td>
<td>Exceeds</td>
<td>Doesn't Meet</td>
<td>Meets</td>
<td>Meets</td>
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Using Student Learning Data to Evaluate Learning Activities, Classes, & Programs

Whether a learning activity, class or degree program is setting the context in which students acquire desired behaviors (i.e., the objectives), can be evaluated using the data generated during student evaluation.

The student performance data is examined by skill, item, or groups of times across students.

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<tr>
<th></th>
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<tr>
<td>Student 1</td>
<td>Exceeds</td>
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<td>Exceeds</td>
</tr>
<tr>
<td>Student 2</td>
<td>Meets</td>
<td>Doesn’t Meet</td>
<td>Doesn’t Meet</td>
</tr>
<tr>
<td>Student 3</td>
<td>Meets</td>
<td>Doesn’t Meet</td>
<td>Meets</td>
</tr>
<tr>
<td>Student 4</td>
<td>Exceeds</td>
<td>Doesn’t Meet</td>
<td>Meets</td>
</tr>
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</table>

% Exceeds or Meets

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<thead>
<tr>
<th></th>
<th>Exceeds</th>
<th>Doesn’t Meet</th>
<th>Meets</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Exceeds or Meets</td>
<td>100%</td>
<td>25%</td>
<td>75%</td>
</tr>
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</table>

In this example, it appears that the learning activities that lead to Skill A & C are adequate to produce the desired student behavior. However, the learning activities and classes designed to produce Skill B should be examined more closely.

Teaching Journals -- places to find teaching information & to PUBLISH

- Teaching in Higher Education
- College Teaching
- Journal of College Teaching and Learning
- Kennesaw State University has a great list of discipline specific journals
  http://www.kennesaw.edu/cetl/resources/journals.html#disciplineteaching

Rolighestteorin.se (2009) Piano stairs. Video retrieved from
  http://www.youtube.com/watch?v=2lXh2n0aPyw on October 12, 2009.
Design and Assessment of Evaluation Techniques

Objectives
Being clear about what you want students to know or be able to do at the end of the course and/or the session can help you better pick learning activities and evaluation tools. Evaluation should be derived directly from these objectives.

Designing the evaluation

General types of Grading Systems
Norm-referenced (aka relative) systems compare and disperse student scores often with a limited number of each letter grade available. Students’ grades are determined by their performance relative to others either in the class or multiple sections of the same course. These assume the purpose of grading is to identify high-performing students and low-performing. These generally involve giving perfect or near perfect score to the highest performer and dispersing the remaining scores using Z-scores, t-scores, or identifying gaps in scoring to assign different letter grades. Norm-referenced grading systems tend to produce competition rather than cooperation among students.

Criterion-referenced (aka absolute) grading systems compare student performance to an objective/criterion. These assume that grades reflect mastery of knowledge. These generally involve using a percent of total points, or specific criteria for each grade letter.

Contract grading (aka menu) grading systems allow students to choose among activities to demonstrate knowledge. The instructor assigns different number of available points for each assignment.

Peer grading and Self-evaluation grading systems require the instructor to provide specific criteria by which students evaluate their own work or that of their peers.

General types of questions
Binary-Choice (aka True-False): Difficult to develop, easy to grade, can inflate scores.
Multiple-choice or Multiple-selection: Difficult to develop, quick to grade
Matching: Difficult to develop, quick to grade
Short answer/completion: Relatively easy to develop, somewhat time consuming to grade
Essay/composition: Relatively easy to develop, very time consuming to grade, inter-rater reliability is sometimes low
Other performance: Time consuming to develop evaluation tools, inter-rater reliability is sometimes low

Administering Evaluation
• Clarity in instructions and required materials will make everyone, including you, happier
• Consider including honor code on test
• To proctor or not
• Time-lines – An expert should be able to complete the assignment in ¼ or ½ of the time allocated for students

