



# izard

laser insights, zany alternatives and riveting dialogue on teaching and learning Winter 2002 #57

## Teaching Race: A TEP interview with Mia Tuan

*Mia Tuan received her BA in sociology from UC Berkeley and MA/PhD in sociology from UCLA. She is currently assistant professor of sociology at the UO. Her research interests include: racial and ethnic identity, immigrant adaptation, and racial reconciliation/mediation work. She is currently conducting a qualitative study (along with Jiannbin Shiao) of Asian adoptees raised by white families. The study is being funded by the Russell Sage Foundation.*

**Talk about Soc 345/445—Race, Class and Ethnic Groups.  
What's the focus of the class?**

I am trying to create a forum where students can honestly explore how race/racism have impacted their lives and the lives of others.

**You've talked about using "process groups" in this class.  
What are they and how do they work?**

I recruit facilitators, mostly graduate students in counseling psych or others with serious interest in race issues. Their job is to create a relatively safe space where students can start to develop some trust with a smaller group (8-12 students). This gives students an opportunity to talk and "practice" being honest and self-reflective about race.

***You've said "you can't teach race just from the head."  
Why not?***

It's limiting to teach this content just from the head. I can't do it — we wear our races on our faces which means it's inherently personal. The few times I've tried to teach it from strictly an "academic" standpoint, it's been disappointing and frankly, for me, impossible. When students are able to relate the material to their personal experiences and even experience the discomfort in the classroom, it's very powerful.

***So emotion has a place in the classroom?***

Yes, definitely. With this kind of stuff you have to be able to get real. Emotions will emerge in a classroom— even if you say they don't have a place there. Otherwise, those emotions will "seep out" in other, potentially damaging, ways, ie, the anonymous email, the snickering in the back, disrespectful behavior, etc.

***You have students write weekly "memos." What are these  
and how do you use them?***

These provide students with a direct line of communication to me/TAs about their thoughts and reactions that week to what was said in class— by me, by others, to the readings, etc. The memos are a way for them to release some "steam" — say what they're thinking and feeling— so it doesn't build up, but in a format where I might filter out some of the less productive parts of their venting (or not). They are due on Tuesday, and I'll selectively read them in class on Thursday (with anonymity) and ask the rest of the class to respond.

***Given the nature of this class, "mini dramas" must still  
erupt. What do you do when that happens?***

First I freeze the class. Then I have them each take out a piece of paper and write for five minutes describing the two different points of view. This depersonalizes the question/issue and moves it to a larger place. It

makes sure that the issue is not about just one person but is something of concern for many. In this way students feel heard. It also gives voice to dissenting opinions. Spotlighting the issue brings it out into the open so we can all talk about it. If I receive an email that is its own “mini drama,” I’ll acknowledge it and ask the student if I can use it in class without attaching a name to it. Then I’ll ask students to write about and discuss the content of the note.

***This approach to teaching does not seem like something you would have learned in graduate school. How did you develop this way to teach?***

This was definitely not something I learned in graduate school. In graduate school I learned about theory, methods, and substantive content. The focus was not on “HOW” students learn or how to deal with resistance or hot button topics. I quickly realized that teaching this type of material required base level counseling skills and skills in group dynamics and group process.

***Teaching this kind of class has got to be very challenging. Do you ever get scared?***

I never stop being afraid. I’d be in real trouble if I got cocky or confident. Fear keeps me alert. When I’m alert I’m less likely to get caught off guard. Class can be rough and good at the same time, and I’ll still be on the edge of my seat.

***Teaching this class must be physically and emotionally draining. How do you renew yourself?***

When I’m not taking care of myself, I’m in trouble because I can’t negotiate the energy coming at me in class. I have a group of people/colleagues who I consider to be “safe.” This is the group I’ll use to blow off steam with before I go back to the class and can be “educational.” Meditation, walking, therapy, and good meals also help.

***How can you tell when you’ve reached a saturation point and need to take a break or get away from this stuff?***

I can tell I’m in trouble when my patience and tolerance are not there—when I notice the dissonance between what I should be doing and what I am doing.

