Teaching as the Sole Instructor: Welcome!

1

Sign in using the QR code or the physical sheet at the front table.

2

- Introduce yourself to a neighbor

- Talk about a particularly good instructor you've had. What made them so good?

Teaching as the Sole Instructor

GE Day of Teaching 2024

Julie Mueller, (she/her)
Senior Faculty Consultant
September 25, 2024

UNIVERSITY OF OREGON | Teaching Engagement Program

GE Day of Teaching Schedule

Time		
9:00	**Teaching as the Sole Instructor**	**Teaching US Undergraduates: Strategies and Tips for International Graduate Students**
10:00		
11:00	*Willamette 100*	*Lillis 111*
12:00		
1:00	**Leading Labs**	**Leading Discussion Sections**
2:00		
	Lillis 112	*Lillis 111, 175, 185*
3:00	**Canvas Features and Tools** – *Willamette 100*	
4:00	**Teaching Insights Forum** – *Willamette 100*	
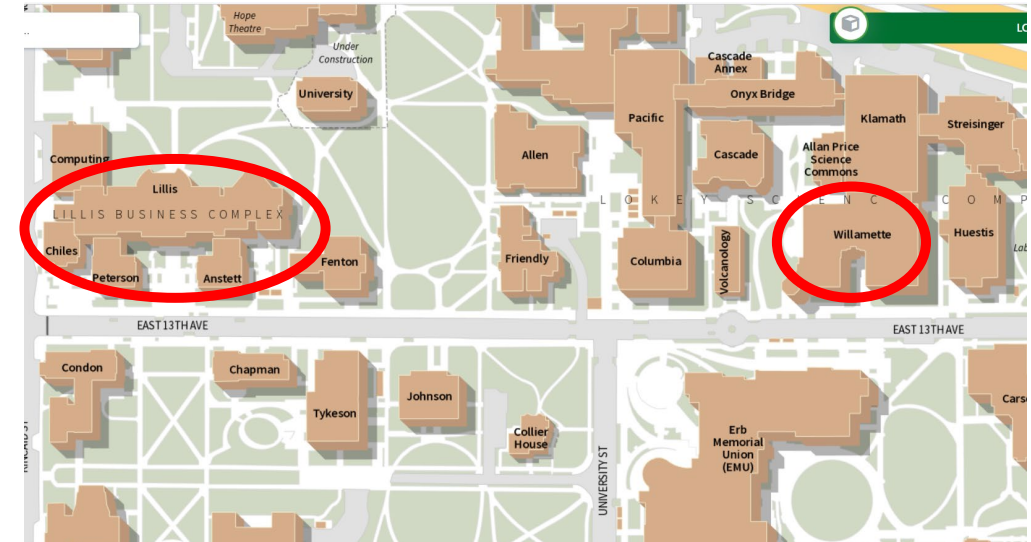
Access the slides & other materials

teaching.uoregon.edu/ge-day-teaching-resources

Restrooms!

Main floor

Through Atrium into Klamath

Down stairs

We are here

Through Atrium near MSI (Women's only)

Basement floor

Right below us

Gender inclusive

Who are we?

- Stand up if you're new to UO. Standing ← Teaching Toolbox

- Raise your hand if you're in a Master's program Hand raising

- How do you feel about the prospect of teaching on your own? Throat vote

1 ←——————————→ 4

Paralyzed with nervousness and/or worry

Confident and eager to get started

Teaching as the Sole Instructor

5 min

Find a partner or two.
One be prepared to report out.

Think, pair, share

How is teaching as the sole instructor different from other GE assignments? What will you need to do that you haven't done before?

What are you **excited** about helping your students learn to know, do, experience, or feel?

What are you most **concerned** about? Teaching particular content? Course mechanics, administration? Other things?

Our learning objectives for today: practical

By the end of the workshop, I hope you'll feel confident:

- Defining good teaching
- Developing lesson plans that align with course objectives and engage students.
- Implementing active learning strategies in your teaching.
- Assessing student performance and providing constructive feedback.
- Implementing strategies to create a welcoming classroom.
- Identifying the key components of an effective course syllabus.
- Finding materials and resources to help you plan and teach your course.

How would you describe "good teaching"?

With 2 partners:
Think of an excellent instructor you've had. What did they do that made them so good?
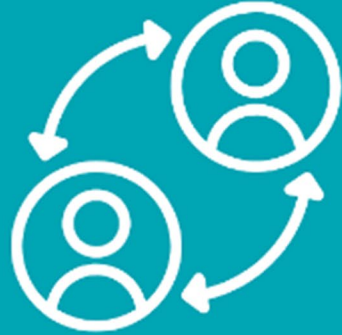
Go to Padlet site.
Tap the plus, input your ideas!

https://tinyurl.com/5b452b3d

Padlet

7 min

Good teaching is a practice

Professional

Inclusive

Engaged
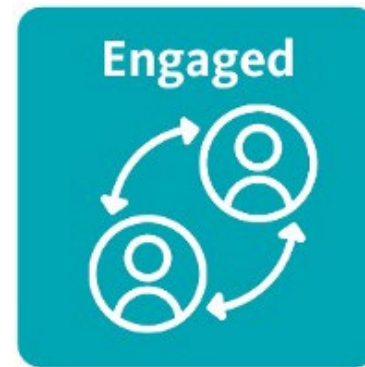
Research Informed

NOT MAGIC!

Professional, Inclusive, Engaged, Research Informed

Professional

Course is organized.
Communication is timely and clear.
Activities maximize student learning.

Engaged

Instructors reflect on and revise their course and teaching strategies.

Inclusive

Everyone can participate.
Lived experience matters.
Materials are diverse and evolving.

Research Informed

Evidence-based teaching strategies.
Models a process or culture of inquiry.

What you bring is key to student success

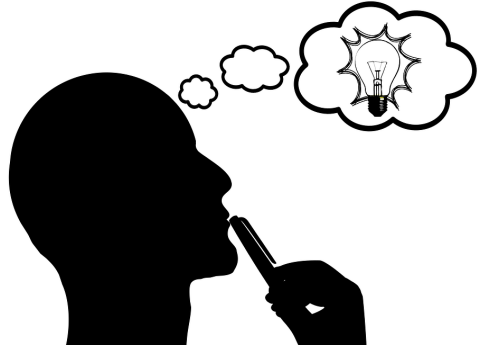# Designing a course: Principles and practices
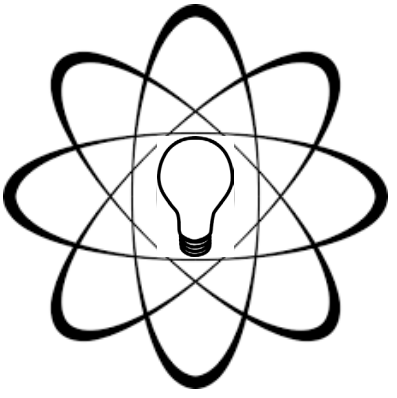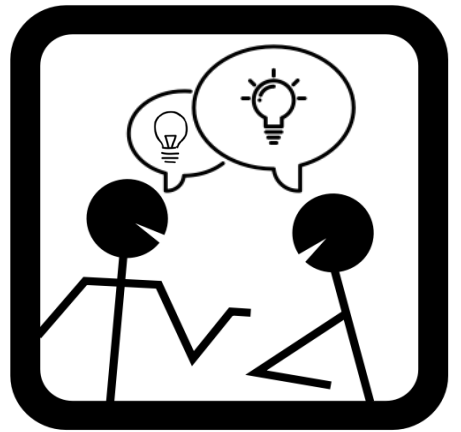
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"Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must **talk** about what they are learning, **write** about it, **relate** it to past experiences and **apply** it to their daily lives. **They must make what they learn part of themselves**."

