

Teaching US Undergraduates: Strategies and Tips for International Graduate Students

Welcome to the workshop!

Please sign-in on the sheets going around.

Char Heitman (she/her)

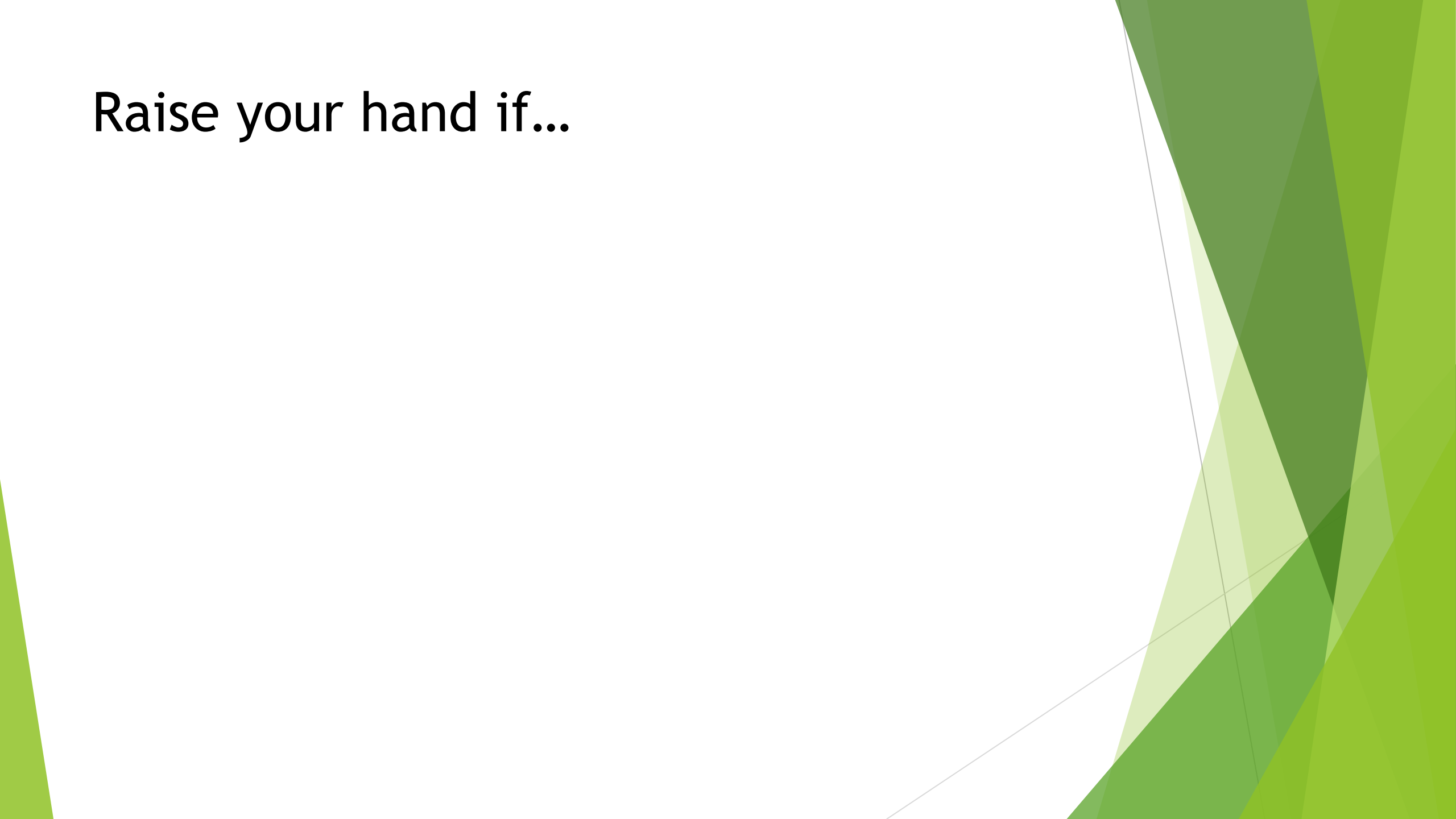
Janine Sepulveda (she/her)

