



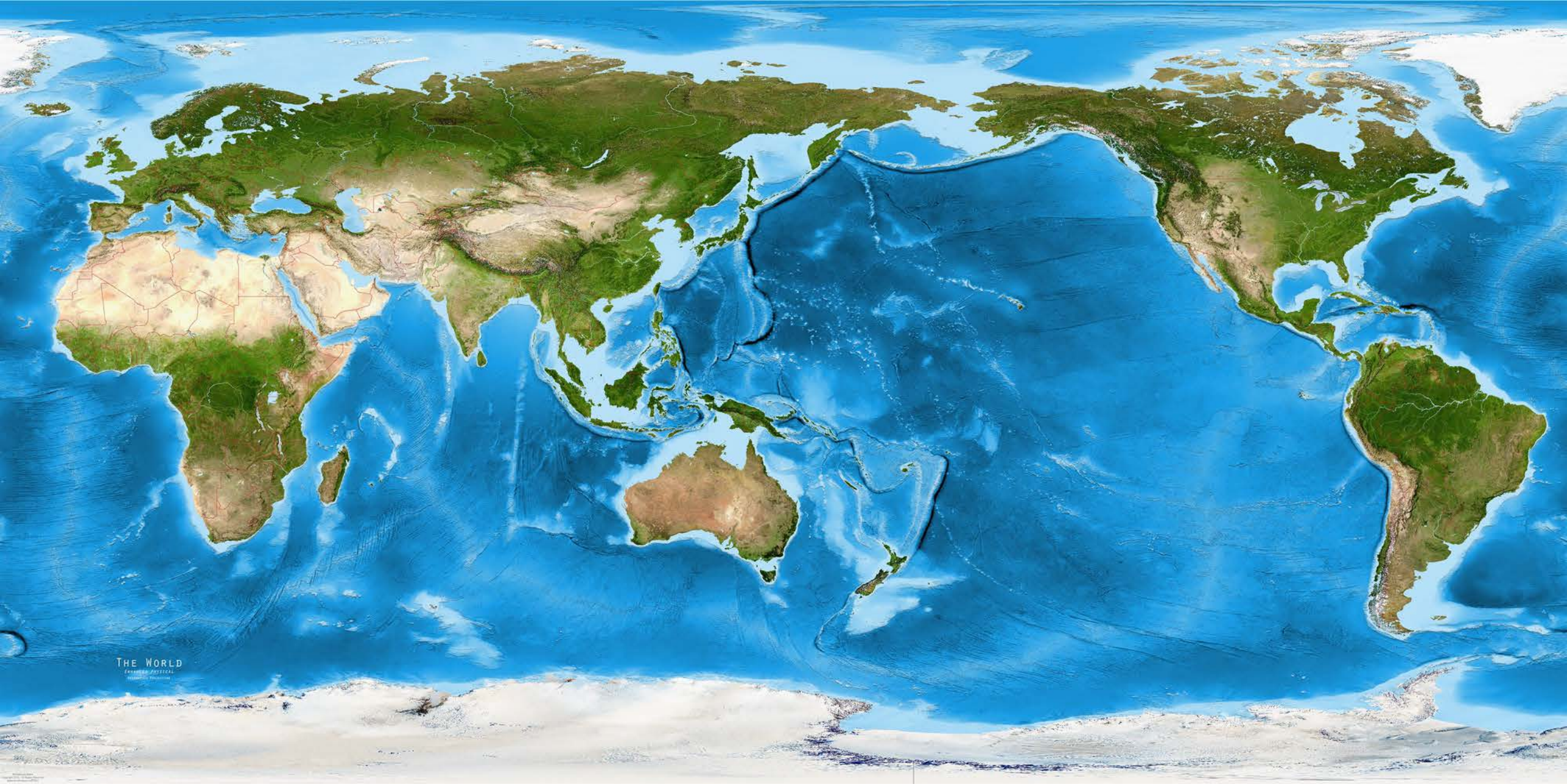
Welcome!

We will begin just after 1pm

Please relax and enjoy the music

Let us recognize and honor all ancestors, lives, labor, and lands that make our coming together today in this technology-mediated space possible, indeed, the opportunity we have to be in this space of higher education, at this institution, to learn together.

