

MMT - Video Production

Residency Self Evaluation Rubric and Prompts

Adapted from the University of Dayton Self Evaluation Rubric

(<https://csal.colostate.edu/docs/cwpa/evals/University-of-Dayton-Self-Evaluation-Rubrics.pdf>)

Rubric

Scale:

3 – To the maximum degree practicable.

2 – To a significant degree.

1 – To some extent.

0– Not at all.

Item	Rating (0 - 3)
I published and distributed to each student the course objectives and syllabi.	3
I made available to students an outside reading list or list of publications.	3
I followed my course syllabi.	2
I attempted to affect student participation and involvement	2
I related the course contents to the students' perceived needs	3
I utilized instructional aids such as films, slides, transparencies, charts, TV, audiotapes, and models	3
Course objectives were accomplished.	2
I increased student interest in the field.	2
I attempted to engender an attitude appropriate for the student to successfully and meaningfully recognize the challenges of the world around him or her.	2
I consider that the methods used increased the analytical skills of students and their ability to be innovative and imaginative.	2

Prompts - Select at least 3

1. Did you depart from anything you planned for today? If so, why?
2. Has anything that happened during this lesson influenced your evaluation plan? If so, how and why?

Technical issues plagued this one. The in-classroom camera was non-functional, and a portion of the beginning of the class was spent trying to troubleshoot it. After getting IT involved, using the in-classroom camera for recording was scrapped. The instructor (Ellen Schade) volunteered to use her phone to record/stream to the Zoom part of the classroom meeting, but it only recorded the first two minutes of the lecture. Other photos were not taken.

3. To what extent did the students learn what was intended? How do you know?
4. In what ways were your teaching methods effective? How do you know?
5. In what ways were your activities ineffective? How do you know?
6. In what ways were the instructional materials effective? How do you know?
7. How did any special considerations of accommodations affect the lessons?
8. Identify how an individual or group of students who had difficulty with today's lesson. How do you account for this performance? How will you help them achieve the learning objectives?
9. Identify an individual or group of students who did especially well in this lesson today. How do you account for this performance?
10. If you were going to teach this lesson again to the same group of students, what would you do differently? Why? What would you do the same? Why?

I would physically make the students get up at some point. Everything went really well, but the amount of sitting down made the students less engaged toward the end of the lesson. Maybe build in a break next time.

11. Based on what happened in this lesson, what do you plan to teach next to this class? Be sure to explain how you will use information from this evaluation in future lesson planning.

- **Always make sure technology works before the start of class. Have a back up and a back up to the back up.**
- **Build in breaks**
- **Use classroom management techniques to refocus attention.**

Zoom

Residency Self Evaluation Rubric and Prompts

Adapted from the University of Dayton Self Evaluation Rubric

(<https://csal.colostate.edu/docs/cwpa/evals/University-of-Dayton-Self-Evaluation-Rubrics.pdf>)

Rubric

Scale:

3 – To the maximum degree practicable.

2 – To a significant degree.

1 – To some extent.

0– Not at all.

Item	Rating (0 - 3)
I published and distributed to each student the course objectives and syllabi.	3
I made available to students an outside reading list or list of publications.	3
I followed my course syllabi.	3
I attempted to affect student participation and involvement	2
I related the course contents to the students' perceived needs	2
I utilized instructional aids such as films, slides, transparencies, charts, TV, audiotapes, and models	3
Course objectives were accomplished.	2
I increased student interest in the field.	2
I attempted to engender an attitude appropriate for the student to successfully and meaningfully recognize the challenges of the world around him or her.	2
I consider that the methods used increased the analytical skills of students and their ability to be innovative and imaginative.	3

Prompts - Select at least 3

1. Did you depart from anything you planned for today? If so, why?
2. Has anything that happened during this lesson influenced your evaluation plan? If so, how and why?
3. To what extent did the students learn what was intended? How do you know?
4. In what ways were your teaching methods effective? How do you know?

It was more difficult to gauge engagement without physically seeing students. Learners were not required to have the camera on during the workshop. This meant that there was a lack of usual visual queues.

5. In what ways were your activities ineffective? How do you know?
6. In what ways were the instructional materials effective? How do you know?
7. How did any special considerations of accommodations affect the lessons?

This was a synchronous Zoom presentation. It meant that I also had to juggle chat questions and participation and make sure that links were used whenever possible. Splitting focus proved difficult.

8. Identify how an individual or group of students who had difficulty with today's lesson. How do you account for this performance? How will you help them achieve the learning objectives?
9. Identify an individual or group of students who did especially well in this lesson today. How do you account for this performance?
10. If you were going to teach this lesson again to the same group of students, what would you do differently? Why? What would you do the same? Why?
11. Based on what happened in this lesson, what do you plan to teach next to this class? Be sure to explain how you will use information from this evaluation in future lesson planning.

Potentially pre-record the lecture if having to do a synchronous online lecture. That way I could edit the lecture, not feel the uncomfortableness of the wall of blank squares, and could focus on questions and chat during the lecture playing. Other strategies would be to have specific time breaks built in for looking at chat/answering questions or having multiple monitors to be able to have the lecture on one screen and Zoom on the other.

ART 231 02/12/25

Residency Self Evaluation Rubric and Prompts

Adapted from the University of Dayton Self Evaluation Rubric

(<https://csal.colostate.edu/docs/cwpa/evals/University-of-Dayton-Self-Evaluation-Rubrics.pdf>)

Rubric

Scale:

3 – To the maximum degree practicable.