Dr. Ali Sóken (he/his) (alisoken@uoregon.edu)

Agenda (9:00-12:00)

1. Check-in: How are you feeling about teaching at UO?
2. Discussion: Handling challenging teaching situations
3. Pronouns
4. Teaching: How to Handle the First Day of Class
5. Dr. Ali Soken (TEP)
6. Panel Q & A: Experienced international GEs share their advice/Undergrads share what engages and motivates them.

Raise your hand if...



How are you feeling about teaching at UO?

Form a group with 3 or 4 of your neighbors.

Briefly introduce yourself (just your name and department)

Then informally discuss the following:

- ▶ What are you most looking forward to?
- ▶ What are you feeling anxious about?
- ▶ What challenges might international GEs face teaching or working with undergraduate students from the United States?

Discussion: Teaching Challenges

- ▶ Read the three scenarios.
- ▶ Discuss the scenario assigned to your group.
- ▶ Be ready to later share highlights of your discussion with the whole group.

Teaching Scenarios

- a) You are insecure about your English skills, especially your pronunciation. What strategies will you use to make sure students can understand you?
- b) You feel students are treating you disrespectfully. They are eating during class, not responding politely when you make requests, and sometimes complain or ask rude questions while you are teaching. What can you do?
- c) Students are not paying attention to your lessons. How can you get them more interested in what you are teaching? Or when you ask a question, no one answers. What can you do?

Pronouns

- ▶ Important!
- ▶ Many students use "they" instead of "she/he"

Teaching: The First Day of Class

- ▶ How will you introduce yourself and the course?
- ▶ Important tips:
 - ▶ Tell students what to call you (important!) (Hint: first names are the most common.)
 - ▶ Share a bit about yourself.
 - ▶ Find out a bit about your students. (Simple questions or self-introductions work.)
 - ▶ Make clear that questions are welcome. Point out your UO email and office hours.
 - ▶ Share a bit about class expectations.

GRST 610 Fall 24

Janine Sepulveda

(she/her/hers)

janines@uoregon.edu

Office Hours: by appt.

GRST Course

- **GRST 610 US Teaching: Culture & Communication Time:**
Fridays 10:00-11:50

For international graduate students who expect to teach or serve as GEs during their time at UO. In this course, we focus on communication skills, understanding the U.S. university culture, and basic teaching skills at the university level.

Course Objectives

- ▶ By the end of the course, you will be able to:
 - ▶ demonstrate strategies to communicate clearly with your students
 - ▶ Use multiple teaching techniques that work effectively with U.S. undergrads
 - ▶ Identify and access UO resources that are available to students and teachers
 - ▶ Design and create effective slides for teaching
 - ▶ Create interactive lessons that engage and motivate students
 - ▶ Formulate policies regarding attendance, late work, accessibility, etc.

Essential Course Information

- ▶ This course is Pass/No Pass. You need 70% to pass the course.
- ▶ Active participation in class is expected. I love questions!
- ▶ There is no late work accepted.
- ▶ This is a hybrid course.
 - ▶ Two hours in person weekly.
 - ▶ All other work on Canvas.

Practice - 1-2 minutes per person

- ▶ In groups of 3-4, practice introducing yourself on the first day of class.



