TEP’s winter and spring Belonging series foregrounds inclusive teaching designed to convey to students that their presence matters; we also consider how to create classroom communities that are ready to address issues of urgent social concern—race, power, privilege, belonging.

Support provided by the UO Wayne Morse Center for Law and Politics.

Keeping it Real, Lively and Strong: Engaged Mindfulness Practices for Resilient Learning Communities

with University of San Francisco Professor of Law Rhonda Magee

Week 2: Thur, Apr. 7
3:30-5:00pm
Knight Library Browsing Room
Doors open and refreshments served beginning at 3:00pm

How might we foster classroom-based learning communities with the strength to deal with crises and controversy as they arise? In this lecture and interactive discussion, Professor Magee will explore the imperative of working to create inclusive, identity-safe and resilient learning communities in the 21st century. She’ll share some of the research-based contemplative teaching and learning practices that she and others are using to help create resilient spaces for intellectual and inner life development on college campuses.

Rhonda Magee is professor of law at the University of San Francisco. Her scholarly work focuses on race law and policy as well as on humanizing legal education and the practice of law. She is an expert in contemplative and identity-sensitive pedagogy and has served as president of the national board of the Center for Contemplative Mind in Society and co-director of USF’s Center for Teaching Excellence.

Engaging Student Resistance

Week 3: Fri, Apr. 15
11:00am-12:30pm, Proctor 41, Knight Library

Back by popular demand!
Despite your best efforts to motivate and engage students, do you find that “the resistance” is alive and well in your class? In this workshop we will discuss sources of student resistance to learning and strategies for more fully inviting students into the key work of the course. We'll focus on student resistance to course content, especially material that raises issues of power, privilege, and difference. We'll also address students’ reluctance to engage in particular teaching and learning methods.

Advanced Strategies for Discussion Leaders: Difficult Dialogues Co-Led by TEP and Rehearsals for Life, UO’s Graduate student theater troupe

Week 4: Fri, Apr. 22
10:00am-noon, Knight Library Browsing Room

This interactive workshop seeks to help faculty and GTFs create course learning communities that are capable of seriously addressing complex issues together—including race, gender, privilege, and culture. We will share strategies for developing respect and mutuality in the classroom; we'll also consider structures that enable students to better discuss sensitive course material. With the help of Rehearsals for Life, we’ll practice negotiating heated or potentially painful or offensive moments in the classroom using scenarios developed from experiences of UO faculty and GTFs.

Metacognition: Belonging

Week 6: Fri, May 6
11:00am-12:30pm, Knight Library Proctor 41

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, thinking metacognitively is important for students to gain independence and agency as thinkers.

Metacognition: Belonging is an incarnation of TEP’s popular, more general workshop on metacognition. We’ll focus on tailoring common metacognitive teaching techniques to having students self and group reflect on transformative learning—learning that can be disorienting, emotionally impactful, and require mindful integration of new perspectives. We’ll explore techniques that help students recognize when they feel connected or excluded from meaningful learning experiences in the class, and, when and how their own assumptions and identities require self-examination, revision, expansion, or assertion.

Belonging series continued on back...
UNCOMMON READING

“What I wanted was for you to grow into consciousness. I resolved to hide nothing from you.”
—Ta-Nehisi Coates

Join the Division of Undergraduate Studies and TEP this May to read and discuss Ta-Nehisi Coates’ National Book Award-winning meditation on race in America, *Between the World and Me*, UO’s Common Reading for 2016-2017. This text will be distributed to all incoming first-year students, and UO instructors are invited to adopt the book in courses next year.

Coates’ taut, beautiful volume, written as a letter to his son, reflects on legacy; the violence undergirding the “Dream” of whiteness; the pursuit of knowledge; and the profound value of honesty and struggle.

**Between the World and Us: Notations for a Common Reading Experience of Ta-Nehisi Coates**

Week 8: Fri, May 20
Many Nations Longhouse
Lunch served beginning at 11:30am,
formal program begins at noon

Howard Rambsy, associate professor of literature at Southern Illinois University Edwardsville, will address the campus about Coates’ text. He’ll analyze the book’s extraordinary reception, including how UO’s Common Reading Program fits into a larger network of groups and institutions covering the book; and he’ll underscore potential challenges and opportunities for participating in a common reading experience based on a book like *Between the World and Me*. Professor Rambsy is author of *The Black Arts Enterprise* (Michigan 2011) and the popular Black Studies blog culturalfront.org.

He’ll then be joined by a panel including UO Associate Professor of English Courtney Thorsson and Professor of English Bill Rossi—and a couple of their students. Professors Thorsson and Rossi recently taught text and they’ll share their experiences.

TEACHING FUNDAMENTALS

**Strategies for Discussion Leaders**
Week 2: Mon, Apr. 4, 1:00-3:00pm, 72 PLC

**Developing an Online Teaching Portfolio**
Week 3: Thur, Apr. 14, 10:00am-noon, 72 PLC

**Writing a Statement of Teaching Philosophy**
Week 6: Wed, May 4, 1:00-2:30pm, 72 PLC

SCIENCE LITERACY

The Science 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.

For your convenience, we offer two weekly meetings for you to choose from:
Thursdays at 9:00am, Fridays at noon (feel free to bring your lunch)
All sessions will be held in 317 LISB
(Lewis Integrated Sciences Building)

To register for any of the events, visit our [registration page](#).
Or for more information, email [tep@uoregon.edu](mailto:tep@uoregon.edu).
Sky Studio Teaching Conversations
Mondays 1:00-2:00pm
Knight Library Conference Room 410

TEP welcomes you to register for its Sky Studio Teaching Conversations. These informal small-group conversations and hands-on sessions (capped at 10) give faculty and GTFs a chance to dive more deeply into specific teaching issues.

Week 3: Mon, Apr. 11
**When to Grade:** We'll learn about formative assessment techniques and discuss how feedback can drive student learning.

Week 4: Mon, Apr. 18
**How to Grade:** We'll look at sample rubrics and discuss establishing criteria and consistency.

Week 5: Mon, Apr. 25
**Grading in the Large Class:** We'll consider how exams can better prompt and assess critical thinking; we'll also discuss grade integrity in large classes.

Week 6: Mon, May 2
**Contexts for Grading:** We'll examine UO policies related to grading and consider experiments in grade forgiveness and grade-less courses.

Weeks 7-9: Mon, May 9, 16, 23
**Teaching Philosophies and Online Teaching Portfolios** (for GTI participants)

To register for any of the events, visit our registration page. Or for more information, email tep@uoregon.edu.