Strategies for Discussion Leaders

Week 1: Tues, 10/1, 2:00-4:00pm
Week 2: Tues, 10/8, 10:00am-noon
122 Knight Library
Facilitator: Jason Schreiner, TEP

Learn strategies for creating lively and fruitful conversations that help students enjoy class time, build critical thinking skills, and understand the fundamental questions of the course. We will identify the thinking and argumentation skills your students should be practicing, learn common questions and prompts that build these skills, review various discussion activities, and discuss strategies for addressing common problems that arise in class discussions. You’ll leave this workshop with a variety of activities that will get your students listening and talking!

Maximizing Blackboard’s Tools and Features

Week 1: Fri, 10/4, 2:00-3:30pm
144 Knight Library (Edmiston Classroom)
Presenters: Nargas Oskui, Center for Media and Educational Technologies Consulting and Robert Voelker-Morris, TEP

Want to learn more about how the Blackboard online course management system can connect, organize, and engage a class?

In this session, we will tour Blackboard’s tools and features. Participants will learn how to incorporate media into their Blackboard sites, manage and organize tests and surveys, and post and organize assignments; we’ll also consider how to invite online class participation and discussion. Presenters will offer hands-on help accessing and navigating the interface.

Student Polling Systems: Creating Student Engagement

Week 2: Wed, 10/9, 3:00-4:00pm
144 Knight Library (Edmiston Classroom)
Presenters: Robert Voelker-Morris, Teaching Effectiveness Program, Nargas Oskui, Center for Media and Educational Technologies Consulting, William Myers, Interactive Media Group

Are you looking for tools to boost student engagement and instantly take the pulse of students’ opinions and levels of understanding?

We will introduce two new student personal response tools, the i>clicker2 and UO-developed Ripple polling application. These tools offer polling features that allow students to answer numeric, alphanumeric, image hotspot, and standard multiple-choice questions. We’ll discuss best practices for using the tools in lecture hall and smaller seminar settings.

Writing a Statement of Teaching Philosophy

Week 6: Tues, 11/5
11:00am-noon, 51 PLC
Facilitator: Jason Schreiner, TEP

A statement of teaching philosophy is a short narrative about your teaching that explains the principles and theories behind it. Teaching statements are often an essential element of job applications for academic positions and for promotion and tenure review. This workshop will review formats and best practices for writing a statement of teaching philosophy. You also will begin the writing process and leave with a draft outline of a teaching statement. Graduate students and adjunct instructors who plan to apply for academic positions, and newly hired faculty, may particularly benefit from this workshop.

To register for any of these events, email tep@uoregon.edu
Responding to Student Writers

Week 7: Fri, 11/15, 10:00-11:30am
Location: TBD
Facilitators: Amy Nuetzman, Teaching and Learning Center and Lee Rumbarger, TEP

What kind of feedback is most helpful for students who are developing as academic writers? How do instructors communicate expectations about what “good” writing means, and encourage students to find their voices in within the academy? Join us for coffee, short presentations on best practice, and a roundtable discussion including faculty, student writers, and undergraduate writing tutors.

Discussion Group: Science Literacy Teaching Journal Club

Two weekly meetings to choose from:
Thursdays 9:00-9:50am
317 Lewis Integrative Sciences Building
Facilitated by Julie Mueller, TEP

Fridays 2:00-2:50pm
317 Lewis Integrative Sciences Building
Facilitated by Elly Vandegrift, SLP

The Science Literacy Teaching Journal Club, a cooperative effort of the Teaching Effectiveness Program and the Science Literacy Program, continues its popular pedagogy reading group. Meetings feature lively, structured discussions across discipline and rank (even including some excellent undergraduate students and graduate teaching fellows) and occasional small-scale experiments with teaching techniques. Participants are invited to join the whole series or stop by for a specific conversation.

Looking ahead…

Think Small, Teach Big

TEP will offer several special events this academic year that consider strategies for bringing the interactivity, personal attention, and sense of community that, ideally, characterize small-class teaching to larger class settings. From technology and acting techniques to creative assignment design, we’ll ask “can we make the big class feel even more connected, exciting, and meaningful?” Visit tep.uoregon.edu for details.

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