Teaching as the Sole Instructor

Jason Schreiner
(he/they)
Associate Director
Teaching Engagement Program
Who are we?
What do we care about teaching?

In your pair or trio, please introduce yourselves.

Then share your thoughts about:

- What are you most **concerned** about teaching your own class?

- What are you **excited** about helping your students learn to know, do, experience, or feel?
What does ‘excellent’ teaching at UO mean?

https://teaching.uoregon.edu/resources/teaching-excellence
What can we accomplish today?

✓ Consider a research-based framework for **student engagement**
✓ Use **aligned design** to sketch a learning sequence
✓ Reflect on the dynamics of **inclusive teaching**
✓ Brainstorm **interactive** teaching and learning activities
✓ Discuss strategies for more **transparency** in our assignments
✓ Remember some **syllabus** basics
✓ Troubleshoot concerns and issues
What are some characteristics of engaged students?
“Learning is not a spectator sport. Students do not learn much just be 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
What factors shape student engagement?

- Information & Ideas
- Environment
- Reflection
- Value
- Experiences
- Self-Efficacy

References:


Checklist for Planning

**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

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

- **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.]
Aligned “Backward” Design

- **Goals**: What will students learn?
- **Learning Outcomes**: What should students know or be able to do?
- **Summative Assessment**: What evidence will demonstrate student learning?
- **Formative Assessment**: How can students get feedback about their learning?
- **Activities**: How will you help students meet goals?

What kinds of learning goals? (Fink)

- **LEARNING HOW TO LEARN**
  - Becoming a better student
  - Inquiring about a subject
  - Self-directing learners

- **FOUNDATIONAL KNOWLEDGE**
  - Understanding and remembering:
    - Information
    - Ideas

- **CARING**
  - Developing new:
    - Feelings
    - Interests
    - Values

- **HUMAN DIMENSIONS**
  - Learning about:
    - Oneself
    - Others

- **APPLICATION**
  - Skills
  - Thinking:
    - Critical, creative & practical thinking
    - Managing Projects

- **INTEGRATION**
  - Connecting:
    - Ideas
    - People
    - Realms of life

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 do students engage 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?
   [Connect key concepts and theories of the critical social sciences to relevant local issues]

2. How do students demonstrate what they know or can do?
   [They can write a research-based, rhetorically-effective Op-Ed]

3. How do students prepare for demonstrating their knowledge or skills?
   [observe model demonstrations by instructor; read and assess sample Op-Eds; discuss and debate ideas; practice writing – including creative flare; engage in research] [not to mention: identify problems; appraise-critique-propose potential solutions]

4. How do students engage the content they’ll be using?
   [Readings, lectures, videos, database searches]
Instructor Planning Steps

1. **What should students know or be able to do?**
   (i.e. What is the learning outcome?)

2. **How do students demonstrate what they know or can do?**
   (i.e. What kind of assessment?)

3. **How do students prepare for demonstrating their knowledge or skills?**
   (i.e. What kinds of experiences – activities, interactions, etc.?)

4. **How do students engage the content they’ll be using?**
   (i.e. How exposed to – retrieve or receive – the content?)
How to integrate it all?
### How to integrate it all?

<table>
<thead>
<tr>
<th>Date:</th>
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<table>
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<th>Topic:</th>
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<table>
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<tr>
<th>Learning Objectives:</th>
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</table>

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

<table>
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<tr>
<th>Preparatory Activities/Readings:</th>
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<table>
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<tr>
<th>Learning Assessments:</th>
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<table>
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<tr>
<th>Learning Activities:</th>
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<tr>
<th>Detailed Session Outline:</th>
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</table>

  - Content Prompt/Hook:

    - Warm-Up Activity:
What is “inclusive teaching”?

Think: What does inclusive teaching mean to you?

Pair: What do you and your discussion partner agree about? What is different in your thinking?

Share: Who has insights to share with us?
The work of “inclusive teaching” acknowledges:

- A range of definitions (as opposed to consensus) for "inclusive teaching" – we use UO's definition
- The positionality and lineage of scholars doing this work, including instructors at UO.
- The history of exclusion designed into our educational systems
- Our positionality as participants and facilitators
At the level of the classroom, inclusivity refers to the philosophy and pedagogy of engaging and valuing every student, and seeking to enhance the relational dynamics of the class as a whole, by intentionally attending not merely to the intellectual but also to the social and emotional climate of the classroom.

Educator Reflection Questions:

Who am I? What assumptions do I make about teaching and learning?

Who are my students? What strengths, anxieties, identities, etc. do they bring?

What content will I convey? Does my course reflect the diversity of the field, discipline, etc.?

What teaching methods will I employ? Am I using a range of strategies to engage students?

