**ENGL 180A, Section 1, Fall 2016:**

Communication Skills for International Teaching Assistants: Speaking Skills

Name: Yifan Zhu Date: 12/08/2016

*Self-Evaluation for Video-Recorded Presentation #2: Office Hours (Student & TA Conference)*

**Score yourself from 1-5 on the questions below:**

**1=**Strongly Disagree **2=**Disagree **3=**Agree somewhat **4=**Agree **5=**Strongly Agree

**Part A: Overall Task Score:** Watch the video for the 1st time, and **highlight** the number that best describes your performance.

|  |
| --- |
| **I was well prepared to answer my student’s questions.**  1=Strongly Disagree 2=Disagree 3=Agree somewhat 4=Agree 5=Strongly Agree |
| **My explanation to the student was logical and easy to understand.**  1=Strongly Disagree 2=Disagree 3=Agree somewhat 4=Agree 5=Strongly Agree |
| **I used specific examples and rephrased content material in different ways.**  1=Strongly Disagree 2=Disagree 3=Agree somewhat 4=Agree 5=Strongly Agree |
| **I successfully covered the topic in five minutes.**  1=Strongly Disagree 2=Disagree 3=Agree somewhat 4=Agree 5=Strongly Agree |
| **I maintained eye contact.**  1=Strongly Disagree 2=Disagree 3=Agree somewhat 4=Agree 5=Strongly Agree |
| **I used the student’s name.**  1=Strongly Disagree 2=Disagree 3=Agree somewhat 4=Agree 5=Strongly Agree |
| **I checked frequently to make sure the student was following my explanation**  1=Strongly Disagree 2=Disagree 3=Agree somewhat 4=Agree 5=Strongly Agree |

**Part B: Specific Task Score. Watch the video a 2nd time and and highlight the number that best describes your performance on office hour strategies.**

|  |
| --- |
| **I spoke loudly and clearly.**  1=Strongly Disagree 2=Disagree 3=Agree somewhat 4=Agree 5=Strongly Agree |
| **I lengthened prominent words in thought groups.**  1=Strongly Disagree 2=Disagree 3=Agree somewhat 4=Agree 5=Strongly Agree |
| **I greeted the student.**  1=Strongly Disagree 2=Disagree 3=Agree somewhat 4=Agree 5=Strongly Agree |
| **I got to the point (the point I needed to explain to the student).**  1=Strongly Disagree 2=Disagree 3=Agree somewhat 4=Agree 5=Strongly Agree |
| **I kept focused on the point.**  1=Strongly Disagree 2=Disagree 3=Agree somewhat 4=Agree 5=Strongly Agree |
| **I provided clarification to my student (on a concept that my student asked me to explain again).**  1=Strongly Disagree 2=Disagree 3=Agree somewhat 4=Agree 5=Strongly Agree |
| **I asked my student for clarification (on the questions my student asked me).**  1=Strongly Disagree 2=Disagree 3=Agree somewhat 4=Agree 5=Strongly Agree |
| **I expressed agreement or disagreement to my student’s comments and/or questions.**  1=Strongly Disagree 2=Disagree 3=Agree somewhat 4=Agree 5=Strongly Agree |
| **I brought closure to the session: I used a sentence to help my student understand that the session was over.**  1=Strongly Disagree 2=Disagree 3=Agree somewhat 4=Agree 5=Strongly Agree |

**Part C: Transcription. Watch the video a 3rd time and write EXACTLY what you said when:**

(Use more lines to write your answers if you need to)

b.1: **Greeted the student.**

**Time** (minutes/seconds): 0:00

**What I said** (my exact words): Can I help you?

b.2: **Got to the point (the point I needed to explain to the student).**

**Time** (minutes/seconds): 0:09

**What I said** (my exact words): OK… random variables? So, you do not know it totally or you do not know it partly? … OK, so let me see.

b.3: **Brought closure to the session (what I said to help my student understand that the session was over):**

**Time** (minutes/seconds): 3:17

**What I said** (my exact words): Do you have any other questions?

**Part D: Pronunciation. Transcribe one or two sentences where you:**

**d.1: Spoke loudly & clear.**

Sentence #1: Actually, the random variable, for example, X, is a function. It maps from the sample space S, to the… uh… real line.

Time #1 (minutes/seconds): 0:35

Sentence #2: And… for each point omega in the sample space, you will… you will go to a number, for example, r, in the real line. Right?

Time #2 (minutes/seconds): 0:50

**d.2: Lengthened prominent words in thought groups.**

Sentence #1: And… the purpose of random variable, is to… uh… help you calculate the probability like this, for example you need to calculate the probability for x equal to one.

Time #1 (minutes/seconds): 1:08

Sentence #2: Then you’re actually calculate the probability of the event, where the x omega is equal to one, you find the total events that satisfies this condition.

Time #2 (minutes/seconds): 1:28

**d.3: Used intonation (pitch) to highlight your organization.**

Sentence #1: And then the expectation, will be, for example, in the continuous case, it will be the integral of x times the density function of x. For the discrete case, x times… this is the pmf.

Time #1 (minutes/seconds): 2:21

Sentence #2: And variance is defined by the expectation. It’s like this. Just remember it, the formula, nothing else. And it is a measure of the variability of a random variable.

Time #2 (minutes/seconds): 2:50

**d.4: Used proper words stress.**

Sentence #1: Then you’re actually calculate the probability of the event, where the x omega is equal to one, you find the total events that satisfies this condition.

Time #1 (minutes/seconds): 1:28

Sentence #2: And then the expectation, will be, for example, in the continuous case, it will be the integral of x times the density function of x. For the discrete case, x times… this is the pmf.

Time #2 (minutes/seconds): 2:21

**Part E: What pronunciation issues do you feel you need to continue working on in the short term and long term?**

**e-1: Short-term.** Issues that I know I need to work on immediately:

words that end with “l”.

**e-2: Long-term.** Issues that I know I need to work on for overall future improvement:

having more intonations in a sentence

**PART F: Watch the video recording a 4th time, then answer Part F-1, Part F-2, & Part F-3.**

**PART F-1:** Write down 2 things that you think **your partner** did really well & tell the time it happened.

Time: 1:17

What I think I **my partner** did well:

1. explaining the concept of convergence in probability by definition

2. explaining some equivalent statement as convergence in distribution

Justification for why I think **my partner** did well:

1. He explained the complicated concept of convergence in probability in several steps and gave an example.

2. He always stressed the key words in the sentences.

**PART F-2:** Write down 2 things that you think **you** did really well & tell the time it happened.

Time: 0:45

What I think I did well:

1. explaining the concept of random variable in a mathematical way.

2. explaining the definition of expectation in the continuous case and the discrete case.

Justification for why I think I did well:

1. The interaction between me and student was good and it helped to make sure that student understand what I said.

2. I stressed the key word in a concept and had a little pause after saying that word.