

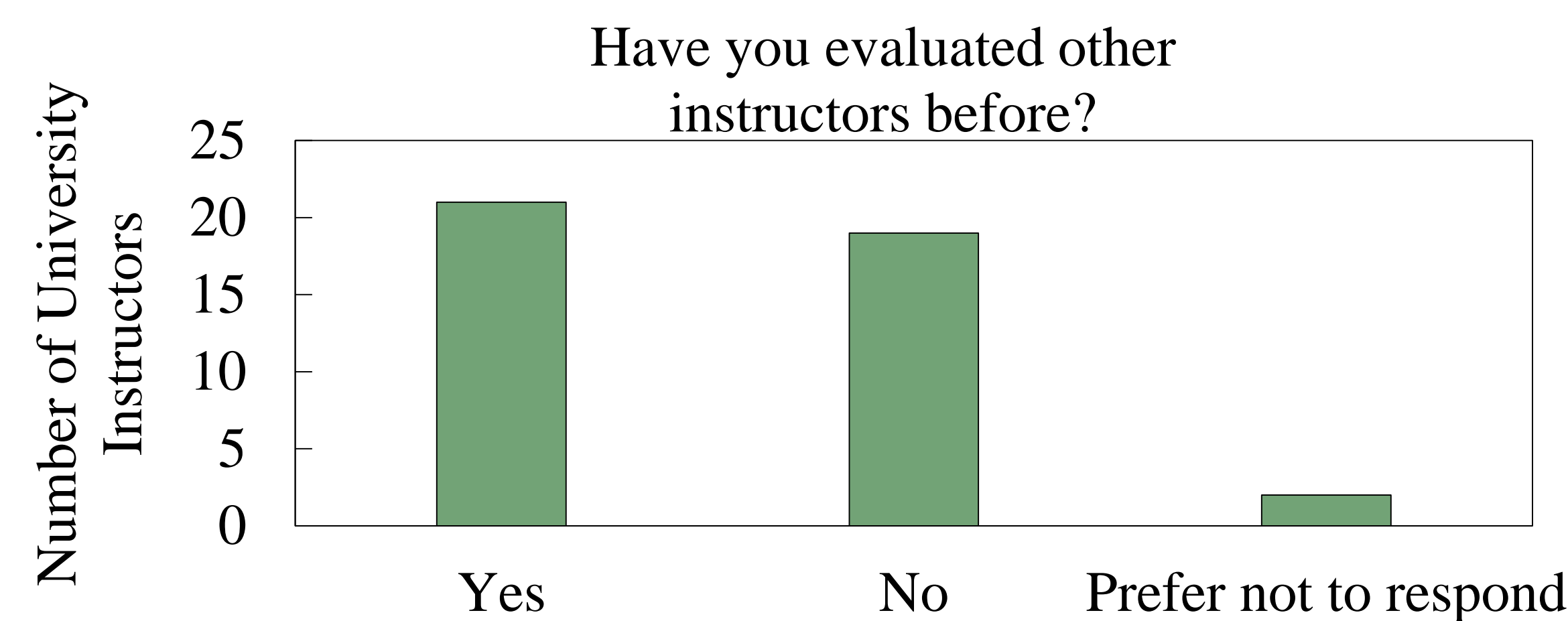


Introduction

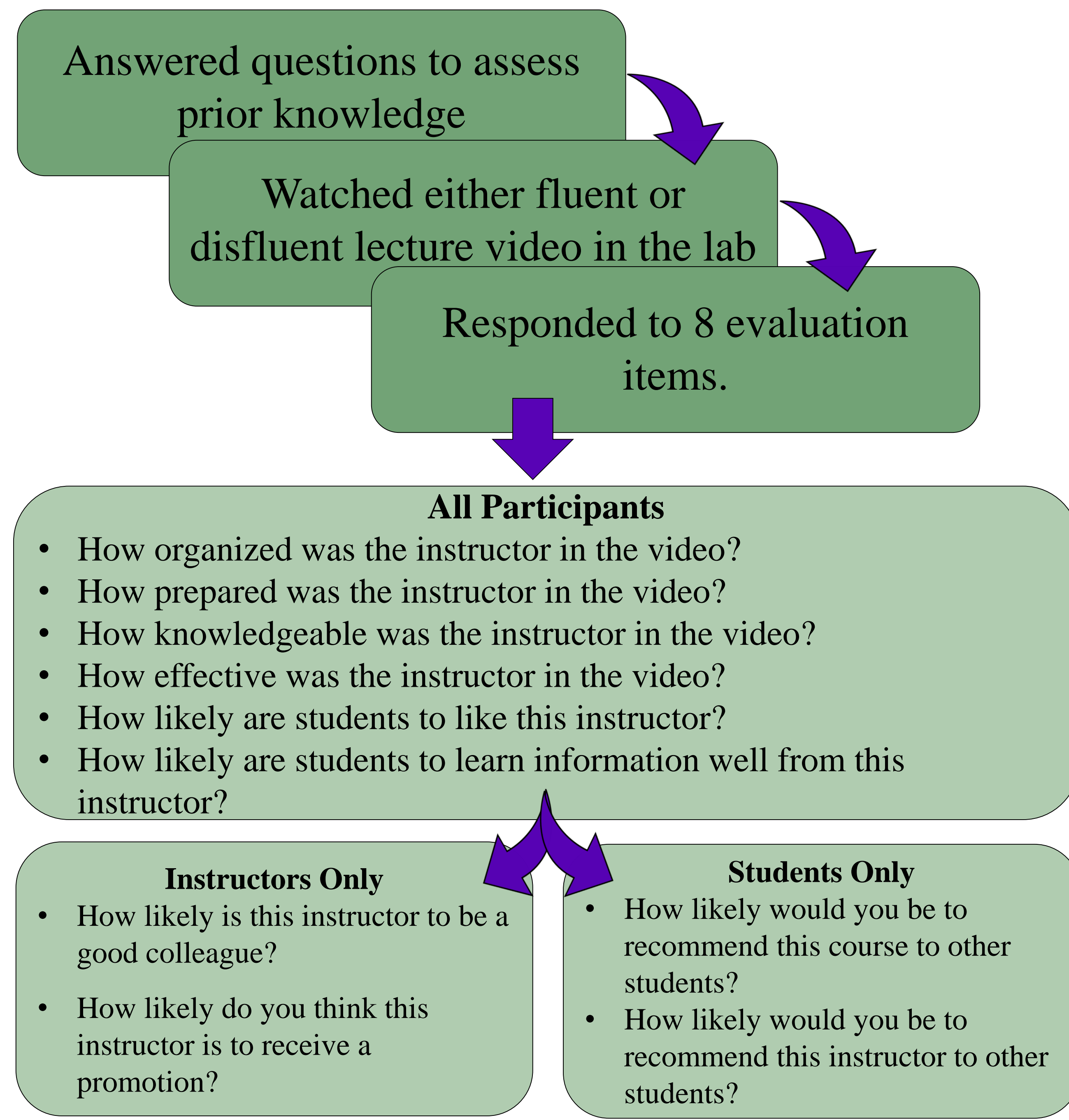
- Lecture fluency (i.e., the manner in which a lecture is delivered) is one factor that can impact students' evaluations of instructors (Carpenter et al., 2013).
 - Instructors who deliver fluent lectures (i.e., speak enthusiastically and with confidence) typically garner higher evaluations compared to those who delivery disfluent lectures (i.e., speak unenthusiastically and without confidence).
- Researchers have yet to explore if instructors' evaluations of other instructors' teaching is also impacted by lecture fluency.
 - Instructors have more experience listening to and delivering lectures. Thus, they may rely more on their experience when evaluating other instructors.
 - Alternatively, instructors may also be susceptible to the impacts of lecture fluency. In this case, instructors who watch a fluent lecture may give higher evaluations compared to those who watch a disfluent lecture.
- The aim of the present work is to evaluate how lecture fluency impacts instructors' ratings of other instructors' teaching effectiveness.**

Participants

- 44 TCU Undergraduates
- 42 university-level instructors
 - Average age = 45 years
 - 31 women, 10 men, 1 prefer not to answer
 - 34 Caucasian/White, 2 Asian, 1 South Asian, 1 Black/African American, 1 Caucasian and Asian, 3 prefer not to respond
 - Average number of years teaching = 16.4 years



Procedure



Materials

Fluent Lecture Video

Instructor is standing upright, speaking enthusiastically, and using gestures

SAME CONTENT IN BOTH VIDEOS

Disfluent Lecture Video

Instructor is hunched over, speaking in monotone voice, and not making eye contact

Measuring Information

- Bits measure *reduction of uncertainty*
- Gain information by becoming certain
- Answering ???s reduces uncertainty

Results