How are relevant contexts shaping my course? How should I bring such contexts into the class?

What do I know and believe about power, inequality, and equity in education?
To those of you who sit here a little bemused and I hope very proud, I speak to you as a poet whose role is always to encourage the **intimacy of scrutiny**. For I believe that as each one of us learns to bear that intimacy, those worse fears which rule our lives and shape our silences begin to lose their power over us.

The quality of light by which we scrutinize our lives has direct bearing upon the product which we live, upon the changes which we hope to bring about through those lives. It is within this light that we form those ideas by which we pursue our magic and make it realized.

**Audre Lorde**


Inclusive to Anti-Oppressive Teaching Continuum
A few specific examples

**Content**
What do I teach?
- Representational Diversity:
  - Content, examples, images

**Methods**
How do I teach?
- Transparent Assignment Design:
  - Purpose, task, criteria
- Student Survey:
  - Interests, goals, experience

**Students**
Who are they?
- Self-Presentation:
  - Interests, passion, background
- Student Reflections:
  - Intersectional identities; relationship to power; assumptions / perceptions shifts
- Visible Public Projects:
  - Embodys conflicts to explore differences and power; public advocacy projects

**Instructor**
Who am I?
- Self-Presentation:
  - Interests, positionality, journey to knowledge
- Structured Difficult Dialogues:
  - Inquiry roles, class power dynamics, reflection
- Student Literacy Narratives:
  - Projects document shifts in understanding of identities, relationship to power, assumptions / perceptions
- Co-Creating Content:
  - Students help shape learning outcomes and help select or create course content
- Centering BIPOC Work:
  - Scholarship, perspectives, cultural production
- Self-Presentation:
  - Interests, positionality, meta-knowledge, pedagogy choices
Black Thought Matters:
A Challenge to Educators to Include Black Thought Across the Curriculum

An Initiative created by Dr. Camisha Russell
“I haven’t had a single Black teacher in any of my classes.

You can feel much more comfortable reaching out to somebody who’s more like you.”

-Donovan Jones, third year UO business student
Black Thought Matters

1. The seeming disposability of Black life rests on many deep-seated notions of Black inferiority like the idea that Black people are drains on “civilized” society, rather than important contributors to it. Highlighting Black thought as a sustained and pervasive contribution to the world challenges that notion.

2. For most Black students at UO, Black professors are a rarity. The presence of Black thought on most of their syllabi will show them that they, too, can become experts.

3. Identifying Black thought will require academics to learn more about the histories and current states of their discipline with respect to racial diversity (or lack thereof).

4. Spreading Black thought will get large numbers of people within the university visibly involved in one concrete anti-racist action.
How do we convey the goals and concerns of a course so that they invite students to connect their own goals and concerns?

How does the architecture of your course – the syllabus, contact details, course description, policies, etc. – embody and communicate these?
Welcome to ENVS 345: Environmental Ethics

Click here for Map to find our classrooms: Knight Library Room 411

COURSE FAQ - Just point and click

<table>
<thead>
<tr>
<th>What is the purpose of this course?</th>
<th>What are the learning goals for this course?</th>
<th>What materials and books do I need for this course?</th>
<th>How do I contact my instructors?</th>
<th>What are the requirements and grades for this course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the course schedule of activities and deadlines?</td>
<td>What are the expectations for participation in this course?</td>
<td>What are the policies that guide this course?</td>
<td>What resources are available to help me learn and succeed?</td>
<td>Where is the full syllabus for download?</td>
</tr>
</tbody>
</table>

What do I need to do each week? - Just point and click

<table>
<thead>
<tr>
<th>Week One: Jan. 8-12</th>
<th>Week Two: Jan. 15-19</th>
<th>Week Three: Jan. 22-26</th>
<th>Week Four: Jan. 29-Feb. 2</th>
<th>Week Five: Feb. 5-9</th>
</tr>
</thead>
</table>
Who are my students?
What are their goals and concerns?

Does anyone have a great day one question you ask students to learn more about them?
Sample question: “What three words most characterize the best teachers you've ever had at any level of your learning?”
Who are my students?
What are their goals and concerns?
Who are my students?
What are their goals and concerns?

Other sample questions:

- What aspect(s) of your teaching are you currently most focused on changing, improving, enhancing, etc.?

- Given your own experience as a student, and your current understanding of your discipline or field, what three intellectual skills do you feel are most essential for students to learn in order to be successful in courses within your discipline or field?
How do we get to know students?

- Surveys
- Student feedback
- Check-ins
- Office support hours
- Other ideas?
What can students “do” actively to learn?
What does **Active Learning** involve?