Karen Kate Kellum, Ph.D.
k kellum@olemiss.edu
(662) 915-7583
Grading and evaluating the evaluation

**Internal-consistency:** Items related to the same objective at similar levels of knowledge should show good internal consistency or homogeneity. I’ve used Kuder-Richardson 20 (K-R20) or Cronbach’s Alpha ($\alpha$), which yield the same result with dichotomous data (i.e., correct or incorrect). Values can range from 0.00 to 1.00, with higher numbers indicating a homogeneous test. Homogeneity or consistency means that there are similar patterns for responding (i.e., the same person tends to get them all right or all wrong). I tend to aim for $\alpha \geq 0.70$ for items that test the same objective.

**Inter-item Correlations:** I’ve used inter-item correlations to determine which items lower the $\alpha$. Items related to the same objective should show correlations in response patterns. Correlations can range from -1.0 to 1.0, higher absolute values indicate a stronger relationship. Inter-item correlations between

**Rate correct:** The number or percent of people answering an item correctly can provide good information about the learning environment as well as the individual item. Items that everyone answers correctly don’t help you distinguish between good performers and poor ones, neither do items that show chance levels of responding

**Distribution of responses:** Response distributions tell us the frequency of responding to each of the possible ‘answers’ (more accurately to the answer and the distractors). These data may help identify less than ideal distractors (i.e., ones that practically no one chooses as the answer). I tend to aim for distractors that have at least 5% of the responses.

Revise Objectives and Evaluation Methods

Item analyses and analysis of time to complete assessment methods can help you revise both the objectives and the evaluation method.

Improving Inter-observer Agreement (aka inter-rater reliability, concordance)

- Clear operational definitions, rubrics, checklists
- Training
- Calibration
- Re-training outliers (raters or items with low reliability)

Teacher Behavior Checklist

The TBC asks students to provide feedback on specific behaviors exhibited by instructors such as encouragement, enthusiasm, constructive feedback, and respect. The TBC has solid psychometric properties. Consider using the TBC before mid-term and at the end of the class.

References and more information

- Grading systems and more: [http://cfe.unc.edu/pdfs/tac.pdf](http://cfe.unc.edu/pdfs/tac.pdf)
- Item Analyses: [http://www.ipacweb.org/conf/02/hamill.pdf](http://www.ipacweb.org/conf/02/hamill.pdf)
- The Teacher Behavior Checklist: [http://www.olemiss.edu/depts/cetl/teaching_resources.html](http://www.olemiss.edu/depts/cetl/teaching_resources.html)
Objectives, Learning Activities, Student Evaluation, & Class Improvement

Linking it all up
Kate = Data Geek

Also ...
Kate = image thief
Objectives

Course, Section, Session,
45-second discussion...

Describe one thing you want students to know or be able to do at the end of the second class.
Learning Activities?
Objective
Learning Activity
Objective
All kinds of activities...

- Reading
- Taking notes
- Group discussions
- Case studies
- Team-based learning
- Service learning projects
- Debates
- Learning games
- Thinking
- Projects
- Presentations
- Problem-solving
- Think-pair-share
- Minute papers
- Response cards/clickers
- And ...
45-second discussion...

What learning activity are you planning?

What else might work?
How do we know they know?
All kinds of evaluation...

- Quizzes & Tests
- Discussion groups
- Papers, presentations
- Performances
- Portfolios
- Basically anything a student can do

- Rubrics
- Checklists
- Grading Key
- Ratings
45-second discussion...

What student evaluation are you planning?

What else might work?
What type of system?

- Norm-referenced
- Criterion-referenced
- Contract grading
- Peer grading
- Self-evaluation
45-second paper...

What system do you use?