Let us acknowledge the inequities that exclude so many from this opportunity; let us honor the work of justice to redress inequity, the work of reconstruction to build worlds otherwise, the work of bringing alive hopes and aspirations for just futures.



Using the annotate tool, mark where you are from on this Earth, however you conceive that to be (a place of birth, a place you call home, the most recent stop on your journey, etc.).

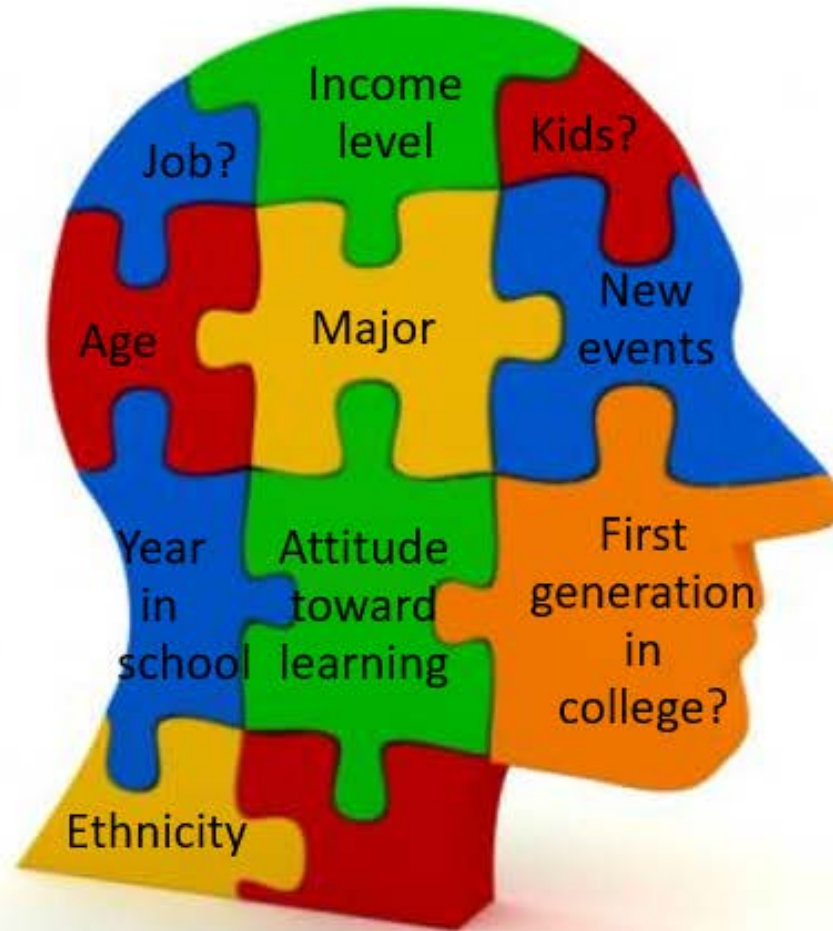
Let's begin with the BIG questions...

Who am I?

Why am I here?

In your breakout, please introduce yourselves. Then share one thing you are **excited** about, and one thing you are **concerned** about, when it comes to teaching.

What shapes a student?