***In addition to all the challenges you’ve already described,***

***this class is also large. How do you make it a good learning environment with so many students in the class?***

I learn all their names in the first week and a half. I make the class personal. I get them invested in the class by showing that I’m invested in the class. It’s also harder to cheat when it’s personal. I pass out 5X7 cards at the first class and have them write their names and one interesting fact. This also helps me remember their names. I don’t really lecture in class. I’ll put important points on an overhead, and then we’ll talk about these concepts in class.

***I never stop being afraid. I’d be in real trouble if I got cocky or confident. Fear keeps me alert. When I’m alert I’m less likely to get caught off guard. Class can be rough and good at the same time, and I’ll still be on the edge of my seat.***

***You’ve said that the students in this class are “so interested in listening to each other.” Could you talk about that?***

Sure. They really enjoy hearing the thoughts and opinions of each other. Some may act disinterested, but I have the luxury of reading their memos where their words often contradict their facial expressions.

***Finally, what do you think is the role of the teacher in a class like this or in any class really?***

My job is to inspire students, to encourage them to feel a sense of personal responsibility and investment in promoting racial healing.

## From Struggling Student to Award-Winning Teacher:

An Interview with John Fiskio-Lasseter

*John Fiskio-Lasseter is a Ph.D. student in the Computer and Information Science Department. His undergraduate degree is in Philosophy from Earlham College—a Quaker school in Richmond, Indiana. He did part-time work as a pre-school teacher, electronics repair person, and micro-computer consultant before returning to Earlham to earn a post-baccalaureate degree in Computer Science. John has been a graduate student at the UO since 1996. He was a co-recipient of the UO's 2001 "Graduate Teaching Fellow" award and the previous year was a co-recipient of the CIS Department's "Best GTF Award." In addition to classes and research, John is a member of the GTF Executive Council and makes time to play guitar, take photographs, read fiction, and explore the Northwest backcountry.*

***Balance is always tough for a GTF. How do you balance your teaching, classes, and research?***

Balancing classes and teaching is the most manageable combination, because both jobs work in terms of short-term deadlines that are almost always non-negotiable. It's a lot harder for me to balance well with research, because there are so few immediate deadlines and there's a temptation to put aside these duties in favor of the immediate tasks of teaching or classes.

The toughest thing for me is the time I give to office hours and appointments outside of office hours. I have always tried to maximize my availability to students, and I'm terrible at saying "no." In my experience, almost all student requests for a teacher's time are reasonable and important. I've found, though, that most students understand the problem of limited teacher resources well, and they tend to cut a lot of slack for it. In return, I try to consider carefully where and when I truly need to be unavailable.

***I understood even then that his concern for my education was far above what I had earned, and it really floored me that he believed that I was capable of more than I had done.***

***You've said, "Teaching is not a field for those who need instant gratification." Talk about that.***

I had teachers in college who truly changed my life for the better. Some had significant positive impacts that I didn't notice until years later. For example, I had a teacher in a beginning programming class in which I did very poorly. In fact, I barely passed, and wouldn't even have done that except that he literally called me at home to tell me I was oversleeping the final exam. He later wrote me a short letter which basically laid out how very frustrating I was as a student—every bit of which I deserved. I understood even then that his concern for my education was far above what I had earned,

and it really floored me that he seemed to believe that I was capable of more than I had done. My being in computer science today has a clear debt to this. And I still have the letter.

When I first started at UO as a GTF, I had grandiose images that I would accomplish the same thing for the students who came through my lab sections/office hours/etc. and that the results would be instant and obvious. That's presumptuous and also a recipe for disappointment if you don't learn to get over it, fast. I used to believe that to be an effective teacher you had to serve as a mentor to every student who came your way. But not only can you not expect that, you can't ask it of your students. I think that as a teacher, my job is to do precisely that — teach. This means simply that I serve as someone who can help make the difficult and chaotic a little easier and more coherent. More personally, teaching means being the first authority figure who makes a commitment and a display of confidence in a student's hitherto untested abilities. I've also found that on occasion you model for students a new and perhaps exciting possibility.