What else might work?
Administering Evaluation
Giving assignments

• Complete instructions
• Specify appropriate aids & materials
• Clear grading system
• Honor code reminders
Proctored
Take-home
Groups
Using student evaluation for other purposes

Evaluation of learning activity, section, class
<table>
<thead>
<tr>
<th></th>
<th>Skill 1</th>
<th>Skill 2</th>
<th>Skill 3</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Student 2</td>
<td>B</td>
<td>C</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Student 3</td>
<td>B</td>
<td>D</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Student 4</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>100%</strong></td>
<td><strong>50%</strong></td>
<td><strong>100%</strong></td>
<td><strong>75%</strong></td>
</tr>
</tbody>
</table>
15-second paper...

Can you easily do item or sub-scale analyses?
If not, what could you do?
Objective
Learning Activity
Evaluation
Evaluate & Modify
The old association football, when the ball is gotten to the goal, mostly by kicking it. The first game I saw in the attitude found, I thought the most brutal performance, to bear the name of sport. Well! I had in mind to be sure it had the essential element of sport, excitement, but it was that kind of excitement which one experiences when watching a fight, and the results were not very different. Some had been carried off the field during that one practice game.

It seemed to me that the main fact difference in the two ways of playing

assuming an exam or something similar....
45-second paper...

What’s one thing you could do to improve the testing environment?
A good test

- Linked to course objectives
- Distinguishes good/bad performance
- Is internally-consistent
- Can be completed by an expert in about $\frac{1}{4}$ to $\frac{1}{2}$ of the time allocated for student
item banks from publishers
Type of questions

- Binary choice
- Multiple choice
- Multiple selection
- Matching
- Short answer/completion
- Essay/long answer
45-second paper...

What types of questions do you use?

What else might work?
Evaluation of Evaluation Methods
Super geeks teach!
Internal Consistency

Kuder-Richardson 20 (K-R20)
Cronbach’s Alpha (\(\alpha\))

\(\alpha \geq 0.70\)
Inter-item Correlations

Expect positive correlations on related items
Percent/Rate Correct

- Chance responding
  - Bad item?
  - No learning opportunity?

- Near perfect responding
  - Item doesn’t distinguish students
Distribution of responses (multiple choice)

- Distractors
  - No answers – too easy
  - Many answers – too similar to correct answer
agency projects for the construction
P.W.A.

**publish** (publish)
wise reproduced text
software, etc.) for some
issue publicly the
Faulkner. 3. to
claim; promulgate
law.

**Publish this stuff!!!!!!**
1. Establish criteria for excellence
2. Use assignment as a basis for identifying criteria
3. Relate criteria to specific learning outcomes (example: Bloom’s revised taxonomy)

Guidelines for writing assignments

(Thanks to Stephen Reid) and the WAC Clearinghouse! http://wac.colostate.edu/intro/pop2i.cfm)

Successful writing assignments depend on careful and thorough instructions and preparation and on explicit criteria for evaluation. Although your experience with a given assignment will suggest ways of improving a specific assignment in your class, the following guidelines should help you anticipate many potential problems and considerably reduce your grading time.

I. Purpose

A. Explain the purpose of the writing assignment.
B. Make the format of the writing assignment fit the purpose (format: research essay, position paper, brief or abstract, lab report, problem-solving essay, etc.)

II. The assignment

A. Provide complete written instructions.
B. Provide format models where possible.
C. Discuss sample strong, average, and weak drafts.

III. Revision of written drafts

Where appropriate, peer group workshops on rough drafts may improve the overall quality of student writing. For example, have students critique each others' drafts one week before the due date for format, organization, or mechanics. For these workshops, outline specific and limited tasks on a checksheet. These workshops also give you an opportunity to make sure that all the students are progressing satisfactorily on the project.

IV. Evaluation

On a grading sheet, indicate the percentage of the grade devoted to content and the percentage devoted to writing skills (expression, punctuation, spelling, mechanics). The grading sheet should indicate the important content features as well as the writing skills you consider significant.
Assignment Writing Checklist: Ask these questions!