- Chickering and Gamson, 1987

Chickering, A. W., and Gamson, Z. F. (1987). "Seven principles for good practice in undergraduate education." *AAHE Bulletin*, *39*, 3-7.

What factors shape student engagement?
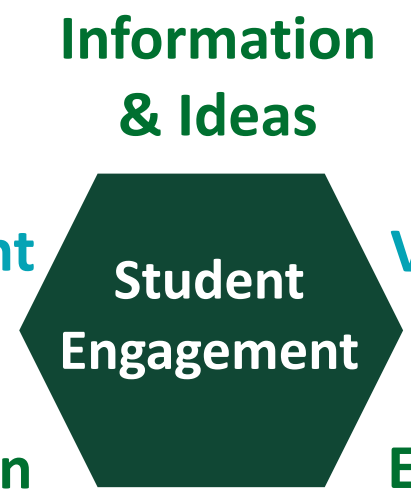
Barkley, E.F. (2010). *Student Engagement Techniques: A handbook for college faculty.* San Francisco: Jossey-Bass.

Fink, L.D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses.* San Francisco: Jossey-Bass.

Ambrose, S.A., Bridges, M.W., DiPietro, M., Lovett, M.C., and Norman, M.K. (2010). *How learning works: Seven research-based principles for smart teaching.* San Francisco: Jossey-Bass.

Information & Ideas

Environment

Value

Student Engagement

Reflection

Experiences

Self-Efficacy

# Checklist for Planning: Learning activities

Active Learning

❑**Information and Ideas**: How are students engaging content? [lecture, reading, research, discussion, etc.]

❑**Experiences**: What are students "doing" or "observing" to bring content to life and make it "theirs"? [activities, exercises, assignments, etc.]

❑**Reflection**: How are students being asked to determine, for themselves, the meaning and significance of their learning experiences? [debriefs, journals, portfolios, metacognitive exercises, etc.]

Checklist for Planning: Motivation

Motivation

☐ **Value**: How has the value of the course, and particular aspects of it, been articulated? [goals, purpose, relevance, interest, significance, etc.]

☐ **Self-Efficacy**: How do students develop a realistic sense of agency, confidence, and progress about their performance in the course? [expectations, rigor, feedback, strategies for success, etc.]

☐ **Environment**: How has a supportive learning environment been cultivated? [communications, approachability, organization, check-ins, etc.]
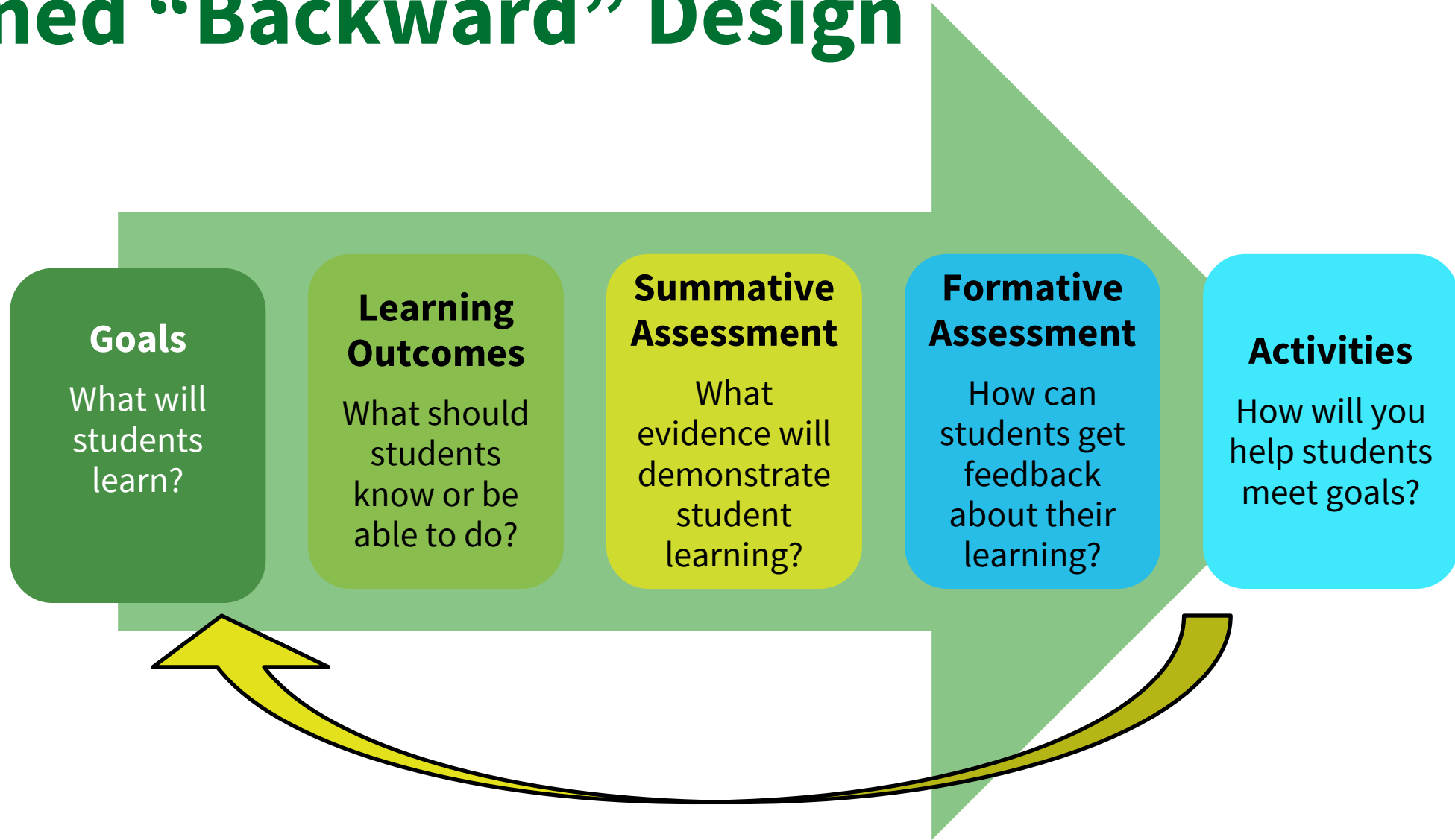
Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Ascd.

Key questions to ask

1. What should students know or be able to do?

    [What is the **learning outcome**?]

2. How do students demonstrate what they know or can do?

    [What kind of **assessment**?]

3. How do students prepare for demonstrating their knowledge or skills?

    [What kinds of **experiences** – activities, interactions, etc?

4. How are students introduced to the content they'll be using?

    [How **exposed** to – retrieve or receive – the content?]

An example

1. What should students know or be able to do?

   Design (and follow) a study plan that uses strategies whose effectiveness is supported by research.

