

1. Record Nr.	UNINA9910788155803321
Titolo	Assessing the teaching of writing : twenty-first century trends and technologies // edited by Amy E. Dayton
Pubbl/distr/stampa	Logan, Utah : , : Utah State University Press, , 2015 ©2015
ISBN	1-4571-9364-7 0-87421-966-3
Descrizione fisica	1 online resource (226 p.)
Disciplina	808/.042071173
Soggetti	English language - Rhetoric - Study and teaching - United States - Evaluation Report writing - Study and teaching - Evaluation English teachers - Rating of - United States College teachers - Rating of - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Assessing teaching : a changing landscape / Amy E. Dayton -- Assessing the teaching of writing : a scholarly approach / Meredith DeCosta and Duane Roen -- Making sense (and making use) of student evaluations / Amy E. Dayton -- Watching other people teach : the challenge of classroom observations / Brian Jackson -- Small group instructional diagnosis : formative, midterm evaluations of composition courses and instructors / Gerald Nelms -- Regarding the "e" in e-portfolios for teacher assessment / Kara Mae Brown, Kim Freeman, and Chris W. Gallagher -- Technology and transparency : sharing and reflecting on the evaluation of teaching / Chris M. Anson -- Telling the whole story : exploring writing center(ed) assessment / Nichole Bennett-Bealer -- Administrative priorities and the case for multiple methods / Cindy Moore -- Teacher evaluation in the age of web 2.0 : what every college instructor should know and every WPA should consider / Amy C. Kimme Hea -- Using national survey of student engagement data and methods to assess teaching in first-year writing and writing across the curriculum / Charles Paine, Chris M. Anson,

Robert M. Gonyea, and Paul Anderson -- Documenting teaching in the age of big data / Deborah Minter and Amy Goodburn.

---

Sommario/riassunto

Although fraught with politics and other perils, teacher evaluation can contribute in important, positive ways to faculty development at both the individual and the departmental levels. Yet the logistics of creating a valid assessment are complicated. Inconsistent methods, rater bias, and overreliance on student evaluation forms have proven problematic. The essays in *Assessing the Teaching of Writing* demonstrate constructive ways of evaluating teacher performance, taking into consideration the immense number of variables involved. Contributors to the volume examine a range of fundamental issue

---