Strategies for Discussion Leaders
Week 1, Wed, Sept. 30
2:00-4:00pm, 122 Knight Library or
Week 2, Mon, Oct. 5
10:30am-12:30pm, 122 Knight Library
Learn strategies for creating lively and fruitful conversations that help students build critical thinking skills, understand the fundamental questions of the course, and enjoy class time. 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.

Common Reading, Uncommon Teaching
Week 3, Mon, Oct. 12
3:00-4:30pm, Knight Library Browsing Room
Join us for a playful workshop about how we can best invite first-year students into a culture of inquiry. In this session, we'll use basic ideas and motifs from the 2015-2016 UO Common Reading, Emily St. John Mandel's *Station Eleven*, alongside proven principles for boosting student engagement. Together we'll help them draft teaching ideas that could motivate students as they transition into the university, encourage their curiosity, and develop sophisticated approaches to working with texts and ideas. You don't need to have read *Station Eleven*—we'll offer a precis and cards with important passages. Come to hear key ideas about how students learn and how they transition from novice to expert. And come to think creatively with colleagues about how to put those ideas into action. If you're at all curious about *Station Eleven*; or you teach first-year students; or you're interested in concrete ways to boost engagement in your course and across the curriculum, we'd love to have you there.

Metacognition
Week 3, Fri, Oct. 16
11:00am-12:30pm, Proctor 41, Knight Library
Metacognition, simply, is “thinking about one’s own thinking” (Cooper & Sandi-Urena 2009). Research shows that students who engage in metacognitive exercises perform better on exams, written assignments, and class discussions. Most importantly, metacognition is important for students to gain independence and agency as thinkers. How then can we foster students’ ability to be metacognitive and to reflect on how and why they learn? After participating in this workshop, you will be able to design activities and assignments that enhance students’ metacognitive skills and integrate these activities into your courses.

Writing a Statement of Teaching Philosophy
(Choose one session.)
Week 4: Tue, Oct. 20
noon-1:30pm, 122 Knight Library
Week 6: Wed, Nov. 4
10:00-11:30am, 122 Knight Library
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, newly hired faculty, and adjunct instructors who plan to apply for academic positions may particularly benefit from this workshop.

Getting Students to do the Reading
Week 7: Fri, Nov. 13
11:00am-12:30pm, Proctor 41, Knight Library
Virtually every teacher laments, at some time or another, that their students just haven’t read the assigned material(s). Virtually every teacher also laments that students miss critical concepts, information, or implications of the readings they do deign to pick up. It seems, to many, that it gets worse every year. These complaints are not without merit; according to one national study students spend about 40% less time on out-of-class homework today than students in 1961 (Babcock and Marks 2010). In this workshop, participants will learn strategies for designing and teaching courses in ways that maximize student motivation and ability to read difficult, important texts in your field.

Science Literacy Teaching Journal Club
Two weekly meetings to choose from:
Thursdays 9:00-9:50am or Fridays noon-12:50pm
317 LISB (Lewis Integrated Sciences Bldg)
The Science Literacy Teaching Journal Club invites you to participate in our sixth year of weekly gatherings! The journal club is a cooperative effort of the Teaching Effectiveness Program and the Science Literacy Program. Meetings feature lively, structured discussions across discipline and rank with occasional small-scale teaching experiments. Participants from all disciplines are invited to join the whole series or stop by for a specific conversation.
This year we will focus on approaches for improving specific aspects of students’ science literacy. The topics we will discuss, such as development of critical thinking, assessing reliability of sources, etc., are useful for all students, so please join us! Learn more at scilit.uoregon.edu

To register for any of the events, or for more information, email tep@uoregon.edu

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