But long-term effects are just that — long term. The most important effects may not show up until well after you get a chance to see them. More long term, perhaps, my sense of wonder and joy at learning will get picked up by some students. Perhaps I will even have the privilege of serving as a catalyst for new possibilities that open for a student.

***You once spent three hours correcting one homework problem. What was that all about?***

In this case it was irresistible. The assignment was an analysis of the machine-level implementation of something we'd described only abstractly in the previous weeks and was fairly complicated. The student had done very well in the class all term, but this particular assignment was, well, flatly wrong. It was so wrong, in fact, and there was so much of it, that my first impulse was to give up, draw a red "X" through it, and write a note asking the student to come see me.

What reeled me in was that in spite of being an apparent mess, there was a coherence to his work that caught my attention. In addition, he gave so much detail, that I was able to trace back through what he'd written to figure out his basic assumptions. He had misunderstood a few key points from the foundational material, and these needed to be addressed before anything else was possible. The end result was that I was able to address (and correct) these foundational points, instead of simply dismissing his submission as nonsense.

***He had misunderstood a few key points from the foundational material, and these needed to be addressed before anything else was possible. The end result was that I was able to address (and correct) these foundational points, instead of simply dismissing his submission as nonsense.***

***Instructors are still debating the use of email with students vs. face-to-face conversations. Have you dealt with this?***

I've always preferred face-to-face meetings with students, not only because they're fun, but because it's easier to understand what a student is asking/saying when you can draw on verbal and physical cues.

That being said, I've often encouraged students to contact me by email first, particularly if they have specific difficulties with the material we are studying. On occasion, I've even pushed a student by insisting on

an email version of the question before I agree to meet in person. Be careful with this kind of "get tough" approach, so that you don't end up discouraging or alienating the people. I don't think it works at all if a student is not yet to the point where specific questions can be asked.

But if she's almost at that point, this can be an effective teaching device. I've found that a lot of student difficulties come in the form of being overwhelmed by the perceived scope and complexity of the material. The act of focusing enough to articulate a few specific questions can go a long way toward putting everything into its conceptual place. It also gives a student a coherent, permanent account of her success up to the point where things became difficult, which can be useful in putting everything together later.

From the teacher's side of things, I find it gives me room to plan a clear response. It also allows me to answer in more detail than is possible in spoken conversation. This is particularly useful in computer science where so much of the material must be illustrated with example source code — not the sort of thing you can say, really. A written response has the further advantage that a student can return to it as many times as is necessary, without having to worry that she's forgotten some of the important details.

***You've given others the advice of "learn to teach from every available source." What does that mean?***

Like so many other important jobs, I think it's important to keep learning how to teach, even after you've got a bit of experience behind you.

For me, one of the most obvious ways to do this is to draw on other teachers as inspiration. I've tried to make internal notes on effective teaching that I observe in the classes I take. In addition, faculty who've been doing this for awhile are unbeatable resources, and any opportunity to learn from their experience should be taken. But I think it's just as important to find colleagues — other GTFs you can swap advice and ideas with. I'm lucky in that my partner, Janet, is also a GTF here at UO; she's very dedicated to teaching, has terrific ideas, and we have a great time talking shop.

Written sources are important, too. I pay particular attention to student evaluations, trying to summarize important points that I can learn from for the next term's teaching. I think the bubble sheets are pretty useless, but if you can get written feedback from students, that's unbeatable. You folks at TEP run this "mid-term evaluation" which I think is amazing. I'm ashamed to admit it took me this long, but after five years as a GTF, I had this done in my spring term tutorial sections this past year, and now I don't know how I lived without it.

***What do you do when students don't share your passion for your subject area?***

People develop (or fail to develop) interest in something for a lot of different reasons, and many of these probably have little to do with a course instructor (or GTF). The most important thing is that the members of a class maintain an atmosphere of mutual respect and respect for the process of learning. When I'm enthusiastic about something and that rubs off on a few students, great. If not, I don't take it personally. Not every student is required to start the day looking forward to the study of program calculi or lock-level analysis.

