



A publication of the Teaching Effectiveness Program, Academic Learning Services

We Teach Who We are

A Reflection

Anne Hobbs, Lincoln School, Kathmandu, Nepal

Watch a seventh grader at a computer some time, especially if something isn't working right. Have you noticed the ease with which many young people confront technology? I was showing a video to my health class on a machine that had no remote and no pause button. When I wanted to emphasize something, I got up and turned off the machine. I made my point and got up again and turned it back on. The next time I got up to stop the tape, the video stopped on its own! I was completely mystified until one of the students said, "It's Josh!" This sixth grader was controlling the video player through controls he had just programmed on his watch.

I'm not a technological dinosaur. I surf the Web and do virtually all my correspondence by email. I'm fluent in Word and can switch between our IBM at home and the Macs we have at school. I understand the call waiting, voice mail and caller ID options for my phone. I have mixed feelings about the days when we used carbon paper, had to physically dial telephone numbers and carefully watch football because there was no instant replay. I don't want to go back to those days again, but having lived through them does give me a different perspective on technology.

That teachers teach and children learn, no one will deny. But to believe that children learn because teachers teach and only what teachers explicitly teach is to engage in "magical thinking," according to Janet Emig in *The Web of Meaning* (1983). I remember the impact those words had on me when I first came across them. Did that mean the wisdom I willingly,

eagerly, dispensed to my students wasn't what they actually learned?

If students don't learn because I teach, and I know that I will never be their technological mentor, what role DO I see myself playing in their lives that will help them to discriminate and to make sense of an increasingly complex world?

All through history, the young have needed role models, people whose character and behavior exhibit high standards. Without people to look up to, be they parents, teachers, rock stars or athletes, students miss a critical piece of their development. Many believe that the number and variety of role models has shrunk dramatically as we enter the 21st century. When my students have forgotten the rules for punctuating quotations, the name of the author of *The Outsiders* or how to do the Heimlich maneuver, there are some other things about spending time in my classroom that I hope they'll remember.

"When my students have forgotten the rules for punctuating quotations, the name of the author of *The Outsiders* or how to do the Heimlich maneuver, there are some other things about spending time in my classroom that I hope they'll remember."

Students have enormous powers of observation. They scrutinize everything we do and how we do it. We're being tested, too. How far can they push me before I get angry? How late can they come to class before there are penalties? What role does charm play in

Laser Insights Zany Alternative and Riveting Dialogue on Teaching and Learning

consequences? How much do I really care if they do their work or use someone else's work? I say to myself that if they paid as much attention to what I say as they do to how I say it, they would learn a lot more. I'm wrong, of course. If they listen only to what I say, they'll learn the very things they will quickly forget. By watching what I do, by testing my rules and resolve, they learn who I am, what I stand for, how I conduct myself in adversity, what I do that illustrates what I believe. As a teacher, I am a role model. I need to pay attention not just to my lesson plans, but to who I am and how I portray myself in the classroom and in my life.

Long before I ever heard of Parker J. Palmer, author of *The Courage to Teach*, I called teaching my vocation, not my job. Teaching isn't something I do to pay the bills, or to keep busy. I teach because I want to affect the lives of my students, to make them better, more effective, more whole. I teach because I want to have an impact on shaping the values and beliefs of my students. I teach because I want to be a role model to my students, an anchor in an ever-shifting universe, a point of stability.

I bring to my teaching who I am and what I value in life. I think of this as my glue. It is the person I am in the classroom and the demands and expectations I set for myself and for my students as they work their way through whatever subject I am teaching them. It holds together whatever I teach and supports me as well. It is what I want my students to remember when they've forgotten what I teach. Below is the recipe for my glue:

Anne's Glue

Begin by being present and being true to yourself.

Keep a healthy measure of respect for all people, their differing beliefs and their development.

Add to that a never-ending desire to learn through exploration.

Hold firm to the belief that everyone is capable of learning more than they think they are.

Develop a set of goals which stretch you and remind you that you are responsible for your own learning.

Mix in a willingness to face your own demons and to take risks.

Work hard, laugh often and enjoy yourself.