2. How do students demonstrate what they know or can do?

   [What kind of **assessment**?]

3. How do students prepare for demonstrating their knowledge or skills?

   [What kinds of **experiences** – activities, interactions, etc?

4. How are students introduced to the content they'll be using?

   [How **exposed** to – retrieve or receive – the content?]

An example

1. What should students know or be able to do?

   Design (and follow) a study plan that uses strategies whose effectiveness is supported by research.

2. How do students demonstrate what they know or can do?

   Students create a study plan that details which strategies they will use.

3. How do students prepare for demonstrating their knowledge or skills?

   [What kinds of **experiences** – activities, interactions, etc?

4. How are students introduced to the content they'll be using?

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2. How do students demonstrate what they know or can do?

   Students create a study plan that details which strategies they will use.

3. How do students prepare for demonstrating their knowledge or skills?

   Answer questions about prep material, practice recalling information about strategies, work in groups to define strategies and identify places to use them.

4. How are students introduced to the content they'll be using?

   [How **exposed** to – retrieve or receive – the content?]

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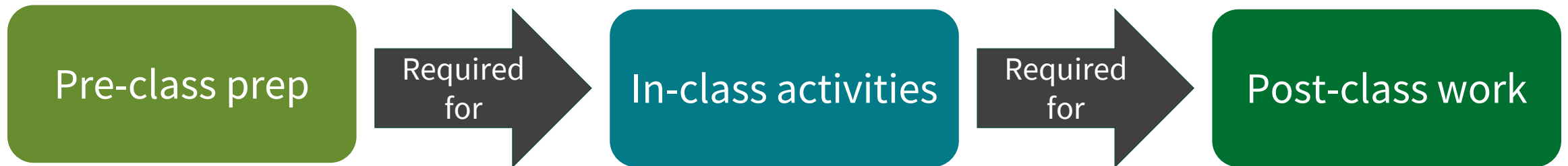
   Answer questions about prep material, practice recalling information about strategies, work in groups to define strategies and identify places to use them.

4. How are students introduced to the content they'll be using?

   Watch a video, read an article, class discussion.
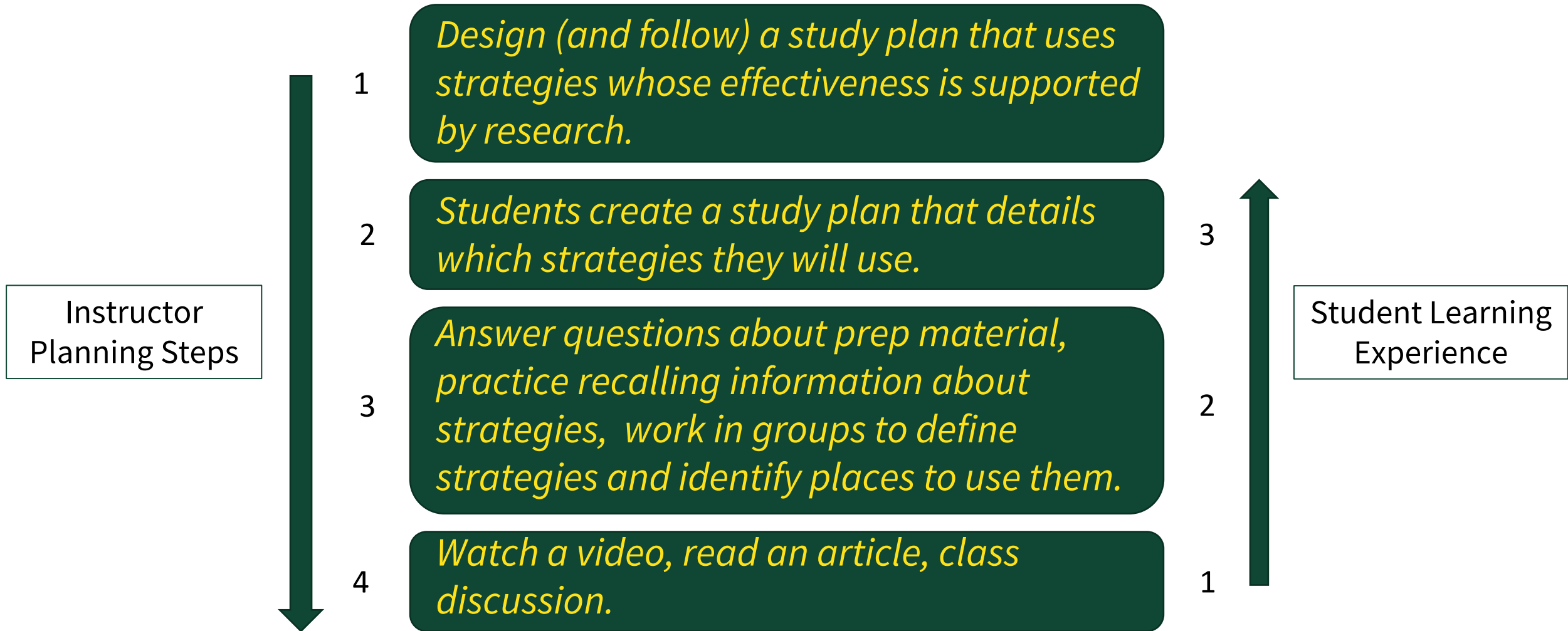
Creating a lesson: Have a throughline

Pre-class prep	→ Required for →	In-class activities	→ Required for →	Post-class work

What activities might happen in each of these time frames?

