Leading Labs at UO

• Make a name tent
• Pick up a packet
• Please sign in:

https://forms.office.com/r/Hrkf534gpN

Then introduce yourself to a neighbor and talk about a particularly good instructor you’ve had. What made them so good?
Leading Labs at UO

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Talk to a few neighbors

- Name
- Department/field
- What about UO appealed to you?
- What teaching experience do you have, if any?
  - Tutoring
  - Learning assistant
  - Teaching assistant
  - Grader
  - Lead instructor
How do you feel about the prospect of teaching?

1. Paralyzed with nervousness and/or worry
2. Confident and eager to get started

Throat vote
Today’s mission: Help you feel more prepared to teach

Good teaching defined
Implement strategies for building community in class
Design lessons to maximize learning
Develop practices to work effectively and efficiently
Know where to go when you need help or to refine pedagogy
At UO, good teaching is...

**Professional**
- Basic practices necessary for a high-quality course

**Inclusive**
- Every student belongs and is valued

**Engaged**
- Instructors always work to improve

**Research-informed**
- Evidence-based teaching strategies
- Bring research methods and content into class
What skills does an excellent instructor need?

- Enthusiastic
- Organized
- Fair
- Responsive
- An effective communicator
- Perceptive

- Skilled in guiding students to understanding
- Prompt
- Empathetic
- Safe
- Students feel they belong

Are these skills innate or can they be developed?
SWOT your teaching!

- **Strengths**: What aspects of your personality/nature/skills will help you teach well?
- **Weaknesses**: What aspects of your personality/nature/skills will you need to be conscious of and develop to teach well?
- **Opportunities**: What knowledge and professional skills will you develop through your GE assignment?
- **Threats**: What outside events or requirements might make it difficult to do your job well?

Worksheet
BUILD COMMUNITY & SENSE OF BELONGING
Building community & sense of belonging

Why?

- Discuss with someone you haven’t talked to yet.
- Be prepared to share ideas
- Easier to ask questions, take risks
- More engaged
- Work harder
- Higher persistence
- Harder to be dishonest

More risk taking
Work together
More engagement w/content.
Normalizing struggle

Think-pair-share
Building community & sense of belonging

How?

- Discuss with someone you haven’t talked to yet.
- Be prepared to share ideas
- Learn about your students
- Let them know you
- Facilitate student-student interaction
- Show care, respect
- Use names
- Communicate that everyone brings unique and valuable experiences. Has something to contribute.
- Put content in context

Make Names

Group work

Setting norms & expectations
What aspects of identity affect how students engage with your class?

All these attributes affect the student’s point of view!
Your students may not be like you!

How else can you learn about your students, promote sense of belonging?
DESIGN LESSONS TO MAXIMIZE LEARNING
Constructivism

- People learn by constructing their own knowledge
- Prior knowledge affects learning

http://www.thirteen.org/edonline/concept2class/constructivism/
Teaching style

- Sage on the Stage
- Guide on the Side
- Meddler in the Middle

Use active learning techniques when possible

Be a guide/meddler: Asking questions

- Try to be specific

<table>
<thead>
<tr>
<th>Rather than:</th>
<th>Ask:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did everybody get that?</td>
<td>How do we know if the sample is acidic?</td>
</tr>
</tbody>
</table>

- Wait *7-10 seconds* for replies.
- Get input from multiple voices.
- Probe to confirm understanding.
Be a meddler: Spur critical thinking!

What could you do to get students to think critically about the content rather than accept black boxes?

- Look at 100 Questions handout
- Think individually: What can I imagine using? Modify for your discipline.
- When/how?
Answering questions

Answer directly

- Where is the fire extinguisher?

Answer indirectly

- Foster independence: Okay to refer students to lab manual or their partner.
- Lead students through the critical thinking process: How does an expert in your field approach a problem?
MAXIMIZE EFFICIENCY & EFFECTIVENESS
Challenging Situations

- Scenarios are on walls around the room
- Visit different scenarios, discuss:
  - What are the issues involved?
  - What are some appropriate courses of action?
  - What are the implications of these actions?
  - How could the situation have been prevented or muted?
- Write ideas on the sheets

There is usually no single right answer!
Getting ready

Document: Tips for GEs Teaching for the First Time
Getting ready: Working in a teaching team

- Know your responsibilities, what to expect
- Be professional
- Don’t be afraid to admit uncertainty, ask questions
During class: Collect student input

**Poll Everywhere**
- Can be anonymous
- Up to 40 responses/question

**Padlet**
- Can be anonymous
- Unlimited responses, limited questions

**iClicker**
- Many faculty use
- Instructor kit from UO Online (PLC 68)

**Raise hand/colored card**
- Low tech, easy

**Throat vote**
- Low tech
- Confidential
Grading & Feedback

Why do we do it?

What do we strive for?

What practices are helpful? What is not helpful?

Share your team’s thoughts:
https://padlet.com/jmueller93/grading
RESOURCES
Teaching: You are not alone!

Teaching Engagement Program

- Me! Julie Mueller (jmueller@uoregon.edu)
- TEP website (teaching.uoregon.edu)
- Workshops
- General Questions: tep@uoregon.edu
- Get help button

Science Teaching Journal Club

- 9:00 am Thursdays, LISB 217 or Zoom ID 369 256 082
What can you do next to support your professional teaching development?

✓ Attend a TEP teaching **workshop or consultation**
  teaching.uoregon.edu

✓ Enroll in a **course** on university teaching

✓ Join the TEP **Graduate Teaching Initiative** (GTI)

✓ Participate in the **Science Teaching Journal Club**
  9:00 am Thursdays, Zoom ID 369 256 082

✓ Aim for the **Kimble First-Year Teaching Award**
SWOT your teaching!

**Strengths**
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**Weaknesses**
What aspects of your personality/nature/skills will you need to be conscious of and develop to teach well?

**Opportunities**
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**Threats**
What outside events or requirements might make it difficult to do your job well?

Pick one weakness or threat you identified. How will you act to mitigate it?
Snacks in the Straub Atrium!

Then 156 Straub for Canvas Features and Tools at 3:00,
Teaching Insights Forum at 4:00
Write inside your name tent, then hand in

What are you worried students might do that you don’t want them to?

What other teaching-related questions do you have?