- **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
  - “Rich learning experiences”

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Example: Quick Engagements

- What Do You Think?
- Believing and Doubting
- Idea on Trial
- Directed Paraphrasing
Example: Contribution Journals

Daily (or weekly) in-class writing reflections

• 1-2 content-based questions that "warm up" thinking for discussion, e.g.:
  • How would you describe settler colonialism to a friend?
  • What do you think Pulido means when saying certain communities in Flint are "disposable"?

• 1-2 learning reflection questions that "wrap up" the class, e.g.:
  • What did you find most interesting or significant or challenging today?
  • What might you do to come more prepared for the next class?
Example: Key Issue Profiles
Other ideas?
You are asking us to do what?
What is transparency?

Transparency in Learning and Teaching in Higher Education
(TILT Higher Ed)

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
WHAT STUDENTS CAN DO:

Before you begin working on an assignment or class activity, ask the instructor to help you understand the following. (Bring this document to help frame the conversation.)

Purpose
- Skills you’ll practice by doing this assignment
- Content knowledge you’ll gain from doing this assignment
- How you can use these in your life beyond the context of this course, in and beyond college

Task
- What to do
- How to do it (Are there recommended steps? What roadblocks/mistakes should you avoid?)

Criteria
- Checklist (Are you on the right track? How to know you’re doing what’s expected?)
- Annotated examples of successful work
  (What’s good about these examples? Use the checklist to identify the successful parts.)
<table>
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<tr>
<th>X</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION and CONCLUSION</strong> (Background History/Thesis Statement)</td>
<td>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 reiterates the importance of the thesis.</td>
<td>Introduction creates interest. Thesis states the position. Conclusion effectively summarizes the topic.</td>
<td>Introduction adequately explains the background, but may lack detail. Thesis states the topic, but key elements are missing</td>
<td>Background details are a random, unclear collection of information. Thesis is vague and unclear. Conclusion is not effective and does not summarize main points.</td>
</tr>
<tr>
<td><strong>MAIN POINTS</strong> (Body Paragraphs)</td>
<td>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.</td>
<td>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.</td>
<td>Three or more main points are present, but lack details in describing the event. Little descriptive language is used.</td>
<td>Less than three ideas/main points are explained and/or they are poorly developed. The story tells; it doesn't show</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong> (Structure and Transitions)</td>
<td>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.</td>
<td>Logical progression of ideas. Transitions are present throughout the essay, but lacks variety.</td>
<td>Transitions are present at times, but there is very little variety.</td>
<td>Writing is not organized. The transitions between ideas are unclear or non-existent.</td>
</tr>
<tr>
<td><strong>STYLE</strong> (Sentence Flow, Variety, Diction)</td>
<td>Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well chosen.</td>
<td>Writing is clear and sentences have varied structure. Diction is consistent.</td>
<td>Writing is clear, but could use a little more sentence variety to make the writing more interesting.</td>
<td>Writing is confusing and hard to follow. Contains fragments and/or run-on sentences.</td>
</tr>
<tr>
<td><strong>MECHANICS</strong> (Spelling, Punctuation, Capitalization)</td>
<td>Punctuation, spelling, and capitalization are all correct. No errors.</td>
<td>Punctuation, spelling, and capitalization are generally correct with few errors (1-2)</td>
<td>There are only a few (3-4) errors in punctuation, spelling, and capitalization.</td>
<td>Distracting errors in punctuation, spelling, and capitalization.</td>
</tr>
</tbody>
</table>