Evaluate the results of your learning/teaching before moving on.

In *Let Your Life Speak*, Parker J. Palmer defines a leader as "someone with the power to project either

shadow or light onto some part of the world and onto the lives of the people who dwell there." Whether I lecture, do group work or allow chaos to rule in my classroom, I am still the leader. When I base my leadership on the values I want my students to observe and follow, I am aligning my teaching with my values and optimising the potential for my students to learn far more than what I teach.

One of the courses I've taught for years is middle school health. As part of that curriculum, I teach a lesson on a decision-making process to seventh graders. Although I use current examples of decisions I've faced to introduce the process and then have them work through decisions they've faced, or are facing, using the process, I often feel this is too abstract for seventh graders. Maybe so, but last year a student I taught ten years before told me that she was still using "that decision-making process."

The eighth grade health curriculum includes effective communication, stress management, sexuality, contraception and sexually transmitted disease prevention. After teaching the course for three years, I faced up to the fact that I was skipping a critical issue: homosexuality. With the help of a close friend who is gay, I developed a mini-lesson on homosexuality. My primary goal was to help counter the ugliness of the homophobia I witnessed regularly in middle schools with information. The unit began with a learning log assignment asking students what their beliefs were about homosexuality. I assured them that this was a confidential assignment that only I would see, but that I would anonymously share their responses with the class. When I read their logs I was mortified! The ugliness that came through felt like physical blows, and I was afraid I had unleashed a terrible monster. After consulting with my friend who encouraged me, I continued as we had planned.

As I read their responses aloud to the class, I changed the word homosexual (or other slang terms) for the words "brown eyed." The class was powerfully affected by the exercise as their learning logs afterwards demonstrated. By the end of the three-day unit, which included a visit from a lesbian friend of mine, I knew that the unit had allowed my students to think about

where their own beliefs came from, whether they were valid, whether their actions aligned with their beliefs, or whether they simply mouthed someone else's truths.

It was a risk to even mention homosexuality in a multi-cultural classroom. It was a risk to take something I felt strongly about and put it under the scrutiny of eighth graders who are masters at mockery. It was a risk to speak out about a subject that most people, including those who write curriculum, prefer to remain silent about. By the end of the three days, I felt my students would remember this lesson long after they'd forgotten the names of the reproductive organs or whether a sexually transmitted disease is caused by a virus or a bacteria.

One student did. I ran into her years after she had been in my class. After catching up on what she was doing in her life, conversation turned to my health class. She asked if I was still teaching it and said it was one of the few classes she remembered from eighth grade. I figured she was talking about some stress management technique or one of the distorted thinking patterns that kids often find quite eye-opening. I was wrong. This young woman is a lesbian. I was the first teacher who ever mentioned the word in the classroom and who allowed her, at that time, to gain a glimpse of acceptance of herself. She reminded me in a powerful way that everything we do in the classroom has an impact on someone, even if we seldom find out what that impact is.

Having an impact on students is one of the reasons I keep teaching.

"This young woman is a lesbian. I was the first teacher who ever mentioned the word in the classroom and who allowed her, at that time, to gain a glimpse of acceptance of herself. "

Who we are in a classroom and how we deal with what we find there will remain in our students' minds far longer than any academic subject we teach. When we reflect on the year 2000 and our increasingly complex world, I would suggest we keep in mind that, as educators, we are shaping more than the intellectual capacity of our students. We need to give as much thought to the "who" as well as to the "what" we are teaching.

Behaving Badly

Chris Loschiavo,
Director of Student Judicial Affairs

In this interview, Chris answers some questions regarding common behavior problems which occur in the classroom—particularly in large classes. It is our hope that this information will serve as a guide to help you determine when a behavior problem needs to be reported and how to go about this.