**Checksheets**

**Checksheets 1:** (thanks to Kate Kiefer and Donna Lecourt)

**Have I**

- written out the assignment so that students can take away a copy of the precise task?
- made clear which course goals this writing task helps students meet?
- specified the audience and purpose of the assignment?
- outlined clearly all required sub-parts of the assignment (if any)?
- included my grading criteria on the assignment sheet?
- pointed students toward appropriate prewriting activities or sources of information?
- specified the format of the final draft (including documentation, headings or sections, page layout)?
- given students models or appropriate samples?
- set a schedule that will encourage students to review each other’s drafts and revise their drafts?

**Checksheets 2:** (thanks to Jean Wyrick)

1. Is the assignment written clearly on the board or on a handout?
2. Do the instructions explain the purpose(s) of the assignment?
3. Does the assignment fit the purpose?
4. Is the assignment stated in precise language that cannot be misunderstood?
5. If choices are possible, are these options clearly marked?
6. Are there instructions for the appropriate format? (examples: length? typed? cover sheet? type of document?)
7. Are there any special instructions, such as use of a particular citation format or kinds of headings? If so, are these clearly stated?
8. Is the due date clearly visible? (Are late assignments accepted? If so, any penalty?)
9. Are any potential problems anticipated and explained?
10. Are the grading criteria spelled out as specifically as possible? How much does content count? Organization? Writing skills? One grade or separate grades on form and content? Etc.
11. Does the grading criteria section specifically indicate which writing skills the teacher considers important as well as the various aspects of content?
12. What part of the course grade is this assignment?
13. Does the assignment include use of models (strong, average, weak) or samples outlines?
## Revised Blooms Taxonomy – Verbs, Materials/situations that require this level of thinking, Potential activities and products

<table>
<thead>
<tr>
<th>REMEMBERING</th>
<th>UNDERSTANDING</th>
<th>APPLYING</th>
<th>ANALYSING</th>
<th>EVALUATING</th>
<th>CREATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbs</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Tell, List, Describe, Relate, Locate, Write, Find, State, Name, Identify, Label, Recall, Define, Recognise, Match, Reproduce, Memorise, Draw, Select, Write, Recite</td>
<td>Explain, Interpret, Outline, Discuss, Distinguish, Predict, Restate, Translate, Compare, Describe, Relate, Generalise, Summarise, Put into your own words, Paraphrase, Convert, Demonstrate, Visualise, Find out more information about</td>
<td>Solve, Show, Use, Illustrate, Construct, Complete, Examine, Classify, Choose, Interpret, Make, Put together, Change, Apply, Produce, Translate, Calculate, Manipulate, Modify, put into practice</td>
<td>Analyse, Distinguish, Examine, Compare, Contrast, Investigate, Categorise, Identify, Explain, Separate, Advertise, Take apart, Differentiate, Subdivide, deduce,</td>
<td>Judge, Select, Choose, Decide, Justify, Debate, Verify, Argue, Recommend, Assess, Discuss, Rate, Prioritise, Determine, Critique, Evaluate, Criticise, Weigh, Value, estimate, defend</td>
<td>Create, Invent, Compose, Predict, Plan, Construct, Design, Imagine, Propose, Devise, Formulate, Combine, Hypothesise, Originate, Add to, Forecast,</td>
</tr>
<tr>
<td>Materials &amp; situations</td>
<td>Events, people, newspapers, magazine articles, definitions, videos, dramas, textbooks, films, television programs, recordnings, media presentations</td>
<td>Speech, stories, drama, cartoons, diagrams, graphs, summaries, outlines, analogies, posters, bulletin boards</td>
<td>Diagrams, sculptures, illustrations, dramatisations, forecasts, problems, puzzles, organisations, classifications, rules, systems, routines</td>
<td>Surveys, questionnaires, arguments, models, displays, demonstrations, diagrams, systems, conclusions, reports, graphed information</td>
<td>Recommendations, self-evaluations, group discussions, debates, court trials, standards, editorials, values,</td>
</tr>
<tr>
<td>Potential Activities &amp; Products</td>
<td>Make a list of the main events. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the …in the story. Make a chart showing… Make an acrostic. Recite a poem</td>
<td>Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Retell the story in your own words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.</td>
<td>Construct a model to demonstrate how it will work. Make a scrapbook about the areas of study. Make a papier-mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game showing the ideas from an area of study. Make a clay model of an item in the area. Design a market strategy for your product. Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a point of view. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report. Arrange a party and record as a procedure. Review the topic of art including form, colour and texture</td>
<td>Design a questionnaire to judge a ………show? Remember to indicate priorities and ratings. Conduct a debate about a special issue. Make a booklet about 5 rules you see as important to convince others. Form a panel to discuss views. Write a letter to … advising on changes needed at … Write a half yearly report. Present your point of view.</td>
<td>Review a name and then devise a new words to an old song, Create a building to house your study. Create a new product, give it a name and then devise a marketing strategy. Write about your feeling sin relation to … Design a record, book or magazine cover. Sell an idea. Devise a way to … Compose a rhythm or put new words to an old song.</td>
</tr>
</tbody>
</table>
Depth of understanding | Learning Objective | Assessment | Teaching Method
---|---|---|---
Remember |
Understand |
Apply |
Analyze |
Evaluate |
Create |

