

# Individual Teaching Profile Exercise

## INCLUSIVE TEACHING

### UO's Definition:

- "Instruction is designed to ensure every student can participate fully and that their presence and participation are valued."
- "The content of the course reflects the diversity of the field's practitioners, the contested and evolving status of knowledge, the value of academic questions beyond the academy and of lived experience as evidence, and/or other efforts to help students see themselves in the work of the course."

*Please take a moment to reflect on what inclusive teaching means to you. Can you list one or two key things you do to enact it?*

<b>My Inclusive Teaching Practices</b>	<b>Sample Practices List</b>
	<ul style="list-style-type: none"><li>• Conveying that each student brings valuable assets and goals to their work.</li><li>• Introducing the instructor's own intellectual journey and process of expert thought.</li><li>• Using course materials that expand the racial, ethnic, gender, ability, intellectual, and socioeconomic diversity of the field and acknowledge the contested and evolving status of knowledge.</li><li>• Deploying a range of methods to engage students and bring out their strengths.</li><li>• Addressing students by their chosen names and pronouns; this may include finding ways to use names in large-classes and online fora.</li><li>• Knowing students' goals for their learning and finding ways to explicitly link the concerns of the course to students' own concerns.</li><li>• Maximizing student motivation by leveraging students' sense of the relevance, rigor, and supportiveness of a course—and of their own self-efficacy within it.</li><li>• Building classroom community, including through establishing clear expectations around classroom engagement.</li></ul>

	<ul style="list-style-type: none"> <li>• Designing courses with physical and content accessibility in mind.</li> </ul>
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**ENGAGED TEACHING**

**UO’s Definition:**

- “Demonstrated reflective teaching practice, including through the regular revision of courses in content and pedagogy.”

*Take a moment to reflect on what engaged teaching means to you. Can you name one or two ways you engage in a process or reflection, change, and community-building around teaching?*

<p><b>My Engaged Teaching Practices</b></p>	<p><b>Sample Practices List</b></p> <ul style="list-style-type: none"> <li>• Reflecting on one’s teaching practice and making changes over time that are informed by experimentation, professional teaching development, collegial interactions and class observations, student feedback, and the scholarship of teaching and learning.</li> <li>• Soliciting and reflecting on student feedback, and considering what changes, if any, should be made in the course.</li> <li>• Attending workshops, conferences, or institutes about teaching and learning; reading books or articles about teaching and learning; participating in formal or informal discussions with peers about teaching and learning.</li> <li>• Presenting at workshops and conferences insights, innovations or experimentations in teaching and learning.</li> <li>• Producing scholarship related to teaching and learning.</li> <li>• Conducting a peer review for a colleague.</li> <li>• Contributing to student learning outside the classroom as demonstrated by, for example, co-curricular activities or community-engaged projects, or by developing a coherent approach to academic coaching and skill-building during office hours.</li> <li>• Contributing teaching to the Clark Honors College, departmental honors, first-year experiences, or other educational excellence and student success initiatives.</li> <li>• Receiving grants, fellowships, or other awards for teaching excellence and innovation.</li> </ul>
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## RESEARCH-INFORMED TEACHING

### UO's Definition:

- "Instruction models a process or culture of inquiry characteristic of disciplinary or professional expertise."
- "Evaluation of student performance linked to explicit goals for student learning established by faculty member, unit, and, for core education, university; these goals and criteria for meeting them are made clear to students."
- "Timely, useful feedback on activities and assignments, including indicating students' progress in course."
- "Instruction designed to engage, challenge and support students."

*Take a moment to reflect on what research-informed teaching means to you. Can you name one or two ways you either invite students into the university's research mission, or draw on research on student learning in your classes (or both)?*

My Research-Informed Teaching Practices	Sample Practices List
	<p><i>Inviting students into the university's research mission</i></p> <ul style="list-style-type: none"> <li>• Leading with questions and modeling expert thought by "thinking aloud" when encountering problems.</li> <li>• Partnering with students to create new knowledge.</li> <li>• Providing students with course-based undergraduate research experiences or other projects that engage students directly in the scholarly methods of the discipline or profession.</li> </ul> <p><i>Evidence-based teaching and learning</i></p> <ul style="list-style-type: none"> <li>• Communicating compelling goals for student learning and designing courses tightly aligned with those goals (backward design).</li> <li>• Clearly conveying the purpose, process for completion, and criteria for evaluation of class assignments before students begin work on them (transparency).</li> <li>• Building occasions for student reflection about their learning processes, challenges, and growth (metacognition).</li> </ul>

	<ul style="list-style-type: none"> <li>• Providing students with simple, helpful feedback on low-stakes exercises; this could include the use of rubrics, student peer review, instructor “think alouds” or other time-saving techniques.</li> <li>• Normalizing struggle at key points in the course and connecting students to additional study and academic resources.</li> <li>• Developing activities that break complex intellectual work into component parts.</li> <li>• Facilitating student interaction and peer learning.</li> </ul>
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**PROFESSIONAL TEACHING**

**UO’s Definition:**

- “Readily available, coherently organized, and high-quality course materials; syllabi that establish student workload, learning objectives, grading and class policy expectations.”
- “Respectful and timely communication with students. Respectful teaching does not mean that the professor cannot give appropriate critical feedback.”
- “Students’ activities in and out of class are designed and organized to maximize student learning.”

*Take a moment to consider what professional teaching means to you—what steps are you taking to ensure the course is built on a strong foundation of good information, clear practices, conscientious communication, and purposeful design?*

<b>My Professional Teaching Practices</b>	<p><b>Sample Practices List</b></p> <ul style="list-style-type: none"> <li>• Including on the syllabus a statement encouraging students with disabilities to make their needs known early in the term and to inform students that the Accessible Education Center is a source of support. All course policies and information about student support are up to date.</li> <li>• Including on the syllabus or other materials contact details, information about how to address you, and friendly guidance on why and how to use office hours or otherwise access your support. Responding to students’ requests for information and feedback reliably and promptly (this does not mean instantaneously.)</li> </ul>
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- Ensuring essential course information is easy-to-find and organized with an eye toward straightforward navigation.
- Offering written and verbal guidance on *how* to engage with the course—how individual activities and assignments are linked to learning objectives, strategies for reading course texts, guidance on especially high work-load weeks, etc.
- Maintaining course materials and student information on a university-approved and FERPA compliant system, such as the university Learning Management System (LMS).
- Adopting free or low-cost open educational resources.
- Taking steps to make course materials more accessible like captioning videos, adding alt-text to images, checking that documents can be read by screen readers.
- Using students’ time in and out of class strategically and actively by, for example:
  - assigning preparatory work beyond reading-only assignments to get more out of students’ class time;
  - encouraging students to make connections between the preparatory work and the following class or online activities;
  - using students’ class time to harness the power and energy of the peer community to share ideas, demonstrations, real-time experiences, new scenarios, problems, artifacts, and complications that capture students’ knowledge and skills;
  - providing students with after-class opportunities for reinforcement and reflection.
- Participating in departmental efforts to assess student learning of key goals and revising class activities based on those results.