A brief introduction—I am Chris Loschiavo, Director of Student Judicial Affairs. I arrived at the UO in July 1999 via the University of Florida. At UF, I spent four years in judicial affairs. I also received my undergraduate degree in political science with minors in education and sociology and then received my law degree from UF. I work in judicial affairs because I like the challenge of helping teach young adults to be good, productive citizens. The judicial affairs process is an educational one, so many of the sanctions that we give have a large educational component and, in general, little punitive measures are taken except in the extreme cases. Most of our 2000 cases a year are handled in an informal manner which means there is no formal hearing or appeal rights involved. Last year only five cases went to a formal hearing. The rest were handled by my predecessor. This is important for you all to know because one of the complaints that I hear is that the conduct process takes too much time. This is simply not true. While we must provide students with an opportunity to be heard, most cases don't go to the time-consuming formal hearings. In informal cases you may get a phone call from me for some follow up questions, but, in general, you will not be called to a hearing.

Lizard: One of the most common problems teachers face is disruptiveness in a large classroom (students talking loudly, entering late and leaving early, packing to go before the class is finished). What are your recommendations for a course of action teachers should take when a student(s) is disrupting learning in a class.

Laser Insights Zany Alternative and Riveting Dialogue on Teaching and Learning

First, identify the individual and quietly ask him/her to make an appointment to meet with you in your office. Avoid calling the student out in class. Make general statements to everyone about your expectations for behavior. Once you have the student in your office, clearly outline the expectations that you have for behavior in the classroom.

Lizard: What would you recommend when a student(s) won't stop being disruptive after a request to stop has been made?

If the disruption continues, document your expectations for behavior in writing and hand those to the student. If the behavior is during class and it has become a huge problem, you may ask the student to leave your class. If the student refuses, you may contact the Office of Public Safety at 6-5444 and have them escort the student from the classroom. (Make note of where the nearest phone is located.)

In the letter, include information about your expectations again. I would let the student know that you will ask them to leave the classroom if they continue to disrupt the class and that any future violations will be reported to the Director of Student Judicial Affairs.

Lizard: What should teachers definitely NOT do in these situations?

It is not okay to embarrass or call out the student in class. One would hope that a general "no talking, please" comment will get everyone's attention. If it doesn't, then you can ask the student causing the disruption to stop. In every circumstance, treat the student with respect even though they are not being respectful. The last thing you want to do is give the student reason to file a grievance against you for not treating him/her with respect.

Lizard: Under what circumstances is it appropriate for teachers to report a student to your office?

Continuous disruption that doesn't stop after the interventions listed above or extremely disruptive conduct should be referred to my office. Call me at 346-1141 or someone in the Office of Student Life at 346-3216. OSL always has someone on duty to take

calls, so if I am not available they may be able to assist you through the first stages of dealing with the student. We try and save the conduct process as a last resort. A student who is continually acting out in class may have some mental health issues, so we will try and address these through the counseling center. These issues don't absolve the student of responsibility, but can give us a better understanding of why the student is acting out. Don't be afraid to ask for help. I am happy to assist with these issues.

Lizard: Many teachers think students are becoming more and more disruptive in classes. They attribute this to a "television culture" where lecturers are treated like media talking heads and students behave much as they would in their own living rooms. Others site the problem of more older, nontraditional students openingly challenging the credibility of less-experienced teachers. What are your feelings on this?

Incidents of disruption are increasing nationwide. I think there are several reasons for this. Certainly the television culture has something to do with it. One way to combat this is to make your class less passive. Engage students in conversation, role plays, and case studies. It may take more work on your part, but most students will respond better to this than to passively listening to you lecture.

A second cause for this increase, I believe, may be attributable to non-traditional students challenging younger faculty, although I think this is only a minor contributor.

Another cause may be that years ago, students with mental health illnesses did not attend college. Nowadays with medications, mentally ill students are able to get better control over their illnesses and thus succeed in school. More and more students with attention deficit disorder are attending college. Medications help make these students feel like they are fine and some students stop taking their medication. When this happens, they lose control over themselves again. This is not to say that every disruptive student has a mental illness. From my experience, however, many of our disruptive students did have some sort of mental illness.

