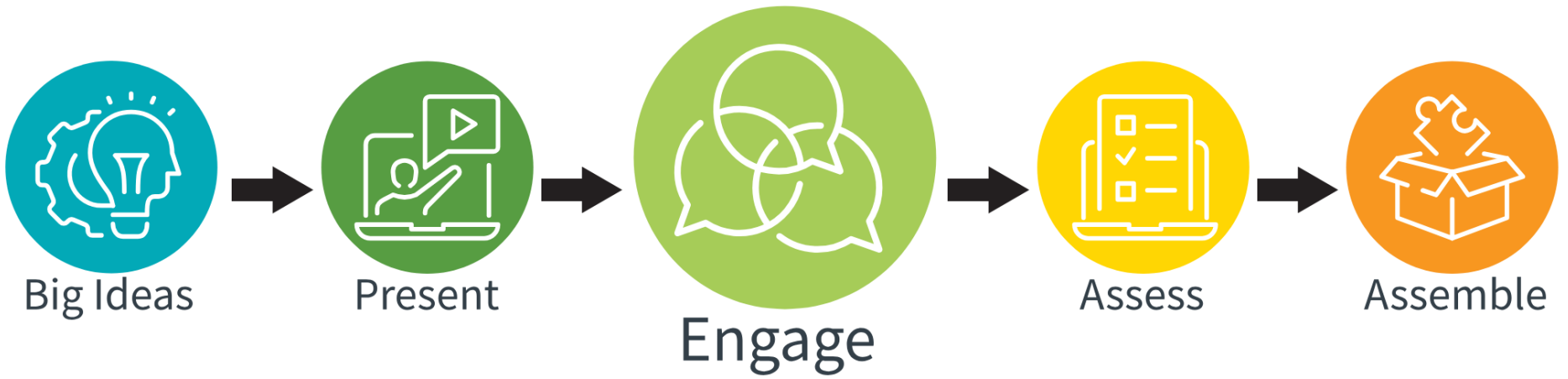
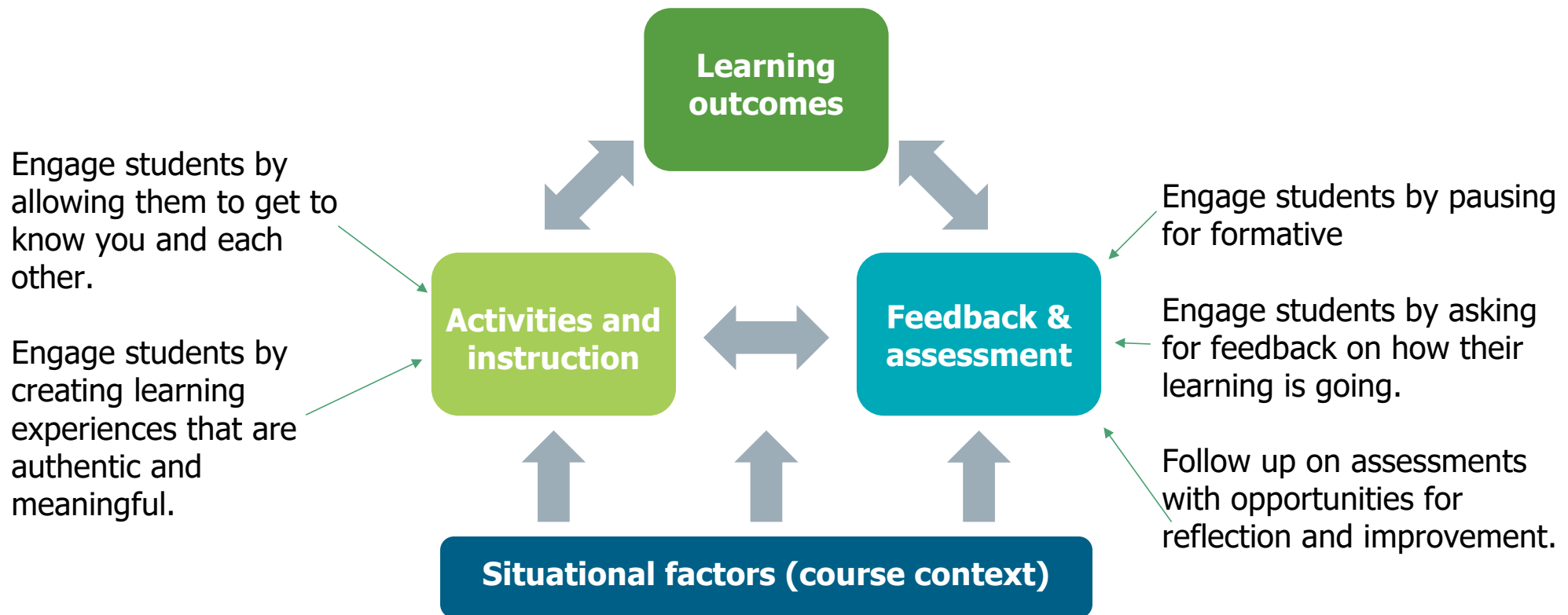


Engaging and Assessing Students

CS 398T: Supervised Teaching in Computer Science



Backward design aligns goals/assessments/instruction & allows for planned engagement.