Directions: 1. Consider the learning objectives for your course in terms of what students will be able to objectively demonstrate by the end of the semester. Think in terms of skills and thought processes. 2.
Create an assessment that allows students to demonstrate each learning objective. 3. What methods can you use that best facilitate that level of learning?

Why Use a Rubric?

Well, besides helping teachers maintain objectivity and applying fair standards consistently, consider the reasons Katherine Liu offers for using rubrics.

Liu lists **five reasons for using rubrics:**

1. Rubrics tell students they must do a careful job. Information on the expected quality of the task performed is given to students.

2. Rubrics set standards. Students know in advance what they have to do to achieve a certain level.

3. Rubrics clarify expectations. When levels are based on a “minimum expectation” (e.g., Level 2), everyone knows what is required. This is especially important in heterogeneously-grouped classrooms.

4. Rubrics help students take responsibility for their own learning. Students use rubrics to help study information the teacher values.

5. Rubrics have value to other stakeholders. Anyone (including parents and community members) seeing an additive rubric and a student score based on that rubric knows what content was mastered by that student.


There are 4 key stages to developing a rubric:

1. **Reflection:** think about what we want from students, why we created the assignment, what happened the last time we gave the assignment, and what our expectations are for the assignment.

2. **Listing:** Focus on particular details; list the specific learning objectives we hope to see.

3. **Grouping and labeling:** organize the results of steps 1 & 2; group similar expectations together.

4. **Application:** apply the dimensions and descriptions from stage 3 to the final form of a rubric.
## Scoring Guide Rubric

**Task/Assignment:**

<table>
<thead>
<tr>
<th>Activities, Requirements</th>
<th>Description of highest level of performance</th>
<th>Comments</th>
<th>Points</th>
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Appendix 1: An Assignment – Literary Analysis

A literary analysis asks you to closely examine a poem, short story, novel, or other type of writing with literary merit. Some literary analyses may also ask you to evaluate a film, image, or other piece of cultural material in the same way you might evaluate a piece of writing. For this assignment, you will analyze a work that you are familiar with and would like to present to your classmates as an example of an element you find in the work.

The skills you practice in a literary analysis – making an argument, reading the text closely, looking for patterns, analyzing quotes, etc. – will teach you skills that you can employ in other types of evaluative writing. For example, in a history class you might be asked to analyze a historical moment and to make an argument about what events led to its occurrence. In a science class, you might be asked to interpret what the results of a biology experiment could mean for future biological studies. In a business course, you might be asked to compare and contrast two business plans in order to determine which will be more effective.

