

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

3 minutes



Ice breaker

How do you feel about the prospect of teaching?

1



4

Paralyzed with
nervousness and/or
worry

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!



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

Make Names

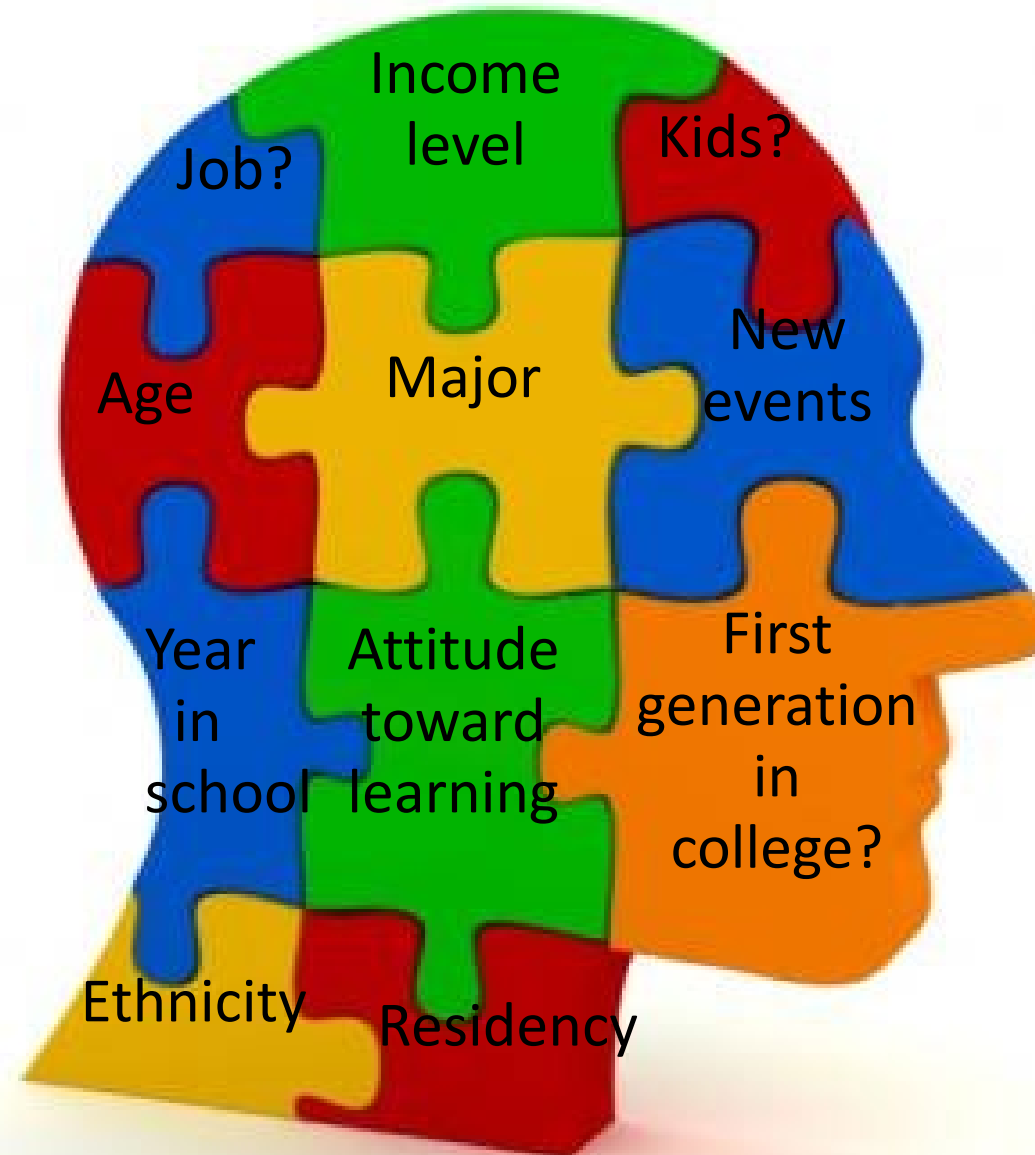
Group work.

Setting norms & expectations

- 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

What aspects of identity affect how students engage with your class?

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



http://www.ucg.org/files/images/articleimages/just-for-youth-is-intelligence-the-most-important-factor-for-success.jpg.crop_display.jpg