Modified from L. Dee Fink

Motivated Students are Engaged Students

Explain *why* they are learning the material

- Learning objectives
- Larger context in computer science
- Larger context of who you want them to be
- Grades are cheap motivation (This will be on the test!) but it works

Comfortable Students are Engaged Students

- Build community
 - The more people they know, the more likely they are to succeed
- Create a *welcoming environment*
 - Welcoming to *all*
 - Promote growth mindset (and remember that preparation and ability are not the same!)
 - Watch for assumptions about prior knowledge
 - Stick to the rules
 - Insist on decency
- Communicate often (when you don't students will fill the silence with their own reasons that are often less sympathetic)



Big Ideas



Present



Engage



Assess



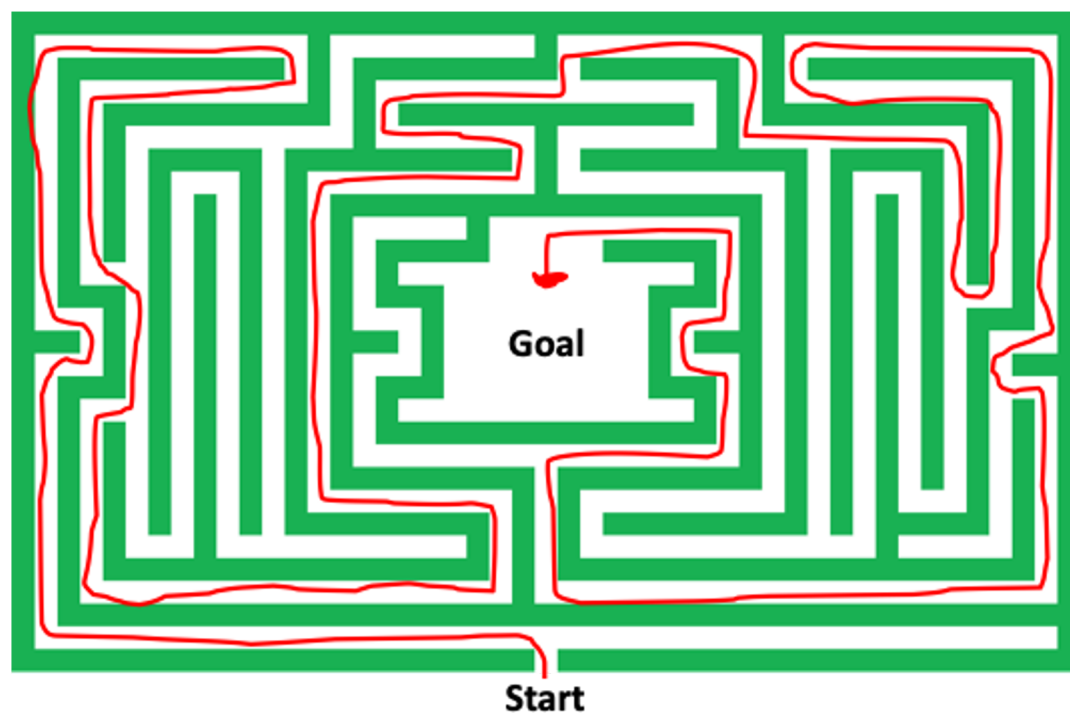
Assemble

Special thanks to the people at TIDES for the use of their workshop slides!

What is assessment?

Assessment is a process of inference (much like science):

- Educators need to set up situations in which relevant **data can be collected** about learners.
- **Data provide the evidence** on which we the educators can base a judgment of student progress.



Types of Assessment

Diagnostic - Determine a student's prior knowledge and provide remediation activities and additional learning-support resources

Formative - Provide a student direction and feedback for her/his learning.

Summative - Measures a student's performance by using a formal evaluation tool, such as a key or rubric

Authentic - Measures students performances as they apply newly-acquired knowledge and engage high-order thinking skills to create an original work or approach to problem-solving using a formal evaluation tool, such as a rubric

<https://www.unf.edu/cirt/services/id/bestpractices/assessments.asp>

x

Assessment Methods

- Sentence of the big idea
- Reflection piece
- Sort topics into broader categories
- [Writing Zines](#)
- [Erroneous Examples](#)
- Think-Pair-Share
- [Parsons problems](#)
- Use terminology in a relevant scenario
- [Example writing](#)
- How does this picture relate?

Goals for Today

- Discuss and decide how students will actively engage in the content
- Identify forms for assessment and questions for assessment
- Ensure they match your learning goals
- Check that your content delivery covers that material

Return to your detailed outline and add these activities. Your students should be doing more than listening, at least half the time.

Also consider assessment. How do you know the students are following along?

Special thanks to the people at TIDES and TOTAL for the use of their workshop slides!