How can we be sure students do the work?
- Assign points to it
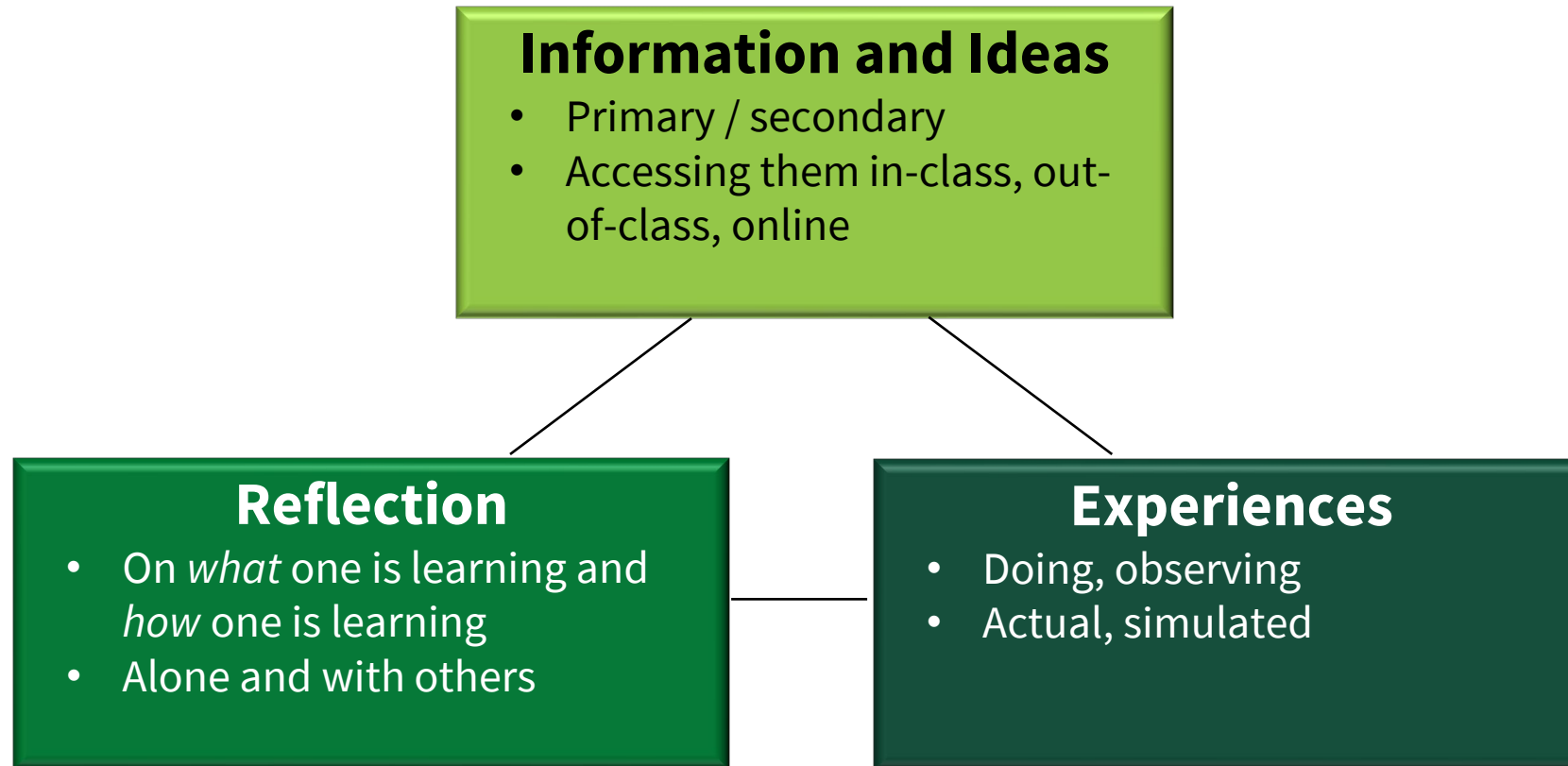- Link it to things they are interested in

Take a break!

Challenge: Wander around and find a piece of art in the vicinity of our classroom. What is it and why is it located here?

Possibilities: Gargoyles, ceiling of the Willamette atrium, entrance to Klamath, Price Science Commons, south of Cascade Hall.

If you haven't signed in yet, please do so using the QR code or the paper at the front of the room.
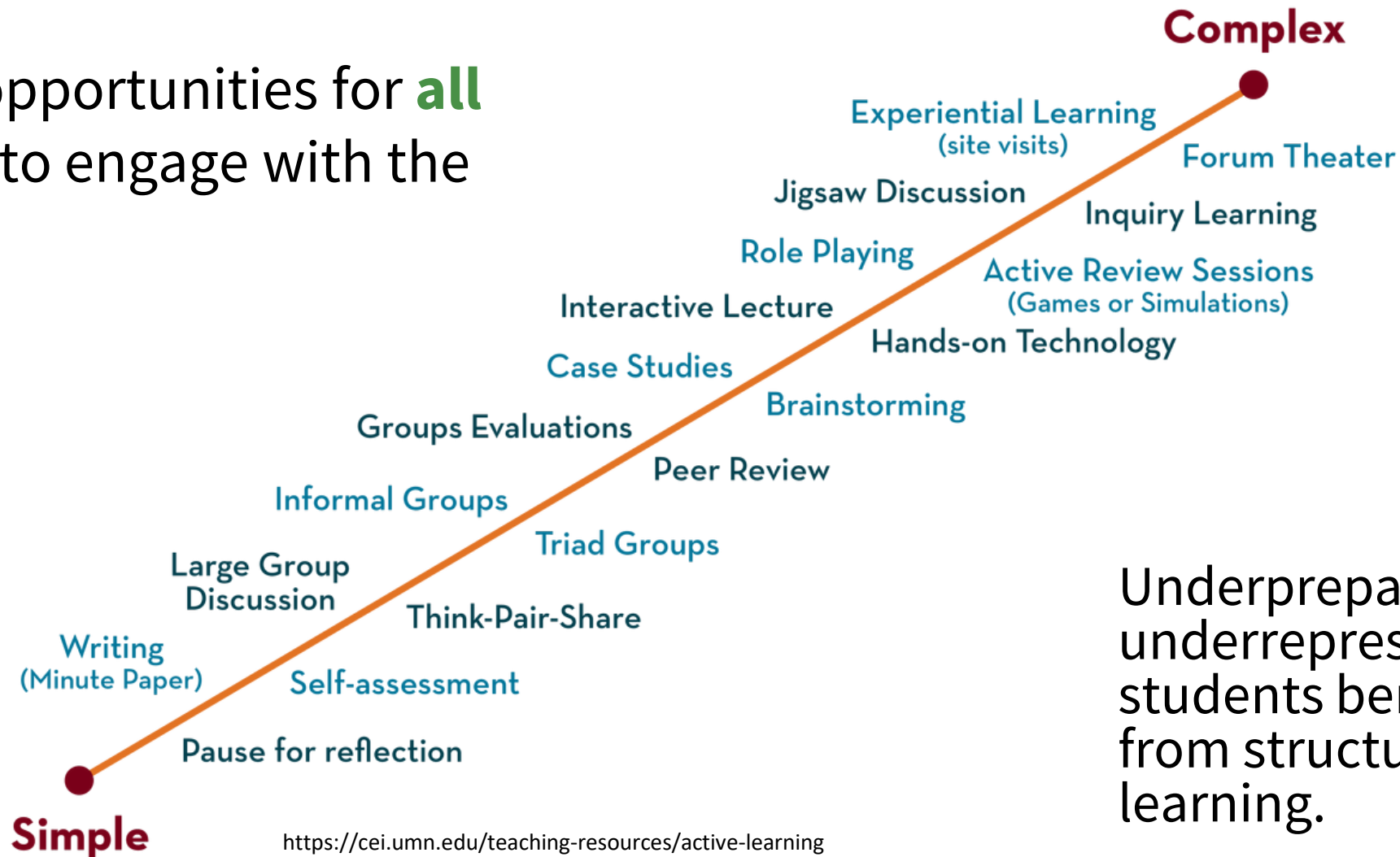
Creating a lesson: Make it active

Information and Ideas
- Primary / secondary
- Accessing them in-class, out-of-class, online

Reflection
- On *what* one is learning and *how* one is learning
- Alone and with others

Experiences
- Doing, observing
- Actual, simulated

Fink, L.D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass.

Types of activities

Provide opportunities for **all** students to engage with the material

Underprepared and underrepresented students benefit most from structure and active learning.

Complex

Experiential Learning (site visits)
Forum Theater
Jigsaw Discussion
Inquiry Learning
Role Playing
Active Review Sessions (Games or Simulations)
Interactive Lecture
Hands-on Technology
Case Studies
Brainstorming
Groups Evaluations
Peer Review
Informal Groups
Triad Groups
Large Group Discussion
Think-Pair-Share
Writing (Minute Paper)
Self-assessment
Pause for reflection

Simple

Creating a lesson: Focus effort on the learning task

What questions arise for you when you get an assignment?
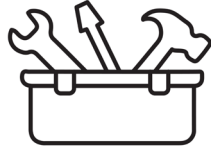
Minute paper

- "What am I supposed to do, and how am I supposed to do it?"