Laser Insights Zany Alternative and Riveting Dialogue on Teaching and Learning

Finally, in a book written by Arthur Levine called *When Hope and Fear Collide*, Levine examines college students of today and compares them to those of 30 years ago. Levine mentions that students today are part of a consumer culture. Thirty years ago students came to college for the purpose of an education. Today, they come to receive a degree and get a well-paying job. It is much more consumer-oriented. Students see themselves as customers who are paying for a service and the faculty and administration are providing that service. We are partly to blame for this because we put so much emphasis on grades and not as much on the learning.

Lizard: What are some of the best approaches a teacher can use to prevent unnecessary disruption in class?

Engaging your students in discussion instead of pure lecture will help. Also, make your expectations for classroom behavior clear in your syllabus. Include class participation as part of the grade in the course. This will encourage those quieter members of your class to engage in the discussion as well. Above all else treat your students with respect.

Lizard: How should a teacher proceed if he/she suspects a student(s) is cheating or plagiarizing?

If you suspect cheating or plagiarizing, contact my office so that we can check and see if the student has a prior record of cheating. If so, then package up your evidence and send it to me. If you are near the end of the term, issue a grade of "y" or "i" until you hear from my office. If the student has no prior record, meet with the student and confront him/her with the evidence that you have. Explain that you believe s/he has cheated and ask for an explanation. Inform him/her that before s/he discusses this with you, s/he may contact the Office of Student Advocacy to represent him/her in this meeting (346-3722). Either reschedule the meeting when someone from student advocacy is present or if the student declines representation, proceed. You have three options once the student provides their explanation: 1) You can agree that the explanation is reasonable and drop the case, 2) You can decide that you don't believe what the student is telling you and explain what kind of grade penalty you wish to give. If

the student agrees to this, the case is done and you need only send to me a copy of your decision with the student's name and ID#. If the student disagrees, package up the evidence and send the case to me. IMPORTANT!!!! You cannot issue a grade penalty unless the student admits cheating or there has been a finding of guilt from my office. Then you can assign whatever grade penalty you deem appropriate.

It is important that we address all of these behaviors together. We don't want the UO to be known for graduating cheaters. As long as we follow our processes, we rarely face a lawsuit challenging our fairness. It is only when universities don't follow their own policies that they get into legal trouble.

Teacher Training

TEP will provide teacher training for summer term teachers on Saturday, May 27 from 9:00 AM to 4 PM in 68 PLC. This training is open to any instructor on campus. Register by emailing gcooper@oregon.uoregon.edu.

For more information on *Beginnings: Insights, Tools and Strategies for New Teachers*, check our website at:

<http://darkwing.uoregon.edu/~tep/beginnings/index.html>

Teaching, Learning, and Technology Predictions

Steven W. Gilbert, President, The
Technology, Learning and Teaching
(TLT) Group

These predictions are about how things will continue to change. Of course, major new discoveries or social upheavals are impossible to predict, and the consequences of currently significant new technologies may bring surprises in the next few years.

1. *The Safest Prediction*

In the next decade at least one major new trend in the educational use of information technology will NOT have been predicted by anyone highly respected in fields closely related to education or technology. Technology can change quickly and unpredictably, even if human nature cannot.

2. *Accelerating Accumulation of Knowledge; Wisdom, Selectivity, and Guidance*

The accumulation of information / knowledge will continue to accelerate. Respect and reward for conveyed wisdom, knowledgeable selectivity, and thoughtful guidance will grow. People will pay a premium for services that pre-sift information. Learners with good information tools will become less dependent on teachers for access to information; but more

dependent on them for perspective, interpretation, analysis, motivation, and direction.

3. *No "Moore's Law" for Learning*

No new application of technology, no new educational approach will double the speed of human learning. More combinations of technology and pedagogy will be developed and both the speed and effectiveness of education in many fields will increase significantly, but not dramatically.

4. *Variety of Educational Needs, Abilities, Goals, Programs, and Institutions*

Teachers, learners, and others will continue to have a remarkable range of educational needs, abilities, and goals. The variety of educational programs and institutions in the United States will increase, even as consolidation continues in related industries.

5. *New Technology Applications Enhance Traditional Courses*

New applications of technology will continue to arrive at an accelerating pace; but the dominant model for using technology in higher education will continue to be the enhancement of traditional classroom-based courses. More new buildings will be opened on higher education campuses than will be closed.