Teaching US Undergraduates: Strategies for International GEs

Dr. Ali Söken, Faculty Consultant, Teaching Engagement Program



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Teaching Engagement
Program



Who I am

- Ali Söken, he/his
- Faculty Consultant, Teaching Engagement Program
- First-gen, international student from Turkey. Coming from a low-income family
- Ph.D Degree in Teacher Education and Curriculum Studies
- Family – 5 year old daughter, love cooking

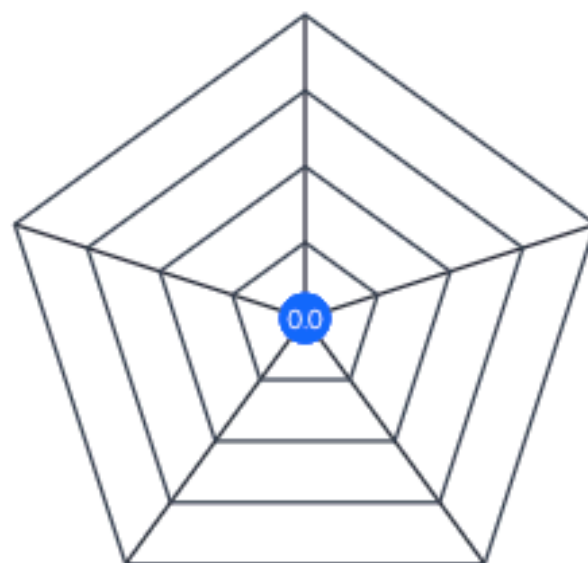
Please rate the following statements 1 to 5 (1 is strongly agree, 5 is strongly disagree)



I believe my prior teaching experience in my home country will be valuable in my role as a teacher in the U.S.

I believe my international perspective will enhance the learning experience for my students.

I am concerned about cultural differences impacting my teaching effectiveness in the U.S.



I feel confident in my ability to communicate effectively with my students

I am worried that my accent will make it difficult for my students to understand me.



Asset vs. Deficit based Approach

Asset Based	Deficit Based
Strengths Driven	Needs Driven
Opportunity focus	Problems focused
Internally focused	Externally focused
What is present that we can build upon?	What is missing that we must go find?
May lead to new, unexpected responses to community wishes?	May lead to downward spiral of burnout, depression, or dysfunction?



Emotional Labor

- Realizing Emotional Challenges
- Recognizing the Value of Teaching
- Navigating Emotional Labor
- Enhancing Learning: Preparation and Engagement

Building a Supportive Community

- Building a Supportive Classroom Community
- Fostering Connection through Check-Ins
- Embracing Diversity and Inclusion
- Engaging Students: Surveys and Polls

Humanize Your Practice

- Humanizing Your Teaching Practice
- Embracing the Role of a Facilitator
- Teacher-student with students-teachers
- "I Don't Know"

TEP is here to help!



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**Teaching Engagement
Program**

Who the Teaching Engagement Program is

We provide teaching support to GEs and faculty across campus through:

- [Individual consultations](#)
- [Teaching workshops](#)
- [Graduate Teaching Initiative](#) certificate
- [Teaching Support and Innovation](#) website
- Teaching awards, like the [Kimble Award](#) for GEs



TEP offices located in Straub Hall—4th Floor

You are not alone!

For teaching support, in addition to your unit:

Connect with TEP and UO Online for

- Consultations (aka any teaching related questions or discussion)
- Workshops
- Course observations
- Graduate Teaching Initiative certificate and community

Connect with AEC for any questions on student accommodations in your courses

In supporting your students:

You can always reach out or refer your students to:

- Dean of Students, including their Student Care Team
- Tutoring and Academic Engagement Center (TAEC)
- Counseling Services

Not sure where to refer a student or what to do? Contact the Dean of Students.

You are not alone!

- ← Please reach out! alisoken@uoregon.edu
- Straub Hall – Room404
- ← Contact us at tep@uoregon.edu with any questions
- ← Visit teaching.uoregon.edu for more resources

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

IGE and Undergrad Panel

- ▶ **Nina Kankanyan** (Armenia) Political Science
- ▶ **Hatsue Sato** (Japan) PPM
- ▶ **Liesl Cohn de Leon** (Guatemala) Anthropology

- ▶ **Indigo Sepulveda** (General Social Sciences/Romance Languages)
- ▶ **Oliver Whitebloom** (Cinema)
- ▶ **Jack Grage** (Economics)

Please share your feedback and let us know what you'd like TEP to offer in the future!

Feedback: Teaching US Undergraduates