- "How am I being graded?"

- "When is it due and where?"

- "Why are we doing this?"
  (*aka* "Why should I care?")

What is transparency?

TILT **Higher Ed**
TRANSPARENCY IN LEARNING & TEACHING
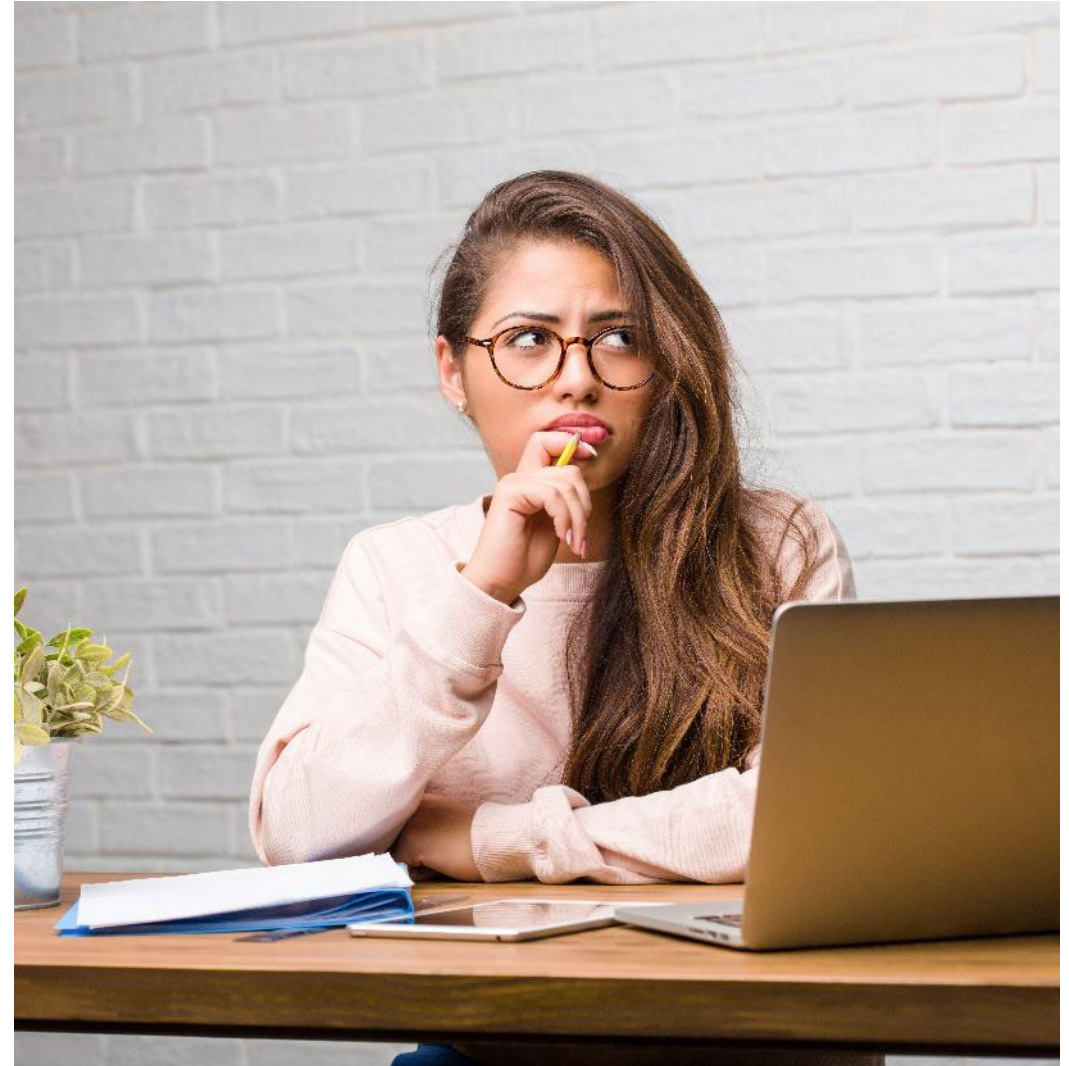
Over 25,000 students…

…in hundreds of courses…

…at more than 40 institutions…

…in seven countries.

A change to assignment design:

Purpose, **Task** (or Process), **Criteria**

The Transparent Assignment Template

"When is it due and where?"

"Why are we doing this?"
(*aka* "Why should I care?")

"What am I supposed to do, and how am I supposed to do it?"

"How am I being graded?"

Transparent Assignment Template

This template can be used as a guide for developing, explaining, and discussing class activities and out-of-class assignments. Making these aspects of each course activity or assignment explicitly clear to students has demonstrably enhanced students' learning in a national study.[1]

Assignment Name

Due date:

Purpose: Define the learning objectives, in language and terms that help students recognize how this assignment will benefit their learning. Indicate how these are connected with institutional learning outcomes, and how the specific knowledge and skills involved in this assignment will be important in students' lives beyond the contexts of this assignment, this course, and this college.

Skills: The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school:

Terms from Bloom's Taxonomy of Educational Objectives may help you explain these skills in language students will understand. Listed from cognitively simple to most complex, these skills are:

- understanding basic disciplinary knowledge and methods/tools
- applying basic disciplinary knowledge/tools to problem-solving in a similar but unfamiliar context
- analyzing
- synthesizing
- judging/evaluating and selecting best solutions
- creating/inventing a new interpretation, product, theory

Knowledge: This assignment will also help you to become familiar with the following important content knowledge in this discipline:

- ...
- ...

Task: Define what activities the student should do/perform. "Question cues" from this chart might be helpful: http://www.asainstitute.org/conference2013/handouts/20-Bloom-Question-Cues-Chart.pdf. List any steps or guidelines, or a recommended sequence for the students' efforts. Specify any extraneous mistakes to be avoided. If there are sound pedagogical reasons for withholding information about how to do the assignment, protect students' confidence and sense of belonging in college with a purpose statement something like this: "The purpose of this assignment is for you to struggle and feel confused while you invent and test your own approach for addressing the problem..."

Criteria for Success:
Define the characteristics of the finished product. Provide multiple examples of what these characteristics look like in real-world practice, to encourage students' creativity and reduce their incentive to copy any one example too closely. Engage students in analyzing multiple examples of real-world work before the students begin their own work on the assignment. Discuss how excellent work differs from adequate work. This enables students to evaluate the quality of their own efforts while they are working, and to judge the success of their completed work. It is often useful to provide or compile with students a checklist of characteristics of successful work. Students can also use the checklist to provide feedback on peers' coursework. Indicate whether this task/product will be graded and/or how it factors into the student's overall grade for the course. Later, asking students to reflect and comment on their completed, graded work allows them to focus on changes to their learning strategies that might improve their future work.

[1] Winkelmes, Mary-Ann. "Transparency in Teaching: Faculty Share Data and Improve Students' Learning." *Liberal Education* 99.2 (Spring 2013); Winkelmes et al., "A Teaching Intervention that Increases Underserved College Students' Success." *Peer Review* 18,1/2 (Winter/Spring 2016).

