This winter, TEP begins its High Impact Change series, which asks, “How can faculty teach to ensure the relevance, rigor, continuities, and needed departures of a 21st century undergraduate education?”

Our first events and workshops are clustered around the notion of fostering students’ sense of belonging in our classes. We’ll foreground inclusive teaching designed to convey to students that their presence matters; and we’ll consider how to construct classes that can address questions of equity and belonging that are urgent to society more generally.

Next academic year, we’re planning events around doing—enhancing students’ sense of the wide relevance of their studies—and asking—re-imagining what it means to induct undergraduates into a research university’s culture of inquiry. We hope you’ll be in touch with ideas and join us for these events.

This series is supported by the Wayne Morse Center for Law and Politics, which is leading two years of programming on the future of public education.

HIGH IMPACT CHANGE - BELONGING

Wise Interventions: Strategies to Remedy Questions of Belonging in College with Stanford’s Greg Walton

Week 2: Thur, Jan. 14
3:30-5:00pm, Browsing Room, Knight Library
Coffee and light refreshments served

Join us as a national leader in mindset research, Greg Walton, associate professor of psychology at Stanford University, discusses the implications of his work for university teaching and the setting of a campus intellectual climate. How do social factors affect academic achievement? How can individual teaching choices boost students’ motivation and sense of belonging?

Professor Walton and his College Transitions Collaborative team are working with UO Undergraduate Studies, the Teaching and Learning Center, and the PathwayOregon Program to design a mindset intervention to support persistence and achievement among our undergraduates.

Inclusive Course Design

Week 4: Fri, Jan. 29
11:30am-1:30pm, Proctor 41, Knight Library
Lunch served—please register

Using the syllabus itself as a reflection of the attitudes and possibilities of a course, this workshop will consider student learning objectives, course descriptions, policies, content, and assignments as we build inclusion into the very architecture of each participant’s course. We will consider what intellectual skills and habits of mind a truly inclusive course develops in students, and offer suggestions for how to build a supportive environment and signal to students that they bring something valuable to the class community.

TEACHING FUNDAMENTALS SERIES on back...

‘Transformative Learning’ Group Discussion
Week 6: Fri, Feb. 12
1:00-2:30pm, 72 PLC

Join us for coffee and conversation as we consider transformative learning theory as a way to understanding the promise and challenges of university classes. How does a theory of learning first defined in the late 70s as including “a disorienting dilemma,” “taking the perspectives of others,” and “critical appraisal” of our own roles look in theory and practice today? How can we best support our students in learning that tests previously unexamined assumptions and ultimately create more reflective and inclusive frames of reference?

Participants will be sent a short reading to discuss as a group facilitated by TEP staff members. If the notion of a deep, potentially difficult, learning process that can challenge what we know and even who we are resonates with you, this session should provide camaraderie and a useful framework and approaches.

Engaging Student Resistance
Week 8: Fri, Feb. 26
11:30am-1:00pm, 41 Proctor, Knight Library

Despite your best efforts to motivate and engage students, do you find that “the resistance” is alive and well in your class? Do you encounter students who seem passive and unmotivated, or who actively resist learning? In this workshop we will learn about possible sources of student resistance to learning and discuss a number of strategies for addressing this resistance in order to make learning more valuable for all your students. We’ll focus on student resistance to course content, especially content that raises issues of power, privilege, and difference. We’ll also address resistance to particular teaching and learning methods.

The Belonging Series Continues in Spring as...
Undergraduate Studies and TEP welcome University of San Francisco Professor of Law Rhonda Magee for a keynote address on social justice and contemplative pedagogy. TEP and Rehearsals for Life bring you Advanced Strategies for Discussion Leaders: Difficult Dialogues and we invite a panel to discuss Teaching Public Crisis and Controversy.

And we invite a panel to discuss Teaching Public Crisis and Controversy.

Full descriptions and the opening of registration for Spring coming soon!

To register for any of the events, or for more information, email tep@uoregon.edu
Strategies for Discussion Leaders
Week 2: Mon, Jan. 11
2:00-4:00pm, 72 PLC
Learn strategies for creating lively and fruitful class conversations that help students build critical thinking skills, understand the fundamental questions of the course, and enjoy class time.

Developing an Online Teaching Portfolio
Week 3: Wed, Jan. 20
2:00-4:00pm, 72 PLC
A teaching portfolio presents evidence of your teaching activities and accomplishments and links them to your overarching teaching philosophy. It is an opportunity to document, share, and reflect on your teaching and to prepare materials that may be useful for job applications, promotion and tenure review, and TEP’s Graduate Teaching Initiative. This workshop will provide an overview of how to develop and maintain an online teaching portfolio using the UO Blogs platform.

Getting the Most out of Group Work
Week 5: Fri, Feb. 5
1:00-2:30pm, 116 Lokey
Group work in class, or through larger assignments, is common across the curriculum. Despite its apparent popularity, however, many students (and faculty) report ambivalence, if not downright hostility, to participating in group activities. By taking this workshop you will gain tools and resources for implementing various effective and creative group activities, as well as techniques for demonstrating the value of such activities to skeptical students.

Writing a Statement of Teaching Philosophy
Week 6: Wed, Feb. 10
1:00-2:30pm, 72 PLC
A statement of teaching philosophy is a short narrative about your teaching that explains the principles and theories behind it. This workshop will review formats and useful 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.

Increasing Student Engagement with UO Blogs
Week 7: Fri, Feb. 19
2:00-3:30pm, Proctor 41, Knight Library
Please join us for a discussion about approaches for using UO Blogs as a space to help empower students, enrich student learning, and enliven our classrooms. This session also includes a hands-on introduction to the various tools and features of the UO Blogs platform.

Pedagogy Reading Group...
Science Literacy Teaching Journal Club
Two weekly meetings to choose from:
Thursdays 9:00-9:50am
or Fridays 1:00-1:50pm
317 LISB (Lewis Integrative Sciences Bldg)
This term we will read Make It Stick: The Science of Successful Learning (2014), by Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel. This accessible, interesting book reviews techniques for effective long-term learning. The methods outlined are useful for all students, so please join us even if you aren't a scientist!
Visit scilit.uoregon.edu for more information.

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