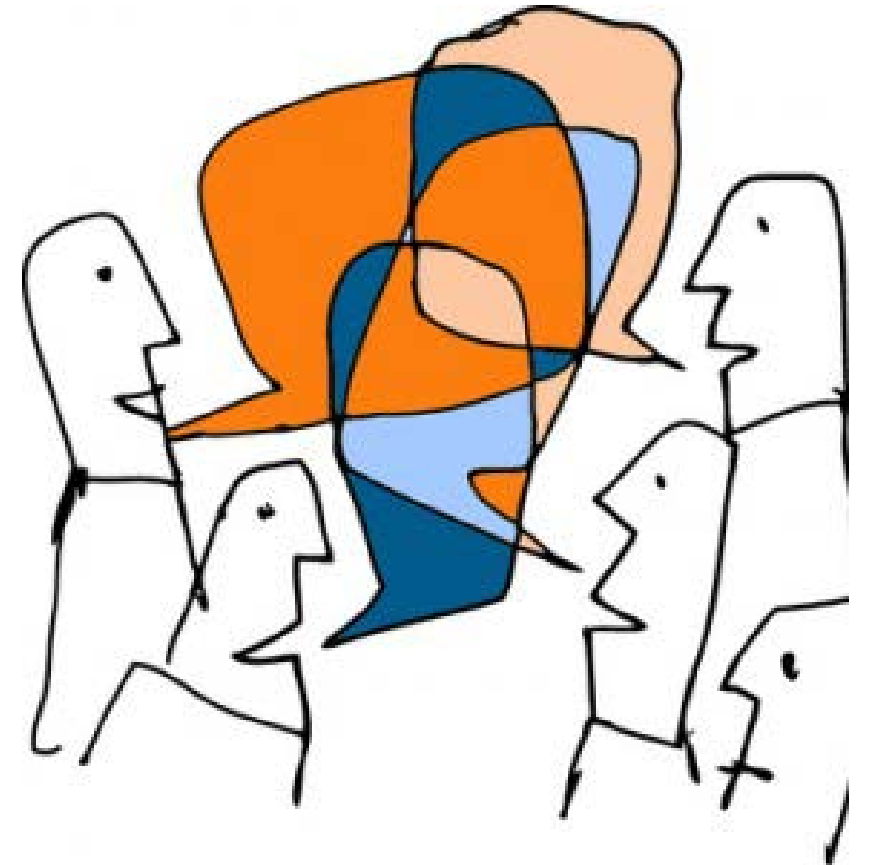


<http://www.usg.org/files/images/articles/images/just-for-youth-is-intelligence-the-most-important-factor-for-success.jpg?crop=display.jpg>

All these attributes affect the student's point of view!

What Makes a Discussion Effective?

- Think about some class discussions you found to be effective and meaningful. Identify and write down some characteristics that made them this way.