How to integrate it all?

Date:

Topic:

Learning Objectives:

Course Learning Outcome(s) to which this lesson aligns:

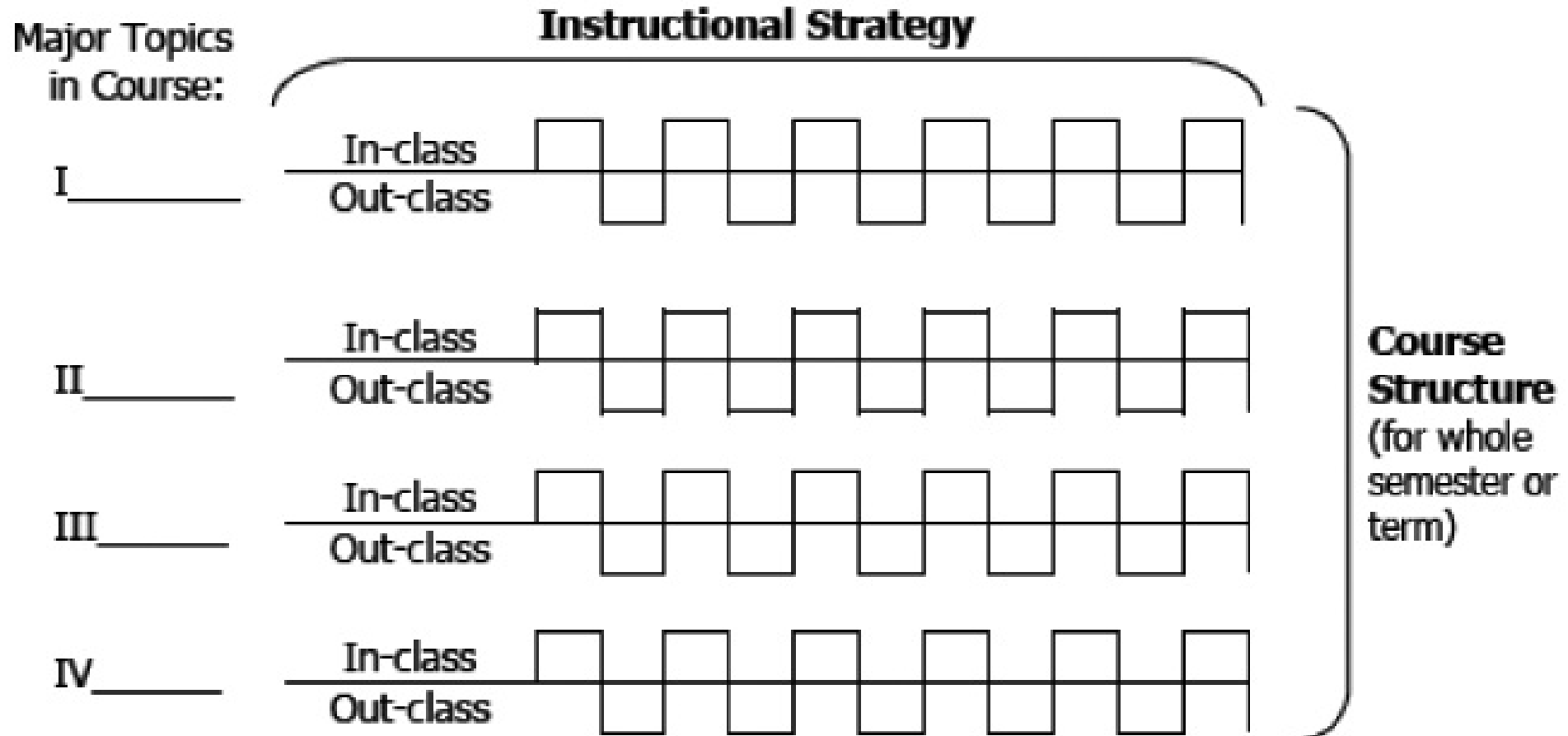Preparatory Activities/Readings:

Learning Assessments:

Learning Activities:

Detailed Session Outline:

Content Prompt/Hook:

Warm-Up Activity:

How to integrate it all?

Assessment

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Cycle of Practice and Feedback

Encounter material

Assessment: Can be Formative or Summative.

Types of Assessment

Formative

Helps students learn and practice

Happens throughout the course

Identifies gaps and improves learning

Focuses on the process

More feedback needed

Summative

Final assessment of progress toward learning objectives

Happens at the end of an instructional period

Collect evidence of student knowledge and skills

Focuses on end result

Less feedback needed

Formative assessment: Examples

Usually low-stakes, relatively frequent

- Poll questions
- Low-stakes quizzes
- Think-pair-share
- Minute paper
- Muddiest point
- Exit ticket
- Reflections
- Etc.

(Wise)

Summative assessment: Examples

Often higher-stakes, individual or group

- Written exams
- Oral exams
- Papers
- Projects
- Presentations
- Portfolios

If possible, include variety and choices.
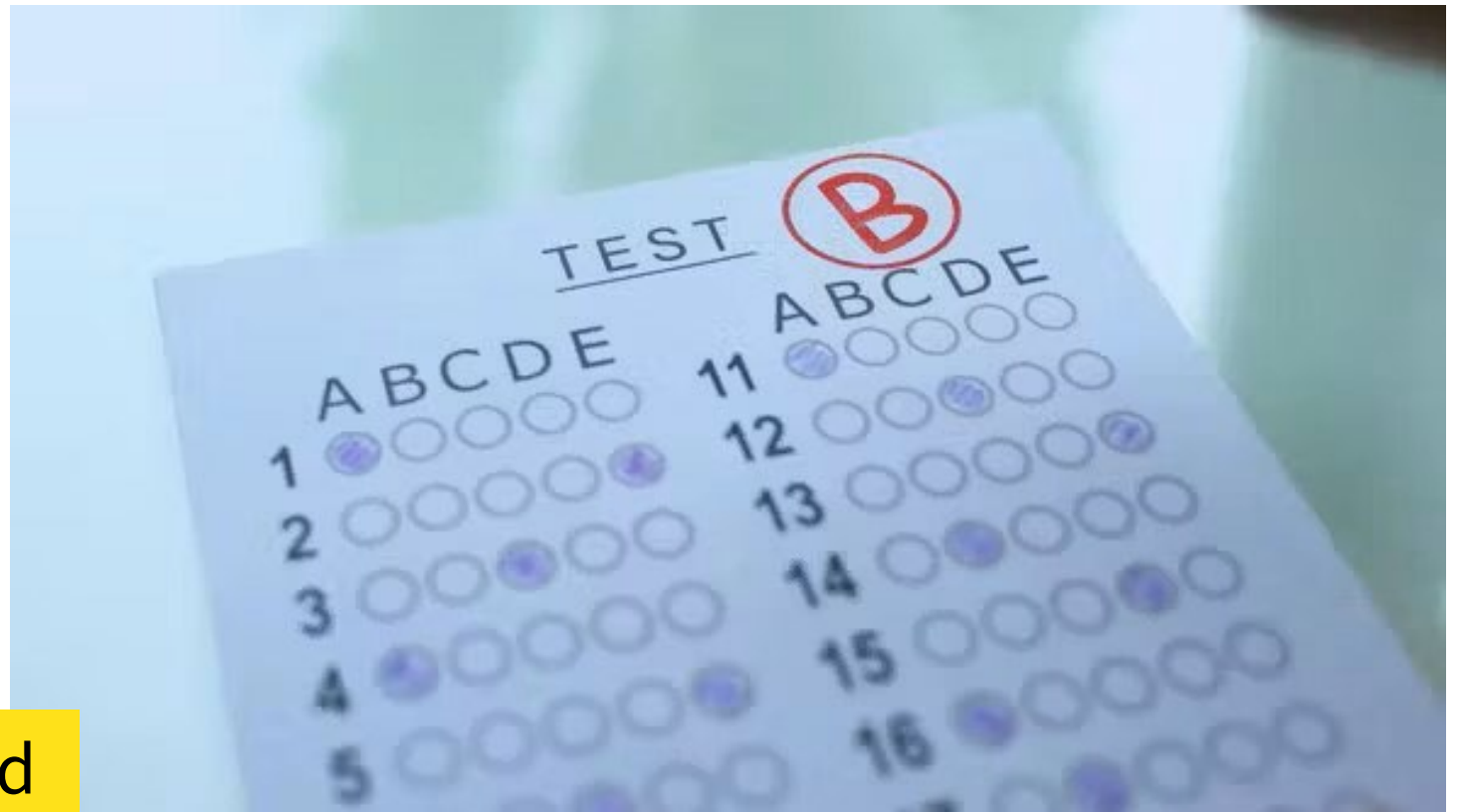
Rubric for Critical Analysis Essay
Maximum: 100 points