Further, and most importantly, a literary analysis teaches you to dissect a text in order to understand how it works. Literary texts rely on language to convey meaning. In order to understand that meaning, which is often quite complex, you have to pay attention to how elements like repetition, symbol, metaphor, and word choice play roles in the creating the text’s deeper message.

Your task then is to select a work that I approve, and you should then conduct a close reading (you should probably read your source text multiple times). From there, you will generate an essay based on an original interpretation of your chosen story. Your interpretation may evolve from the whole story, certain language the author uses, a passage that you feel requires further exploration and adds meaning to the story as a whole, a character, or other ideas we will discuss in class. It is important to remember that this is not a summary assignment and you will need to resist the urge to summarize your selected story and/or write a reaction (i.e., “I really like the story because …”). Brief summary should only be used to support your analysis.

Note: You can use secondary source material in this assignment but are by no means required to. In fact, if you are uncomfortable with synthesizing secondary source material with your own thoughts, I would advise against it for now. If you choose to use any secondary source material, it must be cited properly in MLA format.

Paper Particulars: Your revised draft should be three-to-four double-spaced pages using an easy-to-read 12-point font and one-inch margins. You are also required to turn in a “Works Cited” page in MLA format with this paper and to cite from the primary text. Though you are welcome to use secondary source material, as Willow D. Crystal does in one of the examples we will look at (Norton 781-85), you are not required to do so. We will go over citation more in class; however, the Norton text covers quoting and paraphrasing on pages 410-16. Also, A Writer’s Reference has an MLA section (355-412), as does Norton (428-76).

Due date: Two printed copies of your draft are due on Tuesday, October 05 for our in-class peer review workshop. A revised copy for grading is due on Tuesday, October 12 at the beginning of class.
Appendix 2: Assignment Submission

The Determination of Forrest Gump

Forrest Gump is a simple man with little brain activity with good intentions. Produced in 1994, Forrest Gump has won 6 Oscars and has been nominated for 38 other awards. The story of “Forrest, Forrest Gump” is an abnormal yet comical one. Forrest “randomly” appears in major American historical instances and scandals, yet has no idea of what is going on around him. Throughout the movie, Forrest faces many trials and tribulations due to his lack of intelligence; however, he doesn’t let his mental or physical affliction come between the goals he has set for himself. The defining characteristics of Forrest Gump – determination and perseverance - can be said to be life changing in some instances.

When Forrest Gump was a young boy, his back was “as crooked as a question mark” as he would say. Forrest was forced to wear braces on his legs, prohibiting him from any type of physical activity. Forrest was often made fun of for his braces and was often called a “retard.” One day, Forrest and his love Jenny were walking down a dirt road when a truck full of boys started chasing after Forrest. Forrest began to walk as fast as he could and started to somewhat “run.” As the boys in the truck gained ground on Forrest, he started to legitimately run. The braces busted off of Forrest’s legs and he literally outran the truck full of boys. If Forrest had not been headstrong enough to try to run away from the boys, they would have most likely belittled him and made fun of him to his face. When Forrest started running, he didn’t let his physical handicap keep him from what he knew he had to do. This is when Forrest found out he loved to run. Forrest later went on to play running back at the University of Alabama under the legendary head coach Paul “Bear” Bryant. Now, how could someone with the physical and mental incapability of Forrest Gump achieve such greatness without being extremely determined?
Another instance in which Forrest’s determination really shines through is in Vietnam. Forrest Gump was a soldier in the U.S. Army during the Vietnam war. During the war, Forrest's best friend Bubba was shot down. Forrest ran back, picked up Bubba and carried him on his shoulders out of the jungle in Vietnam. Not only did he carry Bubba out, Forrest was shot while he was going back to find his Lieutenant, Lieutenant Dan. Forrest Gump showed that he put everything he had going against him, behind him. Forrest spent some time in the hospital after being shot, and found his love of ping-pong. He practiced so much that he went on to play in the Olympics for team USA. Whether Forrest was consciously or subconsciously doing these amazing things, we do not know, that is for the viewer to decide. However, the viewer can vividly see that Forrest Gump does not let his physical or mental inhibition disturb what he has to do for himself. He not only shows us that he can do everything that we can do, he shows us that he can do it better than we can.