- Think about some discussions you found to be ineffective. Write down their not-so-effective characteristics.



What Makes a Discussion Effective?

Characteristics of
effective discussions

Characteristics of
ineffective discussions

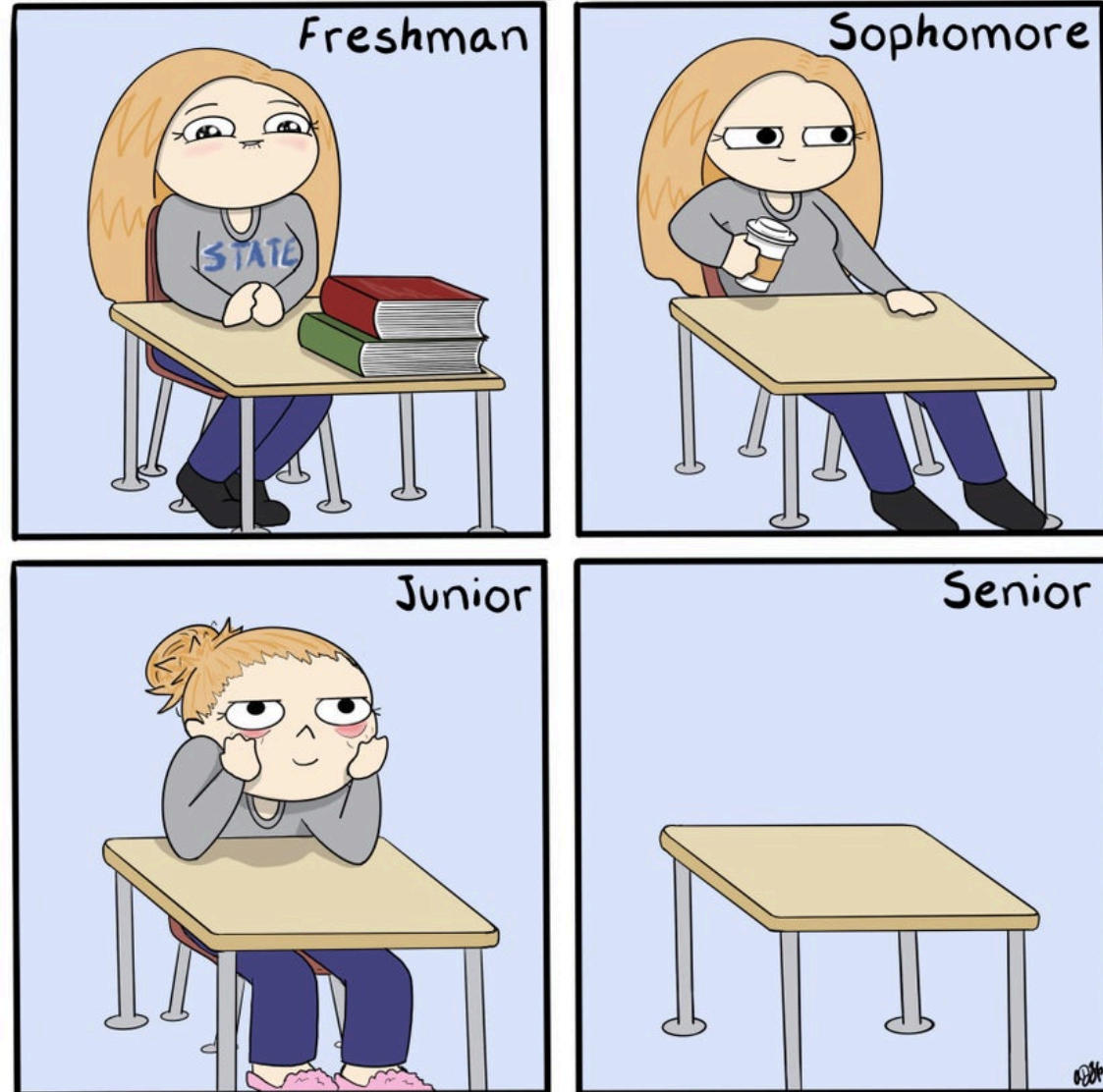
As a group, share your thoughts
and have one or two people record
your ideas for each set of
characteristics on the flip paper, er,
I mean the Jamboard (link in chat)