Brainstorm

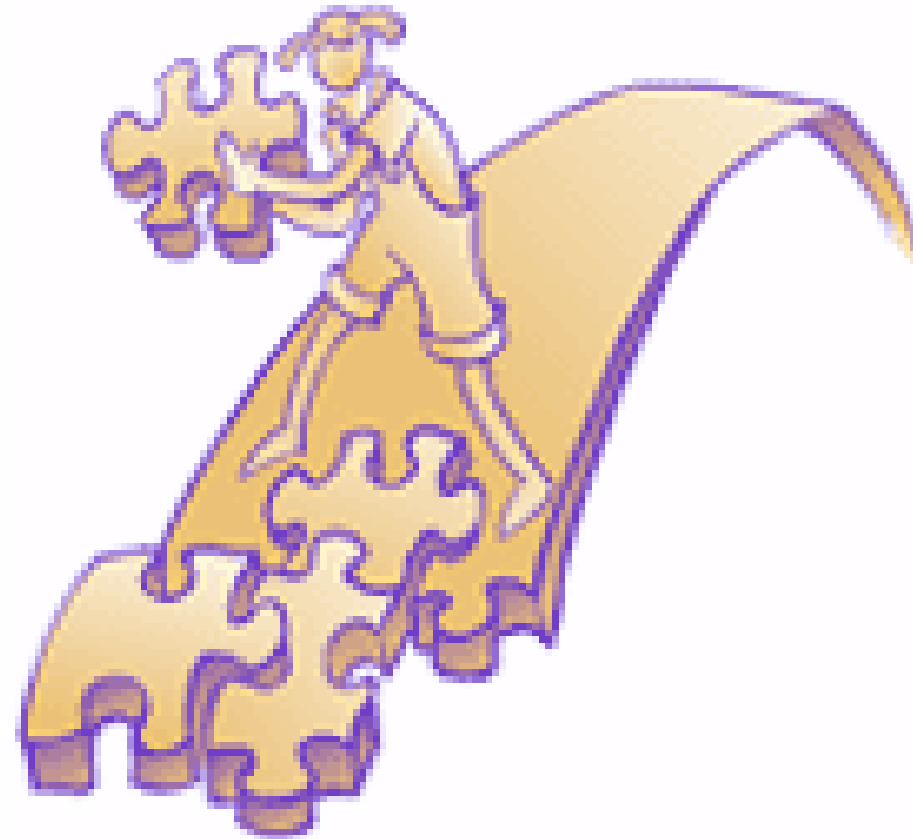
Your students may not be like you!

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

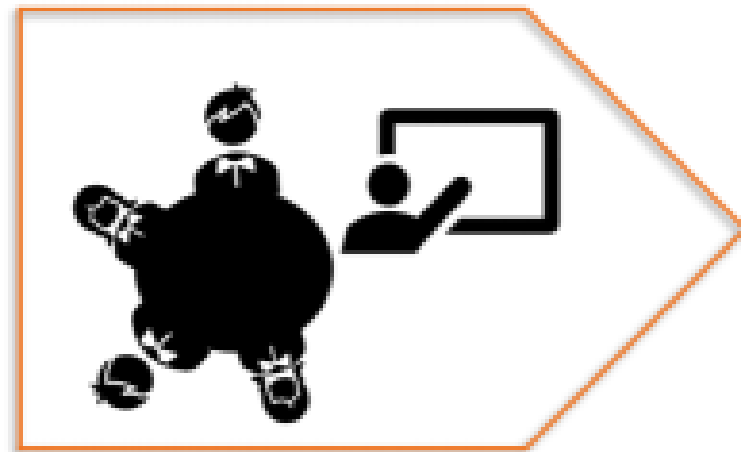


Teaching style



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

Rather than:

Did everybody get that?

Ask:

How do we know if the sample is acidic?

How long should we wait?

How long do people wait?

- Wait **7-10 seconds** for replies.
- Get input from multiple voices.
- Probe to confirm understanding.



Prediction

Be a meddler: Spur critical thinking!



http://www.greenlaneseo.com/wp-content/uploads/2012/12/No_Black_Box1.png

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?



Document
analysis

Answering questions

Answer directly

- Where is the fire extinguisher?



<http://www.calbuzz.com/wp-content/uploads/hair-on-fire.jpg>

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

15 minutes

There is usually no single right answer!

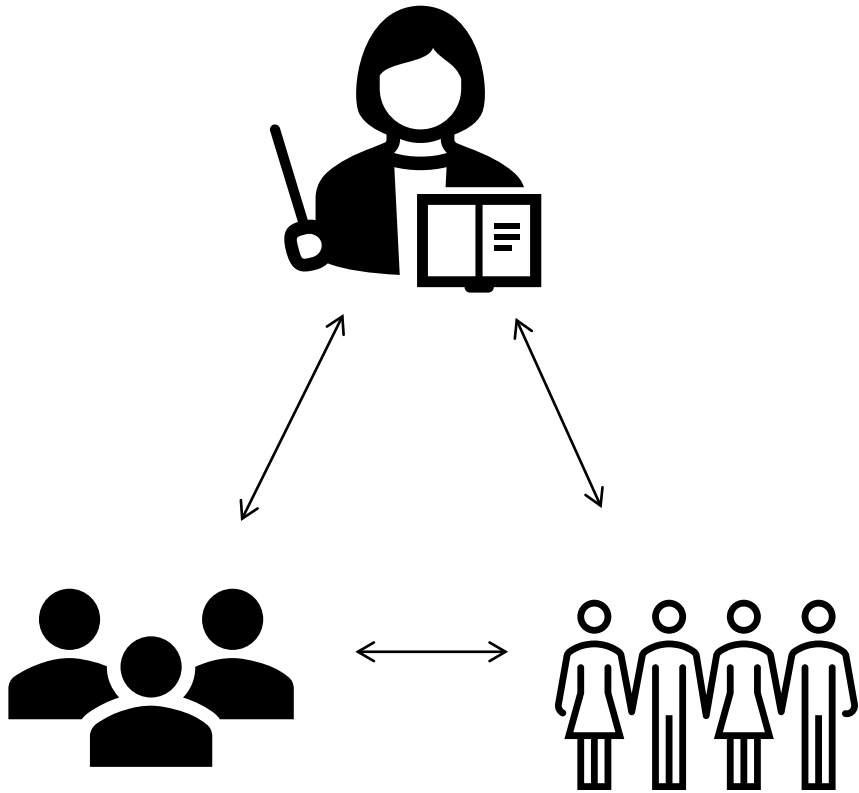


Gallery walk

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>



Padlet

RESOURCES

Teaching: You are not alone!



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!

What aspects of your personality/nature/skills will help you teach well?

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

What knowledge and professional skills will you develop through your GE assignment?

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?

Op

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?



Exit ticket