X	5	4	3	2	
INTRODUCTION and CONCLUSION (Background History/Thesis Statement)	There is a well-developed introduction with an attention grabber that grabs the reader's interest and continues to engage the reader up until the thesis statement. The thesis statement should clearly state the experience or event that will be described as well as the effect on the writer. Conclusion should effectively wraps up and re stresses the importance of the thesis.	Introduction creates interest. Thesis states the position. Conclusion effectively summarizes the topic.	Introduction adequately explains the background, but may lack detail. Thesis states the topic, but key elements are missing	Background details are a random, unclear collection of information. Thesis is vague and unclear. Conclusion is not effective and does not summarize main points.	
MAIN POINTS (Body Paragraphs)	Well developed main points/topic sentences that relate directly to the thesis. Supporting examples are concrete and detailed. The analysis is developed with an effective point of view.	Three or more main points relate to the thesis, but some may lack details. The analysis shows events from the author's point of view, but could use more descriptive language.	Three or more main points are present, but lack details in describing the event. Little descriptive language is used.	Less than three ideas/main points are explained and/or they are poorly developed. The story tells; it doesn't show	
ORGANIZATION (Structure and Transitions)	Logical Progression of ideas with a clear structure that enhances the thesis. Transitions are effective and vary throughout the paragraph, not just in the topic sentences.	Logical progression of ideas. Transitions are present throughout the essay, but lacks variety.	Organization is clear. Transitions are present at times, but there is very little variety.	Writing is not organized. The transitions between ideas are unclear or non existent.	
STYLE (Sentence Flow, Variety, Diction)	Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well chosen.	Writing is clear and sentences have varied structure, Diction is consistent.	Writing is clear, but could use a little more sentence variety to make the writing more interesting.	Writing is confusing and hard to follow. Contains fragments and/or run-on sentences.	
MECHANICS (Spelling, Punctuation, Capitalization)	Punctuation, spelling, and capitalization are all correct. No errors.	Punctuation, spelling, and capitalization are generally correct with few errors (1-2)	There are only a few (3-4) errors in punctuation, spelling, and capitalization.	Distracting errors in punctuation, spelling, and capitalization.	

Introduction/Conclusion _____

Main Points/Body Paragraphs_____

Organization _____

Style_____

Positive Comments:_____

_____

_____

_____

How to assess with more transparency?

Help people feel they belong

- Learn about each other
- Everyone has something valuable to contribute
- Use names
- Foster student-student relationships
- Positive error climate
- Be flexible where possible

Activity
- With one or two partners, discuss HOW to implement the strategy.
- Share ideas if time.

5 min

Divide and conquer

Take a break!

Challenge: Find an interesting tree or plant. What kind is it?

Possibilities: Google UO Campus Trees of Interest

If you haven't signed in yet, please do so using the QR code or the paper at the front of the room.

Course Materials

The Syllabus: Examples

5 min

Look at some sample syllabi. What do you notice about:

Content   Tone   Design

Document analysis

Astro 122: Birth and Death of Stars

Dr. Andrea Goering

Data Sci 101: Intro to Data Science

Dr. Sabrina Mostoufi

Phil 335: Medical Ethics

Prof. Camisha Russell

Econ 101: Contemporary Econ. Issues

Dr. Mike Urbancic

UGST 109: Secrets to Success in STEM

Dr. Julie Mueller

The Syllabus: Key takeaways

Resource: TEP's Syllabus "Starter"

teaching.uoregon.edu/starter-syllabus

Friendly tone: Instructor seen as more approachable, motivated to teach well.

Make document accessible to screen readers.

digitalaccessibility.uoregon.edu/training/web

The Canvas Site

Design so students spend their energy on learning content, not figuring out what to do, how to find materials.

Today @ 3:00 pm: Canvas Features and Tools
Willamette 100

teaching.uoregon.edu/browse-resources#how-to

Recommended Canvas design: Use modules

- One module per week/unit/chapter
- Consistent module structure
- Streamline blue course navigation menu

Recommended Canvas design: Stable wayfinder

Where students learn "the plan" for the week

- Overview
- Learning objectives
- Tasks

teaching.uoregon.edu /resources/providing-clear-path-through-your-course

Week 2 Roadmap

Overview

This week we'll learn about and practice using study strategies research shows to be effective and incorporate them into individualized study plans. We'll start building and using support networks by going to an instructor's office hours and by forming study groups. And I encourage you to step back and analyze how things are going for you so far at UO both academically and socially, and think about what you can do to make any changes you think are needed.

Learning Objectives we'll work on this week:

- *LO1.1*: Design and follow a study plan that uses strategies whose effectiveness is supported by research.
- *LO1.2*: Accurately evaluate your level of proficiency with course material to identify problem areas and adjust your study plan if needed.
- *LO2.1*: Balance your schedule to include reasonable amounts of studying, exercise, social time, and sleep.
- *LO2.2*: Assess your feelings about how things are going in your classes and UO in general and put them in perspective, knowing that almost all students face unexpected setbacks and question whether they belong.
- *LO2.3*: Plan ahead to prevent problems and take decisive action to address ones that do arise

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To Do

Before class:

- [To prepare for class: Week 2, Evidence-based study strategies](#)
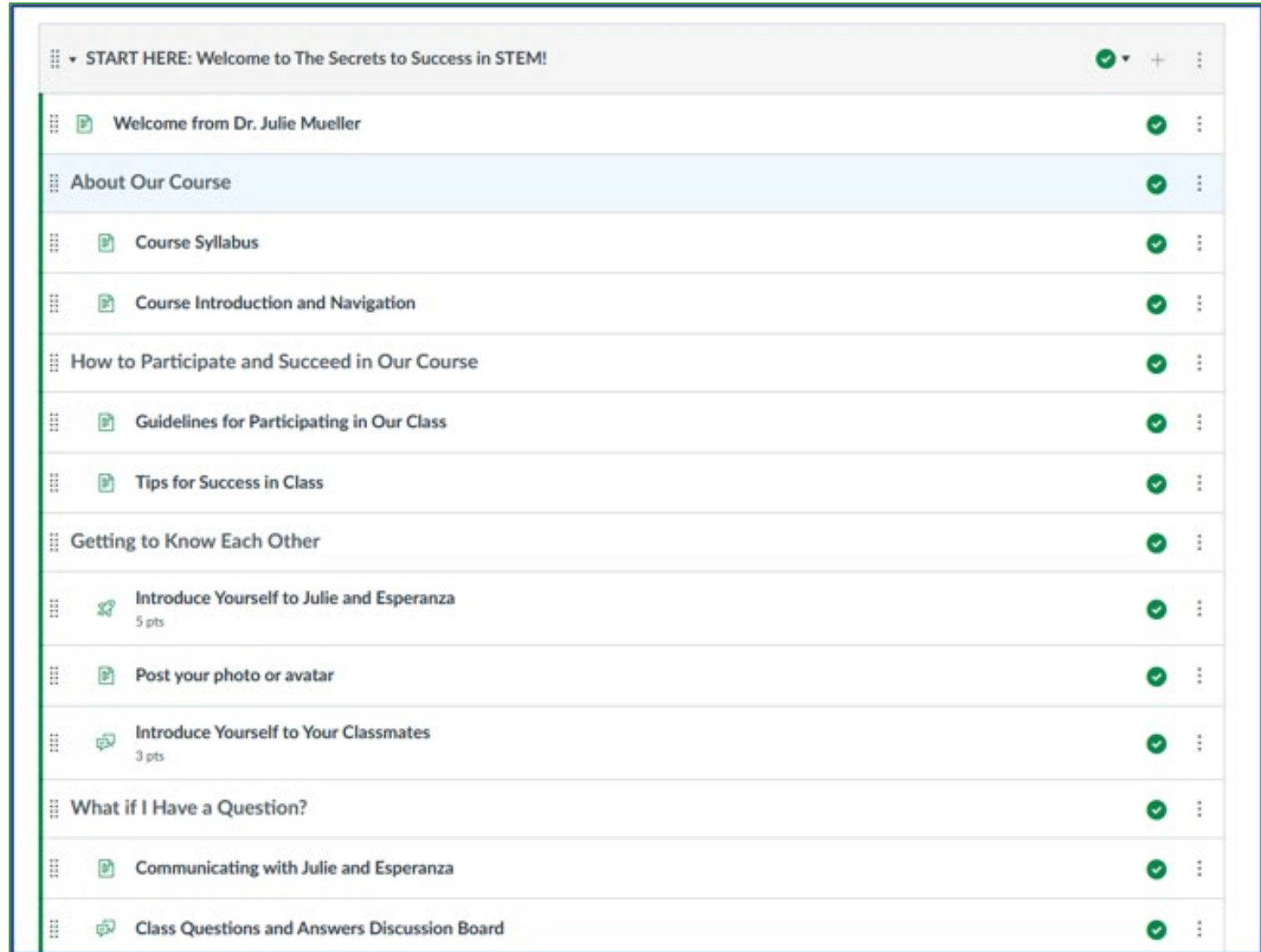- Make sure you have completed everything from [Week 1](#)

During class

- Be ready to talk about the study skills video.

Follow-up from class:

Recommended Canvas design: "Start here" module

- Intro to the course
- How to navigate the Canvas site
- Start to build community
- How (& why) to communicate with you

Resource: Providing a clear path through your course.

Course Policies/Requirements

University of Oregon | Teaching Engagement Program

Policies/requirements to be aware of

- ADA accommodations:
  - Letters from AEC.
  - Can't ask about nature of disability.
  - Legal requirement.
  - Can consult with AEC on how to accommodate.
- Course attendance and engagement policy: Reason neutral.
- Academic misconduct: Refer all suspected cases to Office of Student Conduct and Community Standards.

Teaching Support and Innovation

| Home | Request Services ∨ | Browse Resources | Engage Community ∨ | Improve Curricula ∨ | Meet Us ∨ | News & Events |

Teaching and Generative AI: Course Policy and Activity Ideas

Quick Link to Course Policy Ideas

Quick Link to Course Activity Ideas

Generative artificial intelligence (GenAI) systems such as ChatGPT ⬀, Bard ⬀, Stable Diffusion ⬀, and DALL•E2 ⬀ are digital tools that generate content based on prompts provided by users. Given a user prompt, a GenAI tool uses algorithms to learn patterns from existing data sets (such as internet databases) and then produces new content - often in a matter of seconds. Designers have created GenAI systems that can generate natural language text, computer code, images, video, audio, and 3d models. Several hundred GenAI systems ⬀ are now available, including tools that assist with scholarly research (e.g. ResearchRabbit ⬀, Semantic Scholar ⬀, or Consensus ⬀).

The wide availability of GenAI systems and the ease and speed with which they can generate content raises important considerations for teaching and learning in higher education. This resource provides instructors with suggestions and options for how to address AI use in their courses, plus links to additional resources.

Because the GenAI field is fast evolving, this resource will be continually updated. We welcome suggestions for additional resources and information.

Guiding Principles

Learning-Centered: Like any tool students might use to engage in the work of a course—from library books to research databases to internet search engines—GenAI systems present opportunities for students to learn important skills, including creativity, critical thinking, ethical decision-making, and discerning use of resources, among others. We encourage instructors to talk explicitly with students about the pluses and minuses of GenAI systems as they help or hinder learning in a course. In this way, regardless of one's view of GenAI or concern with its implications, the emphasis is on learning and what might assist or inhibit the learning

Advice from Sole Instructors

- Develop and use a network of colleagues
- Be prepared
- Be yourself
- Be professional
- Take feedback

Advice document

Activity

- Read your assigned section
- Discuss it with your group
- Write down one or more questions or observations relating to your section
- Share with the whole group, if time.

5 min

PIERs Connection: Where do today's activities and concepts fit?
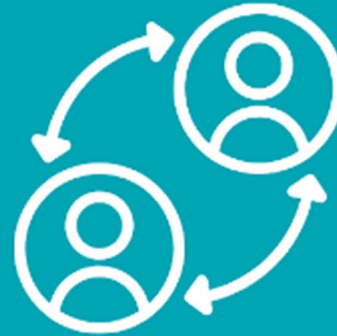
WHAT QUESTIONS DO YOU HAVE?

TEP is here to support you

Questions	→	tep@uoregon.edu or jmueller@uoregon.edu
Pedagogical strategies, Canvas guidance, events listing	→	teaching.uoregon.edu
Detailed, personalized help with course planning, dealing with challenges	→	Individual consultation
Feedback about class sessions and classroom management	→	Class observation

Before you leave

Write down at least two things you need to decide, get more info about, or discuss with an experienced colleague as you get ready to teach.

Please provide feedback!

- What was most helpful or most supported your learning?

- What could we do next time to improve the learning experience?

- I'd be interested in a workshop on…

tinyurl.com/sdfn4j79