6. *"Distance Education" Becomes More Creditable*

Fully asynchronous "distance education" courses, especially those that require no special meeting space, will become more credible and attractive — and will

be used for many kinds of instruction. People will welcome supplementary educational ATMs into homes and offices. Unlike the role of ATMs in banking, these educational ATMs will not be viewed as the preferred alternatives for most kinds of traditional education.

7. *Distance Education and Online Education Mix with Face-to-Face*

Mixtures of online/face-to-face education will become more common. The most widely used patterns will be: (a) Courses in which students meet face-to-face some of the time and in which they are also assigned combinations of group work and independent work. (b) Programs or sequences of courses, in which some of the courses include regularly scheduled face-to-face group meetings, and some of the courses do not. The latter may be completely "distant" and asynchronous, or may include some live communications at a distance.

8. *No Proof, But Widespread Adoption of Email, Web, and Instructional Combinations*

No conclusive proof of the educational superiority of any technology application will emerge. Evaluation /assessment activities will be used more frequently to improve the results of continuing investments of time, money, and other resources in educational uses of technology. However, some combinations of technology application, teaching/learning approach, and content will be widely adopted because they are so easily implemented, reasonably priced, and OBVIOUSLY effective in achieving important educational goals.

9. *Increase Technology Investments; Forums for Exploration, Planning, Advice*

Presidents, boards, and other academic leaders will continue to increase institutional resource allocations for academic uses of information technology - and to be uncomfortable about doing so. Consequently, more colleges and universities will form internal groups representing diverse constituencies and provide them with a forum to:

- Explore and develop ways of improving teaching and learning - with technology.
- Plan for the continuing integration of new technology applications into all scholarly work and for the institutionalization of change.
- Offer academic leaders the best advice and help them shape related policies and decisions.

10. *Institutionalize Change, Accept Risk, Make Space/Time Flexible*

More colleges and universities will recognize the need to plan for and institutionalize a process for change, and to accept the increased risk of failure along with the exciting prospects of new success. This attitude may be instigated by, but not limited to, the increasing importance and more widespread use of information technology in teaching, learning, and research. To institutionalize change, colleges and universities will:

- Develop new administrative units to support changes in teaching and learning.
- Provide incentives and reduce obstacles for faculty members to take risks in trying to find, develop, and use combinations of technology, pedagogy, and content.
- Make it easier for faculty, students, and academic support professionals to reconfigure their schedules and the spaces in which they work together.

11. *Widening Expectation-Resource Gap*

At most educational institutions, the gap between expectations and resources will continue to widen. The need for academic support services will continue to grow faster than the supply. The competition from industry to hire technical support professionals will become more intense. Both learners and teachers will need the services of librarians more frequently and extensively so long as sources of information continue

to proliferate. Demand will continue to increase for faculty development professionals, instructional design specialists, and other pedagogical experts.

12. *New Faculty Responsibilities, Increasing Workload*

More faculty members will decide that their professional responsibilities include keeping current with the knowledge accumulating in their fields, pedagogical options, and supportive technology applications. The workload for faculty, academic support professionals, and academic administrators will continue to increase.

13. *Extend, Coordinate, and/or Outsource Academic Support Services*

More colleges and universities will form local centers and/or related institutional Web-based directories, forums, and services to coordinate the work of existing academic support services, encourage the development of new combinations of those services, and make it easier for faculty and students to find and use those services. More institutions will also "outsource" some technology and other academic support services and/or develop inter-institutional collaborations for more cost-effective delivery of those services. Other new commercial services may provide "academic" support services directly to faculty members or students - with or without the involvement of the colleges or universities in which those learners and teachers do their work. This may be a new role for textbook publishers and other companies in education-related industries.

14. *Student Technology Assistants*

To meet the growing need for academic support services, more colleges and universities will take advantage of one of their unique resources - the students. They will move beyond current programs of using students for clerical help in the library and as room monitors in computer labs. They will provide more training for these student assistants, give them opportunities for more technologically and consultatively challenging work, and promote some to positions of responsibility for supervising and training their peers. Many students will find the training and experience of these roles a major asset in preparing for most jobs.