Stretch Break



Okay, so what are we doing, exactly?

First Day of Class



“...a process of giving and taking, speaking and listening, describing and witnessing – all of which help expand horizons and foster mutual understanding....

...only through collaboration and cooperation with others can we be exposed to new points of view....

... increases our understanding and renews our motivation to continue learning....

... a collective wisdom emerges that would have been impossible for any of the participants to achieve on their own...”

Discussion and democracy are inseparable because both have the same root purpose – to nurture and promote human growth. **By growth we mean...the development of an ever-increasing capacity for learning and an appreciation of and sensitivity to learning undertaken by others.** [This implies] **a process of giving and taking, speaking and listening, describing and witnessing – all of which help expand horizons and foster mutual understanding.** Discussion is one of the best ways to nurture growth because it is premised on the idea that **only through collaboration and cooperation with others can we be exposed to new points of view.** This exposure **increases our understanding and renews our motivation to continue learning....[By]** giving floor to as many different participants as possible, **a collective wisdom emerges that would have been impossible for any of the participants to achieve on their own.**

- Stephen Brookfield and Stephen Preskill, *Discussion as a Way of Teaching*

(Jossey-Bass, 1999), pp. 3-4

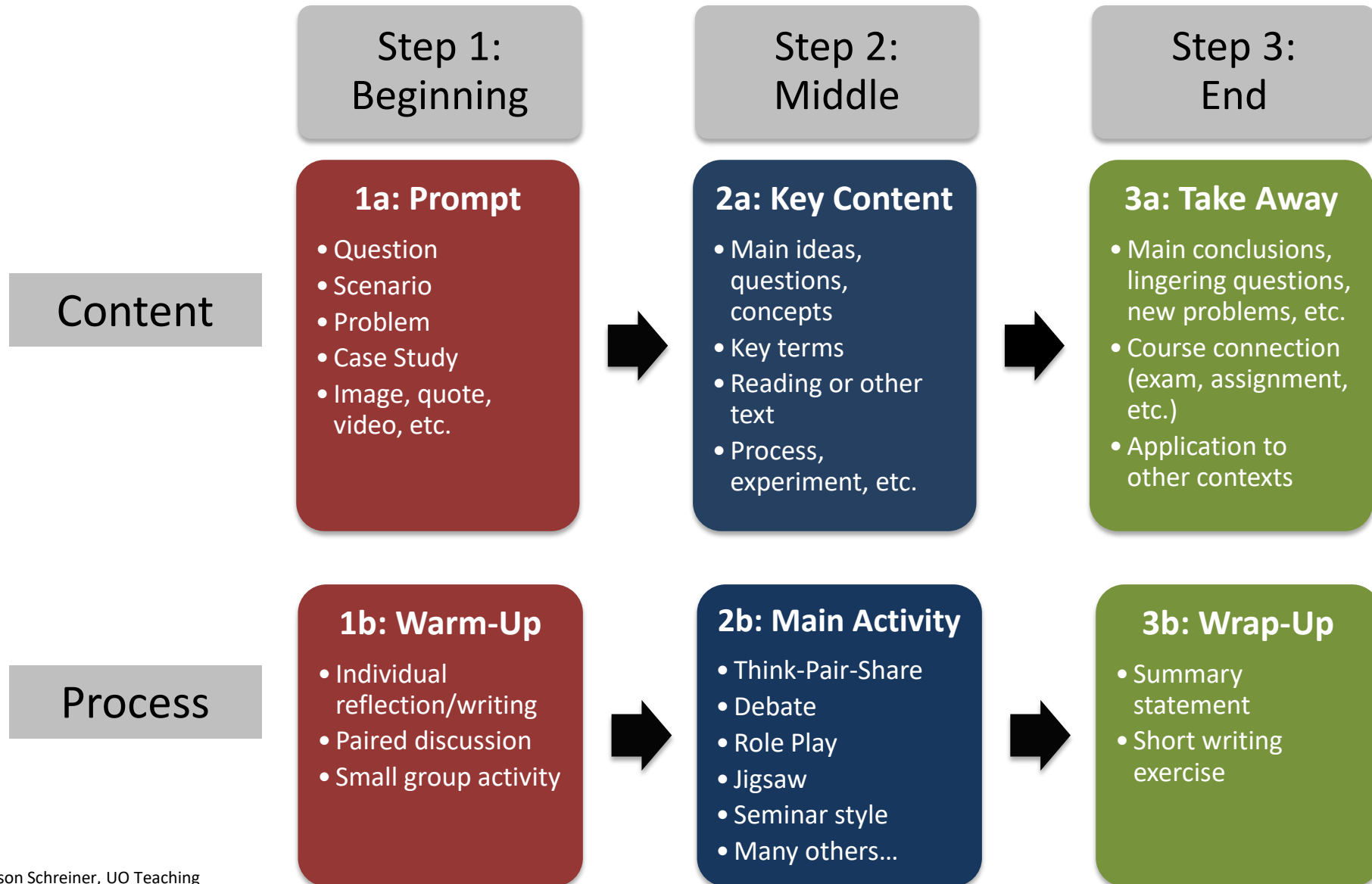
What do we expect from each other in our discussion participation?

More specifically: What are up to **three beliefs or actions** that are necessary to create a classroom conducive for learning together, where collective inquiry takes place and different perspectives can emerge and interact – even disagree – with respect?

In your group, use the Jamboard (link in chat) to record your ideas.

Examples: **Be Prepared**
Discussing to Learn
Listening Leniency

Basic Discussion Plan



A few grading tips...

1. Use rubrics that break learning outcomes into component skills
2. Use a timer (ex: 15mins per paper)
3. Sort into piles roughly according to grade range
4. Limit marginal notes
5. Choose 3 areas in which to provide targeted feedback
6. Grade 1 question at a time rather than 1 student paper/exam/assignment at a time
7. Try using Speedgrader in Canvas
8. Use shorthand (ex: comment or rubric key)
9. Norm with others (fellow section leaders or lead instructor)
10. Incorporate both empathy and efficiency into the grading process

*Several of these are adapted from Jennifer Gonzalez's *10 Ways to Cut Grading Time in Half*





We support teachers across
discipline and rank, building an
**imaginative,
resourceful,
and connected**
campus-wide teaching culture.

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