***This fall you gave advice to the new GTFs. What were the main points you mentioned?***

There were five of them:

**"Learn their names."** I can't emphasize this enough. The treatment of your students as individuals simply isn't possible without it. Do whatever you can, and keep working to learn them, even if it takes most of the term. The effort alone changes the dynamics of a classroom for the better, and goes a long way toward establishing students' trust of you.

**"I don't know, but here's how you can find out."** This addresses the problem of teacher expertise. Everyone will run into a student question we can't answer. Everyone will make a mistake in front of the class. I think the trick is not to fake this. I still think you need to develop every ounce of expertise you can. It's better to know an answer than not, but knowing how to find out is a powerful thing to pass on. After all, students are there to learn how to learn. Teaching the art of

investigation is as important as giving out facts.

**"Remember being a student."** What was hard for you when you first learned what you're now teaching? What mistakes did you make? What were your questions?

**"Learn to teach from every source you can find."**

**"Authenticity is essential."** There are many styles of effective teaching; work to understand yours, and try not to get stuck on one image of good teaching.

***Talk about your role as a GTFF Executive Council Member.***

After you've been here long enough to know your way around, you often find that newer GTF colleagues will ask you a lot of work-related questions. For me, this came right around the time the CIS department steward was stepping down from the position. There were three months left on this term before the next elections, so I volunteered to fill out the remainder. I did it because I wanted to and because I could. That was in January of 1999, and I've been proud to continue as a steward for the last three years.

I've worked as a GTF for five years because I love to teach. But I also do it because it makes it possible for me to be here. Simply put, I know that many GTFs couldn't consider the costs of full-time grad school if these weren't mitigated by the salary, tuition, and health insurance we receive in return for our work. And I know that these things — along with clear boundaries on workload, responsibilities, and so on — were made possible by the collective bargaining we have through the GTFF with the university.

***You've described yourself as not always being a successful student. How has this impacted your teaching?***

I think it gave me an understanding of the difficulties that many students face. I've had personal experience with laziness, math-phobia, failure to distinguish between when I think I know something and when I do, and with the kind of inertia that comes from being overwhelmed by the apparent size of a problem I've been asked to tackle. I'd like to think that this has allowed me to speak to these things when I see them in students now.

# A Collaborative Approach to Teaching Biology:

An Interview with Alan Dickman and  
Peter Wetherwax

*Peter Wetherwax began teaching at UO in 1991. He teaches in the introductory biology sequence, an upper division course in pollination biology and a seminar for biology undergraduates interested in becoming middle/high school teachers. Next year he will teach a course on biodiversity and a tropical ecology course that includes a stay in Ecuador. In a previous life he was a professional musician.*

*Alan Dickman has been teaching at UO since 1986 and has been Biology Curriculum Director since 1997. In addition to introductory biology courses, he teaches an environmental science course, an upper division course in forest ecology, and a graduate seminar in science education. He enjoys gardening, fly-fishing, and listening to his sons play music.*

**Tell us about the General Biology course that you team teach.**

About 10 years ago, we were working with a group in our department on a project called Workshop Biology. We wanted to change the way we taught our large introductory biology sequence. Although student evaluations of the course were fine, we felt we could do a better job of providing a course that would be of use to students after they had

graduated. A major goal was to enable students to make informed, critical decisions that were consistent with their values. In order to do this, students would have to become actively involved in their learning and more aware of how they were learning.

We taught the workshop course at the same time as the traditional version and collected data comparing such things as understanding of concepts, attitudes about science and the ability to critically think about science. We found that the workshop version was better in some ways and not different in others. The Workshop required more faculty time to teach, but we could use many of the techniques and activities we developed in the traditional large course format. In fact, there were things we did in the Workshop that we could do more efficiently in a large lecture.

***One of the biggest benefits for the Workshop faculty was the frequent discussions we had about teaching. We sat-in on each other's lectures; emailed each other with comments, both positive and critical; and held a seminar on science education attended by faculty, GTFs and undergraduate teaching assistants... In short, we approached our teaching the same way we do our science.***

One of the biggest benefits for the Workshop faculty was the frequent discussions we had about teaching. We sat-in on each other's lectures; emailed each other with comments, both positive and critical; and held

a seminar on science education attended by faculty, GTFs and undergraduate teaching assistants, where we read and discussed the literature. In short, we approached our teaching the same way we do our science. That open-dialogue about teaching is still present in our team-teaching.