15. *More Speech on the Web*

Human speech on the Web will take a central role in many kinds of education. It will become easy for faculty members and students to add recordings of their own speech to text and other information media. Voice recognition software may dramatically alter human-computer interaction; probably NOT by eliminating keyboards, but by adding another attractive mode for controlling technology and entering and editing text.

16. *Better Understanding of Face-to-Face Communication and Other Teaching/Learning Options*

Educators, corporate leaders, and many others will learn to take greater advantage of face-to-face communications. They will do so in conjunction with the invention of new ways of combining applications of technology, pedagogical options, content, and purposes. They will discover the new power of matching all of these with the different capabilities and styles of individual learners, individual teachers, and groups of both. The "human moment" in which two human beings talk AND LISTEN to each other in the same place at the same time will be more highly valued and sought more intentionally and frequently.

17. *Academic Freedom Redefined*

As faculty and student roles shift and new educational resources are integrated, academic freedom and faculty leadership will remain highly valued; but they may be redefined. Many faculty members will embrace greater responsibility for identifying, selecting, and implementing pedagogical options - and supportive applications of technology.

18. *Adjuncts Become More Important*

Adjunct faculty members, especially retirees from first careers, will continue to become a growing part of the teaching faculty at most colleges. Support services for adjuncts will become more common and necessary. Part-time teaching may prove among the most attractive new retirement options.

19. *Access, Disabilities, and Information Literacy*

Access to computers, related information resources, and "information literacy" will become higher societal priorities. More educational institutions will recognize and respond to the need to provide such

equitable access for all. Many colleges and universities will develop programs for defining and regularly revising access and information literacy goals; and for helping students, faculty, administration, and staff to achieve them.

20. *Educational Rights and Educational Costs*

Debate will continue on how much education, of what kind, for whom. As with health care, the notions of a citizen's educational rights and the locus of decision making about them will be difficult to resolve. Society will recognize that the costs of the most effective kinds of education will continue to rise faster than the costs of food, clothing, and housing. Quality of life will depend on access to better quality education and health care for all.

Handling the Heat

Kate Sullivan, Women's Studies

TEP asked Kate to answer some questions regarding how to handle "hot topic" discussions.

What's the best way to handle a student when s/he makes an inappropriate comment during a discussion (racist, homophobic, gender bashing, etc)?

I think that context determines everything. In some cases, students inadvertently make statements that are offensive. As difficult as it may sound, I try to determine intent, and sometimes ask students to clarify their statements by saying, "It sounds like you are saying X. Is this what you mean?" Often, a student will indicate that s/he meant something entirely different than what was said, and the class can talk about how/why a given statement is offensive. On the other hand, I have a statement on my syllabus that clearly indicates that I won't tolerate intentional racism, sexism, homophobia, etc., and if I am fairly certain that a student meant to be offensive, I will tell him/her that such language is not

Laser Insights Zany Alternative and Riveting Dialogue on Teaching and Learning

appropriate in the class.

Cris Cullinan, one of the diversity training folks on campus, pointed me to a valuable resource for instructors teaching multicultural courses. The book is called *Teaching for Diversity and Social Change* by Adams, Bell and Griffen.

What should an instructor do if a heated argument breaks out among students during a discussion?

Because I teach a course that focuses on diversity issues, on occasion, I have had students attack each other. In part, this kind of behavior can be pre-empted by setting up ground rules for discussion. For instance, I ask that students rephrase or paraphrase the point which they wish to argue against. This tactic forces students to slow down and, hopefully, consider the other person's position. It also allows students to clarify their positions. I also ask students to follow some additional guidelines for classroom interaction. They should:

- assume that everyone is doing his/her best
- assume that everyone has something to offer and that we can learn from everyone
- understand that we don't always have to reach consensus
- practice using "reponsible I" statements instead of making sweeping generalizations
- practice talking to one another not about one another and addressing people by name

(adapted from information from Anne Laskaya and from "Fostering Positive Race, Class, and Gender Dynamics in the Classroom" out of *Women's Studies Quarterly* by Lynn Weber Cannon.)

