Strategies for Discussion Leaders
Week 1: Thur, 4/3, 2:00-4:00pm
122 Knight Library (Collaboration Center)
Facilitator: Jason Schreiner

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 address these skills, review various discussion activities, and discuss strategies for addressing common problems that arise in class discussions. Even if you don’t yet know what specific discussion you’ll be leading, you’ll leave this workshop with a set of activities that will get them listening and talking!

Performance Tips for the Lecture Hall:
A Morning with John Schmor
Week 2: Fri, 4/11, 10:00-11:20am, 282 Lillis

Can we re-claim the large class as a site of energy, fascination, and belonging for our students? Through our presentation of self and material, can we communicate to students that “being there live”—as opposed to, say, looking at presentation slides or even watching a video from home—matters? How and when do we lose the script and allow for impromptu moments? How do we project interest and confidence, even to the student in the back row? How can large-class teaching work for a variety of teaching personas?

Associate Professor and Head of the Department of Theatre Arts John Schmor will offer his answers to these questions and take the group through a series of acting and voice techniques that we may want to add to our teaching toolkits. Come prepared for a playful, participatory workshop that will get volunteers out of their seats, breaking the fourth wall, and considering the degree to which faculty and students together can reactivate the lecture hall.

Inspiring Innovation:
A Symposium about Teaching Online
Week 4: Tues, 4/22, 2:00-4:00pm
Papé Reception Hall, Jordan Schnitzer Museum of Art

Faculty will discuss the future of technology-aided instruction at UO and share the possibilities and best practices of online teaching. Helen De Michiel, an artist and filmmaker, will discuss using social media to simultaneously inspire students and prepare them for communicating on the web. Doug Blandy and John Fenn will discuss creating and implementing a transmedia and hybrid field school focusing on the cultural heritage of China. Julie Voelker-Morris will discuss integrating the web-based project ChinaVine into an undergraduate group-satisfying course. Randy Sullivan will talk about adding interactive online tutorials that respond to students’ questions in real time. Refreshments will be served.

Speakers:
Helen De Michiel, Visiting Scholar, Multimedia Journalism Program, Turnbull Center, Portland, Oregon
Doug Blandy, Senior Vice Provost, Academic Affairs; Professor, Arts and Administration Program
John Fenn, Assistant Professor, Arts and Administration Program
Julie Voelker-Morris, Instructor, Arts and Administration Program
Randy Sullivan, Lecture Demonstrator, Chemistry and Biochemistry

Contemplative Pedagogy:
A Morning with Lisa Freinkel
Week 5: Fri, 5/2, 10:00-11:30am
Knight Library Browsing Room

Do contemplative techniques allow instructors to be present with, open to, and creative about the big questions of our disciplines, emergent moments in the classroom, and our students as individuals—even in a big group? Join us for an experiential workshop that invites participants to try contemplative techniques together and discuss the challenges and rewards of enacting them—and the habits of mind, mood, and perception they develop—in the classroom.

This workshop will be led by Vice Provost for Undergraduate Studies and Associate Professor of English and Comparative Literature Lisa Freinkel.
Writing a Statement of Teaching Philosophy

Week 6: Thur, 5/8, 11:00-noon
144 Knight Library (Edmiston Classroom)
Facilitator: Jason Schreiner

A statement of teaching philosophy is a short narrative about your teaching that explains your teaching strategies and goals in the terms of your discipline and in the context of the teaching positions you have held and seek to hold. 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 will also begin the writing process and leave with a draft outline of a teaching statement. Graduate students, adjunct instructors who plan to apply for academic positions, and newly-hired faculty in particular will benefit from this workshop.

‘Activating’ Undergraduate Education with the Jordan Schnitzer Museum of Art, Museum of Natural and Cultural History, and Special Collections

Week 7: Mon, 5/12, 3:30-5:00pm
Knight Library Browsing Room

How do students come to see themselves as wielding the tools of a university education to pursue questions that fascinate them, rather than imagining education as something they “receive” through a series of imposed course and institutional requirements?

UO’s remarkable museums and Special Collections will come together to discuss how notions of “visitor generated content” have changed the experience of the museum and the archive in ways that resonate with the highest goals of many undergraduate courses. Faculty and museum-staff pairs will share particular class assignments that have used these resources to turn students into researchers, collectors, archivists, explorers, and contributors.

Come get a sense of intriguing—and scalable—ways faculty have worked with the JSMA, MNCH, and Special Collections and how students have responded to the invitation to not just receive knowledge, but also create and publicly disseminate it.

Technology Platforms for... Creating

Week 8: Fri, 5/23 1:00-2:30pm
Proctor 41, Knight Library
Facilitator: Robert Voelker-Morris

This hands-on workshop will introduce UOBlogs, screen capture software, and other platforms for multimedia textual production meant to get students “creating” and help faculty assign sophisticated analytical, research, or writing tasks.

To register for any of these events, email tep@uoregon.edu

Come see us...

TEP’s staff are available year-round for individual consultations. Email tep@uoregon.edu for an appointment to discuss any aspect of your teaching and course design.

We also offer “video view” consultations with our partners in the Center for Media and Educational Technologies. Have the first 30 minutes of your class filmed, watch it with us, keep the DVD. It’s easy to set up and great way to get a student’s-eye view!