1 – To some extent.

2 – To a significant degree.

0– Not at all.

Item	Rating (0 - 3)
I published and distributed to each student the course objectives and syllabi.	3
I made available to students an outside reading list or list of publications.	3
I followed my course syllabi.	3
I attempted to affect student participation and involvement	2
I related the course contents to the students' perceived needs	2
I utilized instructional aids such as films, slides, transparencies, charts, TV, audiotapes, and models	3
Course objectives were accomplished.	3
I increased student interest in the field.	3
I attempted to engender an attitude appropriate for the student to successfully and meaningfully recognize the challenges of the world around him or her.	2
I consider that the methods used increased the analytical skills of students and their ability to be innovative and imaginative.	2

Prompts - Select at least 3

1. Did you depart from anything you planned for today? If so, why?
2. Has anything that happened during this lesson influenced your evaluation plan? If so, how and why?

3. To what extent did the students learn what was intended? How do you know?
4. In what ways were your teaching methods effective? How do you know?
5. In what ways were your activities ineffective? How do you know?
Outloud questions resulted in very timid or no answers from the students without extra prompting.
6. In what ways were the instructional materials effective? How do you know?
7. How did any special considerations of accommodations affect the lessons?
8. Identify how an individual or group of students who had difficulty with today's lesson. How do you account for this performance? How will you help them achieve the learning objectives?
This group of students was much quieter and seemed less engaged in the lesson, asking questions out loud was much less successful. I am guessing that it was just the fact that I am a stranger. The free writing and non-group participation seemed to be much better suited for them.
9. Identify an individual or group of students who did especially well in this lesson today. How do you account for this performance?
10. If you were going to teach this lesson again to the same group of students, what would you do differently? Why? What would you do the same? Why?
I wish I had more time. I would have had time for the students to physically get up and look at the example pieces I brought and have more of a discussion.
11. Based on what happened in this lesson, what do you plan to teach next to this class? Be sure to explain how you will use information from this evaluation in future lesson planning.

Other Notes: This class period was much more rushed than the other. I think that was to my detriment. I also was not in a headspace for it this time, but I need to find a way to not make that matter. I really, really felt the time pressure and was much more stuttering and stumbling today. I still think the students enjoyed it though, I hope they got something useful out of it.

PSY 236 02/11/2025

Residency Self Evaluation Rubric and Prompts

Adapted from the University of Dayton Self Evaluation Rubric

(<https://csal.colostate.edu/docs/cwpa/evals/University-of-Dayton-Self-Evaluation-Rubrics.pdf>)

Rubric

Scale:

3 – To the maximum degree practicable.

1 – To some extent.

2 – To a significant degree.

0– Not at all.

Item	Rating (0 - 3)
I published and distributed to each student the course objectives and syllabi.	3
I made available to students an outside reading list or list of publications.	3
I followed my course syllabi.	3
I attempted to affect student participation and involvement	2
I related the course contents to the students' perceived needs	2
I utilized instructional aids such as films, slides, transparencies, charts, TV, audiotapes, and models	2
Course objectives were accomplished.	2
I increased student interest in the field.	3
I attempted to engender an attitude appropriate for the student to successfully and meaningfully recognize the challenges of the world around him or her.	2
I consider that the methods used increased the analytical skills of students and their ability to be innovative and imaginative.	2

Prompts - Select at least 3

1. Did you depart from anything you planned for today? If so, why?

We got a little off-topic of the lecture in the discussion - still discussing psychology, but not non-traditional sculpture or art therapy. It was nice to be able to discuss the

difference between the biological focus of psychology and the cultural focus of anthropology/sociology.

2. Has anything that happened during this lesson influenced your evaluation plan? If so, how and why?
3. To what extent did the students learn what was intended? How do you know?
4. In what ways were your teaching methods effective? How do you know?
5. In what ways were your activities ineffective? How do you know?
6. In what ways were the instructional materials effective? How do you know?
7. How did any special considerations of accommodations affect the lessons?
I forgot to bring printed copies of the surveys, it made it difficult for the student who wasn't familiar with QR codes.
8. Identify how an individual or group of students who had difficulty with today's lesson. How do you account for this performance? How will you help them achieve the learning objectives?
9. Identify an individual or group of students who did especially well in this lesson today. How do you account for this performance?
10. If you were going to teach this lesson again to the same group of students, what would you do differently? Why? What would you do the same? Why?
I would have slowed down a little bit and brought in examples of my own work. The students were especially interested in the work I was creating, which was unexpected. I also could feel myself rushing due to the time constraints and technical hiccups. I would have kept the same banter and responses to student questions though. They seemed really interested and engaged.
11. Based on what happened in this lesson, what do you plan to teach next to this class? Be sure to explain how you will use information from this evaluation in future lesson planning.
In the next class, I plan to:
 - Bring printed surveys
 - Bring in examples of my own work
 - Have students list out/free right to the questions.
 - Have students find one non-traditional artist on their own on social media/internet.
 - Add on a slide for the free write/artist find

Other notes: the students were engaged and asked relevant questions. We had a really great discussion after the main lecture portion. I think that the enthusiasm of the instructor of the course really helped in priming students to be excited about the material.