In addition, I encourage students to view the classroom as a place for discussion rather than debate, and ask them to think about how they are using information: are they using it as an intellectual weapon to dominate others in the classroom? Or as a means to broaden a discussion and share information?

Our agonistic intellectual model often allows only the loudest voices and most aggressive students to be heard; students who may very well have valuable insight to offer but are shy or easily intimidated fre-

quently "check out" when others engage in very aggressive debate. One of the techniques I have learned from TEP is to ask students to envision their ideal classroom/discussion and then set goals/standards that we can use to work towards this kind of classroom. I have found that when I encourage students to actively think about what they want to get out of class and what they need to put in for the class to work well, they are more engaged and respectful.

Alfie Kohn has written a fascinating book about the costs of unfettered competition in the classroom called *No Contest*. Kohn points out that our market-place-of-ideas, social-darwinist model of intellectual engagement comes at great cost to the majority of students. Gauging from my students' responses, I would have to agree.

How can instructors create a classroom climate that prepares students to have discussions on difficult topics?

I know that the phrase "respectful dialogue" is so over-used as to be a cliché, but I do believe that it is important to talk about what respectful behavior looks like and for teachers to model appropriate behavior—validating viewpoints, phrasing disagreement in a non-accusatory fashion, admitting when we've made mistakes or don't know something, etc.—because we are role models. I had a student tell me once that I was the only teacher he'd ever had who had apologized to him, and that my apology made him want to participate more in class because he realized that I cared about his feelings.

Along this line, when we teachers ask students to be vulnerable and speak frankly about emotionally- and politically-loaded topics, we also have to make ourselves vulnerable. This doesn't mean abandoning our role as mentor, but being open to dialogue about our own struggles. Bell hooks' work, *Teaching to Transgress*, is an excellent resource for anyone interested in working toward such a holistic model of engaged pedagogy.

What are some good ways to deal with the emotions that can arise around certain discussion topics?

When students become emotional I think it's very important to validate their feelings instead of pretending that they don't exist.

My response depends on the topic and context of the situation. When I teach about rape and violence, I don't expect that students will immediately be able to move away from an emotional response to the material to an intellectual one, nor am I convinced that they should. Thus, I build in-class time for emotional processing. I ask students to take time to reflect on and process their responses. I worry that many classes expose students to horrific information and send them out of the classroom with no mechanisms to process their responses to this information. I think it's easy to forget how disturbing certain subjects can be on first exposure, and teachers need to remember what it was like when they first confronted a given subject.

On the other hand, sometimes students use their emotions (particularly anger) to silence other people. I let such students know that they are welcome to come and discuss issues with me during office hours, but that their anger or belligerence is becoming an obstacle to the class's progress, and that part of being an adult is being able to behave well despite how one feels about something.

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 Georganne Cooper, 346-2177 or email gcooper@oregon.uoregon.edu
Editors: G. Cooper, S. Lesyk
Layout/ Design: G. Cooper
Production: UO Printing, TEP staff
Contributors: A. Hobbs, S. Gilbert, C. Loschiavo, K. Sullivan

Drop-in help Services

Judith L. Musick, Ph.D., Associate Director
Center for the Study of Women in Society

The staff of the Wired Humanities Project will be available beginning April 10 (Mon-Friday, 3:00-5:00 pm) for walk-in training and support in using new technologies for humanities teaching and research.

We can help you with a variety of programs (Windows/Mac) including:

Adobe Photoshop, Adobe Dreamweaver, Macromedia Authorware, Macromedia Director, File Maker, Endnote, ProCite, TextBridge, Microsoft Excel, Microsoft Word, Appleworks, FrontPage2000, Power Point and more.

We can also help you to create/edit web pages, scan images, and use a digital camera.

Drop in or call and make an appointment by calling the WHP staff at 346-5771.

We are located in the UO Annex, 876 E. 12th Ave. (behind the bookstore), Room 4 on the first floor.

We hope to see you soon and often!