Lastly, is Forrest’s determination to be with this love of his life, Jenny. Jenny and Forrest met as small children in school. However, as Forrest began to go on to his own endeavors, Jenny also began hers. Jenny slowly started to lose it and before long she was to the point of no return. Even though Jenny was in such a terrible place with her drug addiction and her sickness, Forrest wrote to her every day. Forrest made a point to show her that he loved her and wanted to be with her. And, every single time Forrest had time off from the Army or wherever he was, he would find Jenny. Even though most of the time Jenny didn’t want to see Forrest, he would still go. As Jenny and Forrest began to grow apart over time, Forrest started to seem like an “inconvenience” to Jenny and he realized that. But there was one problem, Jenny had conceived Forrest Gump’s child. This is a true testament to how mentally strong Forrest Gump is. Forrest is significantly “slower” than the average human, yet he knows what love is and how to show it. Forrest was determined to be with Jenny and every time he could be with her, he was.

Forrest Gump’s character is one of the most determined people that the world has come to know. Forrest was cursed with physical and mental handicaps that he used to bless other people. After seeing
The movie Forrest Gump, one can never truly see the world as they did before. This is due to the fact that he did great things and had major setbacks. This truly makes us wonder how great we could be if Forrest was this great. Director Robert Zemeckis did an impeccable job of portraying Forrest Gump’s strength and determination through everything that he did. Forrest Gump’s character is a true example of how we should strive to live our lives. Forrest lived with reckless abandon and did not let anything get in his way.

Literary Analysis Rubric

Student’s Name__________________________________________  Teacher________________________________

____Competent/Credible/Complete   If the writing is scored partially-effective or higher in categories 1-3, the writing is competent and you will earn a grade of “C.” (70-79)

1. Purpose
Does the analysis contain a clear, original thesis that is maintained throughout the text?  Does the analysis breakdown the artifact’s argument/intent?  Does the analysis move beyond summary?

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Partially-Effective</th>
<th>Effective</th>
<th>Exceptional</th>
</tr>
</thead>
</table>

2. Conventions and Mechanics
Does the writing follow A Writer’s Reference guidelines for standard English grammar, punctuation, usage? Does the writing meet the length requirements?

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Partially-Effective</th>
<th>Effective</th>
<th>Exceptional</th>
</tr>
</thead>
</table>

3. Research
Does the analysis integrate primary – and, if used, secondary – source material through quotation, paraphrase, and summary to enhance credibility and demonstrate engagement?  Does the writing follow MLA formatting and documentation guidelines?

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Partially-Effective</th>
<th>Effective</th>
<th>Exceptional</th>
</tr>
</thead>
</table>

To move up to the Skillful/Persuasive scoring category, writing must score an average of at least “Effective” in categories 1-3.

____Skillful/Persuasive   If the writing scores an average of “effective” on the CCC category above, and, in addition, scores partially-effective in categories 5-6 below, then the writing is skillful and you will earn a grade of “B.” (80-89)

4. Evidence/Development
Does the analysis provide a sufficient amount of logical and relevant detail in support of an original interpretation of the artifact?

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Partially-Effective</th>
<th>Effective</th>
<th>Exceptional</th>
</tr>
</thead>
</table>

5. Exploration
Does the analysis introduce and explore a broader significance and/or larger context?

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Partially-Effective</th>
<th>Effective</th>
<th>Exceptional</th>
</tr>
</thead>
</table>

6. Audience
Does the writing demonstrate a sense that the writer is aware of his or her audience and make sufficient efforts to maintain a formal, academic tone appropriate to the genre?

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Partially-Effective</th>
<th>Effective</th>
<th>Exceptional</th>
</tr>
</thead>
</table>
To move up to the Distinctive scoring category, writing must score at least “Effective” in categories 4-6.

