

## TEACHING EFFECTIVENESS

1

Researcher(s)	Year	Focus	Findings	Implications for DL
Warren Norman & Lou Goldberg of U of MI	1966	Peer ratings of personalities on first day of college class	Agreement between peer ratings and self-ratings, especially on: sociable responsible	Snapshot student bio (may be a homepage and may include a photo) is justified at start to support peer interaction and, potentially, group work
Dave Kenny of U of CT	1988	Zero acquaintance, replicating Norman & Goldberg's work with a more more elaborate statistical model	Agreement between peer ratings and self-ratings, especially on: extroversion conscientiousness	Use of the Big 5 approach suggests that what happens in interaction in educational settings is related to stable personality traits
Nalini Ambady & Robert Rosenthal of Harvard	1992 1993	Thin slices of teaching fellows' effectiveness via video clips	At 30 s, $r = 0.76$ , $p < .01$ , for video rating and real students' end-of-course ratings  At 15 s and 6 s: no s.d. from 30 s results	Assuming an instructor is a highly rated teacher, his or her effectiveness may be communicated in a short video lecture or demonstration
Peter Borkenau & Annete Liebler of Martin-Luther University, Ger.	1993	Thin slicing tested with a community sample	Agreement at 90 s for: extroversion conscientiousness	With focus on andragogy in DL, a community sample lends credence to application of results to DL and Blackboard curricula
Nalini Ambady of Tufts	2005	Teaching effectiveness as measured with teaching a "new math language"	Thin-slice ratings at 10 s predicted amount of knowledge gain by students of rated teachers	

2

3

4

5