Some materials developed in Workshop Biology are available at: [biology.uoregon.edu/Biology\\_WWW/Workshop\\_Biol/WB.html](http://biology.uoregon.edu/Biology_WWW/Workshop_Biol/WB.html).

***So how do you do it?***

Team teaching is less work than teaching the entire class alone, but not by a lot. We both attend all of the lectures and the weekly lab prep session with the teaching assistants. We also spend time before and during the term planning the course. Adding one more person to the staff complicates things for schedules, but the payoffs are huge. It probably wouldn't work if the team wasn't matched well—in terms of philosophy of education, and personal work habits.

On a given day, one of us does the teaching, and the other person is engaged and present. Since we use video segments and worksheets, it is helpful to have another person around to help with details.

The non-speaking teacher can pick up on confusion that students might have and ask a question to clarify a point. Sometimes a student asks a question that one of us doesn't understand, but the other one does. Sometimes a question is asked, or a point raised, that the other person is better able to answer. It is common for us to

talk to each other during class, as well as to other students, even on days when we are not the “speaking” teacher.

We are running partners and schedule our running time to be immediately after lecture. This is a good time to unwind, and also to talk about the class. We often chat informally about what worked well, what didn’t work well, or what the students were confused by. We also use this time to plan future sessions and can brainstorm ways to run a particular class. A lot of our communication happens during this informal time. We also use email to communicate a lot.

***What constitutes good education? What is important in teaching?***

We want our students to understand biological concepts, to care about biology and science, and to be able to apply their knowledge to practical uses in a changing world. We think that students learn best when they are mentally engaged in thinking about concepts and are forced to challenge misconceptions that they may have. Although we strive to make our class presentations clear, interesting, and content-rich, we don’t think this is sufficient to ensure student learning or good education.

***“Here is a short video of a woman, Connie, on her way to a new form of cancer therapy for breast cancer. Researchers were able to develop this new therapy because they knew something about mitosis and how cells divide.”***

***How do you use teaching assistants?***

We use both GTFs and undergraduate teaching assistants in our course. The course tends to attract teaching assistants that are very interested in teaching, and so we usually have excellent assistants. The undergraduates usually are recruited from the previous year’s class. These teaching assistants are more familiar with the how the course is run than the graduate teaching fellows, and they are peers of the students in the course.

Every lab section has a GTF and an undergraduate teaching assistant. The GTF usually gives the lab introduction, but the undergraduate teaching assistant is very active in the lab and often leads short discussions. Students spend most of the lab time in small groups working on experiments or modeling biological concepts. The teaching assistants are actively engaged in helping students with their work.

The teaching assistants attend all of the lectures. Even though the teaching assistants usually already know the material, it is important that they experience what the students are experiencing so that they can do a better job of teaching. We also need their help during the lecture. We often have students do activities during lecture and it helps to have teaching assistants scattered around the room to help students.

We have a weekly prep meeting where we discuss the upcoming lab and deal with management issues. But another important thing we do during prep sessions is to talk about teaching.

***How do you engage students in lecture?***

We like teaching large lectures — an energy level exists when a large number of people meet together that isn’t present with smaller classes. But for that energy to be there, you have to first capture the students’ interest and then keep them engaged by helping them to “actively think” during the lecture. If the students are just mindlessly taking notes, the energy isn’t there.

The students arrive in our lectures from a wide variety of places: some have just sat through three straight hours of lectures in other classes, some have just woken up in their dorm room five minutes earlier, others just had an argument with their girlfriend. If you begin the lecture by saying, “Today we are going to learn about the exciting world of mitosis!”, you probably aren’t going to get their minds thinking about biology. So you need to help them see why mitosis is exciting by making some sort of connection: “Here is a short video of a woman, Connie, on her way to a new form of cancer therapy for breast cancer. Researchers were able to develop this new therapy because they knew something about mitosis and how cells divide.” The video is short but it engages the students; everyone in class knows someone who has

had cancer. The lecture helps students learn understand this new therapy.

