



Punchbowl Falls

Time: Wed 3:30-4:50 PM **Place:** 257 Straub

Professor: Dare Baldwin, 467 Straub and 321 Chapman, baldwin@uoregon.edu

Office hours: 321 Chapman 2:30-3:30 Tues, 10:30-11:30 Wed
467 Straub 10-11 Thurs and Fri

Learning Objectives: Our goals this term are to enhance skills for communicating effectively about research, provide insightful input to one another about research and how to present it, and improve our collective readiness to teach psychology undergraduates.

Course Description: This term the course is divided between sessions focusing on your FYP/Masters and sessions focusing on teaching preparation. To prepare for the Fall 2019 FYP/Masters presentations, you will give a practice presentation to the class and receive substantive feedback on the content of your project and skills feedback on your presentation strategy. Providing structured feedback to others in the class will also help you develop your skills as a colleague and future mentor. Two sessions will be devoted to teaching, one led by Jagdeep with a grad student panel, and one run by Jason Schreiner of the Teaching and Learning Program.

COURSE REQUIREMENTS:

- 1. Attendance.** Let me know if you plan to miss a class, and if at all possible don't miss more than one.
- 2. Grading option:** Pass/No-Pass only. To pass the class, show up, share your work, and share your thoughts on the work of your fellow students.

SCHEDULE of TOPICS and GUESTS

WEEK 1, April 3:

Getting organized!

WEEK 2, April 10:

Teaching seminar with Jason Schreiner, Teaching Effectiveness Program

Topics: how to create an inclusive, productive classroom environment; brainstorming active learning strategies; troubleshooting classroom behaviors and student issues; underlying goals for student learning (teaching philosophy)

WEEK 3, April 17:

Jagdeep Bala will lead a teacher training orientation teaching panel with grad student guests

Topics: summer teaching logistics and syllabus planning; team-teaching, summer session/compressed courses and grading issues

WEEK 4, April 24:

Daniel Anderson, College of Education: Data visualization

WEEK 5, May 1:

Jagdeep Bala continues talking about teaching

WEEK 6, May 8

Teaching seminar with Jason Schreiner, Teaching Effectiveness Program

Topics: team-teaching considerations, challenges, and opportunities; balancing and sharing workload; and assignment design, grading and feedback strategies.

WEEK 7, May 15:

Practice Presentations by Jared, Andrew, Emily (aim for 15-minute length)

WEEK 8, May 22:

Practice Presentations by Scott, Wanjia (aim for 15-minute length)

WEEK 9, May 29:

Practice Presentations by Meghan, Kellyn (aim for 15-minute length)

WEEK 10, June 5:

Practice Presentations by Jamie, Andrea, Sarah (aim for 15-minute length)

WORKLOAD & GRADING

This course is worth one credit, or 30 hours for the term. Half of that is spent in class. The other half consists of preparation of slides and talking points. Grading is Pass/No-Pass based on attendance and assignments.

INCLUSION & COMMUNITY

The effectiveness of a discussion-based class relies on thoughtful listening and participation by all. The facilitation team structure will promote active guidance of the class by students. Some of us will tend to talk more than others, for a variety of reasons. I will do my best to listen more than I talk, and have structured the class to encourage guest speakers to listen as much as they talk. Together, let's all practice open-minded, respectful listening, share our best thoughts, and encourage quieter group members to share theirs.