___Distinctive

If the writing meets all of the Competency and Skillful/Persuasive effectiveness standards and, in addition, demonstrates a mastery of one or more features of superior writing below, the writing is distinctive and you will earn a grade of “A.” (90-100)

Distinction Your writing stands out because of one or more of the following characteristics: complexity, originality, seamless coherence, extraordinary control, sophistication in thought, recognizable voice, compelling purpose, imagination, insight, thoroughness, and/or depth.

___Ineffective

If your paper does not meet competency standards, and you have received a score of “ineffective” in one or more of the competence areas (1-3 above), you will earn a grade of “D” (65-69) or “F” (<65) depending of the severity of these problems, and you should schedule a conference with your teacher.
Employment Issues for Graduate Students
Dr. Christy M. Wyant
Interim Graduate Dean
Professor of Pharmaceutics
cwyandt@olemiss.edu

Graduate assistants are both students and employees
- As employees they teach lower division courses and or laboratory and review sessions, perform research or administer certain services
- As students they are actively engaged in pursuing an advanced degree and assistantships should enhance the educational experience

Graduate assistants appointments types
- Graduate Instructor: primary instructor of undergraduate course
- Graduate Teaching Assistant: assists faculty instructor in laboratory or discussion sections or serves as a course grader
- Graduate Research Assistant: assists faculty in performance of research
- Graduate Administrative Assistant: performs service tasks for unit on campus

Graduate assistant appointment levels
- Quarter time (10 hours per week)
- Half time (20 hours per week)
- Three quarter time (30 hours per week)

Appointment periods
One semester, academic year, calendar year

Enrollment requirements
- Quarter time appointments: 6-12 hours
- Half time appointments: 9-12 hours (only 9 hours in course work)
- Three quarter time appointments: 9 hours (only 6 hours in course work)
- Full time enrollment (9-12 hours) is required to receive tuition waiver

Employment procedures
Your department/supervisor should provide you with information about:
- Title, percentage of time, and period of the appointment
- Stipend level
- Evaluation procedures and performance requirements for continued employment
- Procedure for reappointment
- When you are supposed to start
- Description of your duties
- Name of your faculty supervisor
- Any required training or English tests
Conditions for Termination
- Incompetent job performance or neglect of duty
- Misconduct that is job related
- Moral turpitude
- Physical or mental ailment which significantly impairs or limits job performance and cannot be reasonably accommodated
- Financial exigency or discontinuation of work for which the appointment is made
- Mutual agreement
- Failure to maintain a 3.0 gpa or minimum enrollment requirement

Appointment process
- Graduate assistants complete the student worker packet available on the HR website to establish employment
- Departments/units process electronic forms to establish employment
- Graduate school receives these forms and applies appropriate tuition and/or non-resident fee waiver based on stipend level
  - $3600/semester (or more) 100% tuition and 100% non-resident fee waiver
  - $1800-$3599/semester 75% tuition and 100% non-resident fee waiver
(Waivers will be distributed as financial aid, which you must accept on-line)
- Enrolls assistants in the graduate student health insurance program
  Enrollment is automatic and assistants must complete a request to opt out of the program if you have equivalent insurance (follow directions on Grad School homepage)
- Provides appropriate insurance subsidy based on stipend level
  - $3600/semester (or more) 70% subsidy
  - $1800-$3599/semester 35% subsidy

University of Mississippi Tutoring Policy for Graduate Assistants (see University Policy Directory)
Graduate Assistants may not accept payment as a tutor, whether from the student, another unit (e.g. Athletics) or an outside agency for:
- Students enrolled in a section the assistant is teaching
- Students enrolled in another section of the course when a common exam is used for all sections
- Student enrolled in any laboratory section of a course for which the assistant is a teaching assistant

Individual departments may impose more stringent requirements
Graduate Assistants should avoid any real or implied conflicts of interest