But attention spans are short and interest alone doesn't mean that students are active thinkers. Many of our students are able to process information during a lecture. They are constantly comparing the new information to what they already know and asking questions in their mind. But just as many are not able to do this. So we provide opportunities for students to be active thinkers. This can be as simple as giving students one or two minutes to jot down the answer to a question before beginning a discussion.

***You've mentioned that you try to get students to do "what scientists do" in your classes. What does that mean?***

Scientists and our students do a variety of things: They formulate good testable questions, they form hypotheses, they design and conduct experiments, they analyze results, they evaluate claims made by other people. Our students rarely do all of these things in a single assignment, but they do all of them in just about every aspect of the course: in lectures, on homework assignments, in lab, on exams and in papers.

***How can you tell what is/isn't working in a large class?***

We ask for feedback, both in writing and orally, from students, from the teaching assistants, and from each other. Some of it is as simple as looking at the students faces during lecture. But we also ask for written feedback in a midterm assessment of teaching (MAT), we talk to our students during office hours and in lab, we look at their work on exams and papers. Some things we know work because we have gotten consistent positive feedback. But it's important to ask

students for feedback because someone may have thought of something new, and we want to let students know that we value their opinion and care about teaching. Even if the MAT doesn't tell us anything new, it does give us an opportunity to talk to our students in lecture about our teaching philosophy and the importance of thinking about how we learn.

***In large lectures, we use worksheets on which students are asked to respond to questions about the material. We don't collect these, but since they are an integral and often-used part of the class, students get used to working on them and realize that they help them to learn. We have found that once students get accustomed to thinking about the material rather than simply being expected to absorb it, they respond by asking lots of questions.***

***Please describe your teaching styles.***

We think that students work hard when they know their instructors care and work hard themselves. We try to be well-organized, to make course goals and objectives clear to students, and to give students as much help as we can reasonably provide. We recognize that students may not have the big picture of where concepts fit together. Therefore, we try to begin a classes with an engagement activity. This may be a magazine cover about someone with a disease, an editorial from a newspaper about some policy decision that rests on biological knowledge, or a short video clip illustrating some biological problem. We give students structured homework assignments that help them to acquire basic vocabulary and familiarity with concepts. In large lectures, we use worksheets on which students are asked to respond to questions about the material. We don't collect these, but since they are an integral and often-used part of the class, students get used to working on them and realize that they help them to learn. We have found that once students get accustomed to thinking about the material rather than simply being expected to absorb

The Lizard is published by the Teaching Effectiveness Program, Academic Learning Services, 65 PLC. If you are an instructor at the University of Oregon, you may subscribe by contacting Georgeanne Cooper, 346-2177 or email [gcooper@uoregon.uoregon.edu](mailto:gcooper@uoregon.uoregon.edu)

Editor: G. Cooper, R. Kitteridge

Production: UO Printing

Contributors: G. Cooper, A. Dickman, P. Wetherwax, J. Fiskio-Lassiter, T. McMahon, M. Tuan

it, they respond by asking lots of questions. We rarely cover as much material as we'd like, but we think students process and retain so much more of what is taken up in class, that the payoff is worth the cost.

***Why do you say Willamette 100 is an intimate setting?***

Willamette 100 holds 224 students, but we think that students are not lost there. The course has lab sections associated with it. In lab, we take digital photos of every student and begin to learn their names. We take photos of the students in the lecture hall as well, and write in the names of students who ask questions. As much as possible, we refer to students by their names. Students tell us that this makes them feel more connected to the class and less lost, even if they aren't the ones being addressed.

Labs are run by teaching assistants, but we try to spend some time in each lab section every week so that students have access to us in an informal setting without having to come up to our office.