**Introduction/Conclusion**

**Main Points/Body Paragraphs**

**Organization**

**Style**
# How to assess with more transparency?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>High Proficiency</th>
<th>Proficiency</th>
<th>Developing Proficiency</th>
<th>Some Proficiency</th>
<th>No / Limited Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Thesis is refined, provocative, and engages the prompt with fresh insight</td>
<td>Thesis is clear, reasonable, and addresses the prompt meaningfully</td>
<td>Thesis is fairly clear and refers adequately to the prompt</td>
<td>Thesis is somewhat vague and/or loosely related to the prompt</td>
<td>Paper lacks a discernable thesis and/or thesis does not address the prompt</td>
</tr>
<tr>
<td>Ideas and Reasoning</td>
<td>Demonstrates engagement, offers pertinent observations and thorough analysis and skillful synthesis of ideas with considerable insight</td>
<td>Demonstrates engagement, offers pertinent observations and solid analysis and synthesis of ideas with insight</td>
<td>Demonstrates engagement, offers solid observations and mostly clear explanation of ideas with some insight</td>
<td>Shows some engagement and offers basic observations but provides limited explanation of ideas and little or no insight</td>
<td>Shows minimal engagement with topic, lacks even basic observations, or provides insufficient explanation of ideas and/or mere plot summary</td>
</tr>
<tr>
<td>Support and Evidence</td>
<td>Integrates imaginative and compelling supporting evidence; details/examples are germane and original; secondary source(s) is clearly connected and relevant</td>
<td>Integrates accurate and mostly convincing supporting evidence; details/examples are often specific and appropriate; secondary source(s) is reasonably connected and relevant</td>
<td>Provides supporting evidence that is mostly appropriate but is occasionally vague; details/examples are sometimes specific but more often general; secondary source(s) is fairly connected and relevant</td>
<td>Provides limited supporting evidence that is frequently vague or inappropriate; details/examples are overly broad or general and rarely specific; secondary source(s) is loosely connected or relevant</td>
<td>Provides inadequate, inaccurate, and/or irrelevant supporting evidence; details/examples are missing or cryptic; secondary source is missing or inappropriate</td>
</tr>
<tr>
<td>Organization and Focus</td>
<td>Organizes information and ideas with a high degree of coherence and unity; transitions are smooth and effective</td>
<td>Organization is clear, focused and logical; transitions flow reasonably well and are appropriate</td>
<td>Occasional lapse(s) in focus and/or sequencing of ideas; transitions sometimes abrupt or illogical</td>
<td>Frequent loss of focus and logical sequencing of ideas; transitions often missing or illogical</td>
<td>Lacks clear sense of direction or organizational plan is inappropriate; no transitions</td>
</tr>
<tr>
<td>Language and Style / Spelling and Grammar</td>
<td>Language and style are sophisticated, well-crafted, and engaging with a strong sense of purpose</td>
<td>Language and style are effective and demonstrate a clear sense of purpose</td>
<td>Language and style are occasionally ineffective, but demonstrate a basic sense of purpose</td>
<td>Language and style are frequently ineffective and demonstrate limited sense of purpose</td>
<td>Demonstrates a lack of competence in the use of language and style and/or has no clear purpose</td>
</tr>
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</table>

| Rating Average | | | | | |
Agrifood Op-Ed

Please open this assignment instructions sheet for details. Also, here is the slide instructor Schreiner discussed in class regarding confusion about the role of the hypothetical situation in your paper.

This assignment is due as a Word or PDF file on Canvas by 11:59 pm on Monday, April 29. Your section GE Instructor may also require a print copy (details to be arranged).

If you have questions or need assistance, please contact your section GE Instructor. You can also contact instructor Schreiner with questions. Please also consider visiting us during our office support hours.

Points: 3.0

Submitting: a file upload

File Types: doc, docx, and pdf

VeriCite: VeriCite has been enabled for this assignment.

<table>
<thead>
<tr>
<th>Due</th>
<th>For</th>
<th>Available from</th>
<th>Until</th>
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<tbody>
<tr>
<td>Apr 29</td>
<td>Everyone else</td>
<td>Apr 18 at 8 pm</td>
<td>May 3 at 11:59 pm</td>
</tr>
<tr>
<td>May 26</td>
<td>1 student</td>
<td>Apr 18 at 12 pm</td>
<td>May 26 at 11:59 pm</td>
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</tbody>
</table>

Agrifood Op-Ed Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
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<tbody>
<tr>
<td>Problem Identity</td>
<td>1.0 pts - The problem is clearly identified, specific, and pertinent.</td>
<td></td>
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<tr>
<td></td>
<td>0.5 pts - The problem is fairly clear, specific, and pertinent.</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>0.0 pts - The problem is missing.</td>
<td>0.0</td>
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<tr>
<td>Problem Description</td>
<td>4.0 pts - The description is especially clear.</td>
<td>4.0</td>
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<td></td>
<td>3.0 pts - The description is clear, focused, and adequate.</td>
<td>3.0</td>
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<tr>
<td></td>
<td>2.0 pts - The description is partially clear, focused, and adequate.</td>
<td>2.0</td>
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<tr>
<td></td>
<td>1.0 pts - The description is vague, lacks focus or off-topic.</td>
<td>1.0</td>
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</table>
And Course Policies?

“I TURNED IN MY HOMEWORK TWO DAYS LATE, BUT NORMALLY IT’S FOUR DAYS LATE, SO TECHNICALLY IT’S EARLY!”
I have come to believe over and over again that what is most important to me must be spoken, made verbal and shared, even at the risk of having it bruised or misunderstood.... Your silence will not protect you.... What are the words you do not yet have? What do you need to say? What are the tyrannies you swallow day by day and attempt to make your own, until you will sicken and die of them, still in silence?... The fact that we are here and that I speak these words is an attempt to break that silence and bridge some of those differences between us, for it is not difference which immobilizes us, but silence. And there are so many silences to be broken.

Audre Lorde
Teaching Engagement Program

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

tep@uoregon.edu

teaching.uoregon.edu