***Willamette 100 holds 224 students, but we think that students are not lost there. The course has lab sections associated with it. In lab, we take digital photos of every student and begin to learn their names. We take photos of the students in the lecture hall as well, and write in the names of students who ask questions. As much as possible, we refer to students by their names. Students tell us that this makes them feel more connected to the class and less lost, even if they aren't the ones being addressed.***

We use a wireless microphone to make sure that everyone can easily hear, but we are not "tied" to a lectern. We often walk up the aisles to facilitate discussion between students.

***The website includes:***

- course information (syllabus, instructions for assignments and office hours)
- lecture notes that are posted after each lecture
- solutions to homework questions, exams and past exam questions
- links to sites related to the course
- student grades
- a place for students to ask questions of each other or of us

***What constitutes a good examination? How do you help students prepare for the exams?***

The hardest part of our job is writing good exams. It's easy to write questions that ask students to restate the concepts. It's much harder to write questions that ask students to apply concepts in novel ways, to synthesize, to design experiments or to evaluate information....in essence, to do what scientists do.

And it really isn't fair to students to ask them to do these things on exams when you haven't given them any practice. We hope that our exams are consistent with every aspect of the course. We ask students to do the same things in lecture, on homework assignments, in lab and in the papers that they write. We give them past exam questions so that they are familiar with the style of questions. We discuss strategies to use when they study.

***What's the best way to team teach?***

We like working together, and feel that what we do works well for students. It wouldn't necessarily work if we didn't share similar ideas about what constitutes good teaching, though. Team-teaching offers a way to be self-reflective and also to get useful, frequent, informal feedback from a colleague about the course. There probably isn't a best way to team teach, but we are happy with how it has worked out for us.

# What's Up With TEP

Winter term events for teachers and anyone interested in teaching

## Tech Bytes—64 PLC

### Scanning

Monday, January 14, 12:00-1pm  
Thursday, January 17, 12:00-1pm

### Using A Digital Camera

Monday, January 23, 12:00-1pm  
Thursday, January 24, 12:00-1pm

### Working with Digital Images

Monday, January 28, 12:00-1pm  
Thursday, January 31, 12:00-1pm

### Blackboard's Quiz Feature

Monday, February 11, 12:00-1pm  
Thursday, February 14, 12:00-1pm

### Blackboard's Survey Feature

Monday, February 18, 12:00-1pm  
Thursday, February 21, 12:00-1pm

### Discussion Boards and Virtual Chats

Monday, February 25, 12:00-1pm  
Thursday, February 28, 12:00-1pm

### Converting and Editing Word Documents to HTML

Monday, March 4, 12:00-1pm  
Thursday, March 7, 12:00-1pm

## Learning Computer Basics—64 PLC

### Filing and Saving your Work

Tuesday, February 12, 3:00-4pm

### Keyboard Shortcuts

Tuesday, February 19, 3:00-4pm

### Navigating the Macintosh System

Tuesday, February 26, 3:00-4pm

### Navigating the Windows System

Tuesday, March 5, 3:00-4pm

## Workshops—276B Knight Library

\*Registration Required (tstark@oregon)

### Exploring Blackboard's Assessment Features

Wednesday, January 30—Presentation from 1-2:30pm,  
Hands-on Lab from 2:30-4pm

### Exploring Blackboard's Communication Features

Wednesday, February 20—Presentation from 1-2:30pm,  
Hands-on Lab from 2:30-4pm

### Using Excel For Gradebook Management

Wednesday, March 28 from 2-4pm

## Today's College Students Series

(All workshops held in Studio D, Media Services)

### LGBT Students

Wednesday (1/16) from 3:00-4:30pm  
Thursday (1/17) from 2:30-4:00pm

### Women Students

Wednesday (1/23) from 3:00-4:30pm  
Thursday (1/24) from 2:30-4:00pm

### Nontraditional Students

Wednesday (2/13) from 3:00-4:30pm  
Thursday (2/14) from 2:30-4:00pm

### Students of Color

Wednesday (2/20) from 3:00-4:30pm  
Thursday (2/21) from 2:30-4:00pm

### Student Athletes

(Dates and times TBA)

### Registration required

**Teaching Large Classes**—Friday, March 15, 9am-2pm

**Beginnings: Insights, Tools and Strategies for New Teachers**—Saturday, March 16, 9am-2pm