Strategies for Discussion Leaders
(Choose one session.)
Facilitator: Jason Schreiner, TEP
Week 1: Thursday, September 30
2:00-4:00pm, 475 McKenzie
Week 2: Thursday, October 7
3:00-5:00pm, 64 PLC
Week 3: Thursday, October 14
2:00-4:00pm, 51 PLC
This two-hour workshop is designed to teach strategies for creating lively and fruitful conversations that help students enjoy class time, build critical thinking skills and understand the fundamental questions of the course. We will identify the thinking and argumentation skills your students should be practicing, learn common questions and prompts that address these skills, review a grab-bag of discussion activities (ice-breakers, fishbowl, “think, pair, share”, consensus, brainstorm, etc.), and design discussion-based lesson plans. Even if you don’t yet know what specific discussion you’ll be leading, you’ll leave this workshop with a small arsenal of activities that will get them listening and talking!

Educational Technology Reading Group
Thursdays beginning Week 1
(every two weeks starting September 30--bring your lunch!) 12:00-1:00pm, EMU Collaboration Center
Join colleagues to discuss current “hot button” educational technology topics. We will share articles, book chapters, etc. exploring educational implications of technology for both students and instructors. Past meetings have covered topics such as mobile technology in education, online student research publications, and library and information technology collaborations.
Week 1: September 30
Collaborative Learning and Technologies lead Nargas Oskui, CMET Consulting.
Week 3: October 14
Week 5: October 28
Week 7: November 11
Finals Week: December 9

The Interactive Lecture
(Choose one session.)
Week 2: Wednesday, October 6
2:00-4:00pm, PLC 51
Week 3: Wednesday, October 13
9:00-11:00am, PLC 51
Facilitator: Jason Schreiner, TEP
Are you and your students tired of the same old lectures? Are you looking for ways to spice up your presentations and make them more effective?
In this two-hour workshop we will examine what research tells us about the pros and cons of lecture and discuss the benefits of adopting a more interactive lecture style. Interactive lectures engage students as active learners and promote deeper thinking. We will explore a range of activities that can enliven your classroom and will also consider the challenges of including more interactivity in a traditional lecture class. We will practice several techniques, and you will leave the workshop having designed specific activities for use in your courses.

Scientific Teaching Reading Group
Weeks 2-8: Fridays
11:00am-12:00pm, 51 PLC
Facilitator: Elly Vandegrift, TEP
The idea for a reading group/journal club concentrating on science education research publications arose during a winter 2010 Scientific Teaching workshop. The electronic reading list will include Why not try a scientific approach to science education (Wieman 2007) and A new approach...

To register for any of these events, contact Georgeanne Cooper: gcooper@uoregon.edu

Introduction: The purpose of science education is no longer simply to train that tiny fraction of the population who will become the next generation of scientists. We need a more scientifically literate populace to address the global challenges that humanity now faces and that only science can explain and possibly mitigate, such as global warming, as well as to make wise decisions, informed by scientific understanding, about issues such as genetic modification.


Introduction: Modern society faces increasingly complex problems. To address these problems, higher education needs to produce a new type of scientist — one who understands a broad range of disciplinary approaches, is able to ask creative questions, and is trained to answer those questions with a wide range of tools.


Introduction: [A] systematic approach to designing significant learning experiences, often referred to as the “backward design process,” has been popularized by Wiggins and McTighe (1998) and is included as a central feature of Fink’s model for integrated course design (Fink, 2003). The process is referred to as backward because it starts with a vision of the desired results. The design process then works backward to develop the instruction.


Abstract: In this essay, I review the evidence that creativity is not a single hard-to-measure property. The creative process can be explained by reference to increasingly well-understood cognitive skills such as cognitive flexibility and inhibitory control that are widely distributed in the population. I explore the relationship between creativity and the higher-order cognitive skills, review assessment methods, and describe several instructional strategies for enhancing creative problem solving in the college classroom.

Week 6: Group choice from selected articles.

Week 7: Group choice from selected articles.


We live in a time when the seeds of change in science education have borne fruit all around us. The rhetoric of the calls for change issued by national scientific societies and agencies is supported by the reality of compelling examples of change, accomplished by scientists who have rethought the way they teach, the way they think about teaching, and the way they define themselves as science educators (Handelsman et al., 2004; Project Kaleidoscope, 2004).

**Teaching Critical and Creative Thinking**

(Choose one session.)

Week 4: Wednesday, October 20
1:30-3:30pm, 51 PLC

Week 8: Tuesday, November 16
1:30-3:30pm, 51 PLC

Facilitator: Jason Schreiner, TEP

Critical and creative thinking are important skills to develop for success in nearly every discipline. Yet too often we assume that students arrive in our classes already possessing an aptitude for critical thinking and the ability to be creative in their engagement with course material. In this two-hour workshop we will explore how to promote the development of critical and creative thinking as a central focal point in your course. We will examine key characteristics of critical and creative thinkers and discuss various approaches for promoting critical and creative thinking in the classroom. Participants will have the opportunity to design critical and creative thinking exercises or projects for their courses.

**iClicker Introduction:**

*Creating Classroom Interaction*

Week 4: Thursday, October 21
4:00-5:00 pm, Room: TBD

Presenter: Dustin Jensen,
Regional Technology Specialist, iClickers

Please join us to learn how iClicker can significantly change the way you and your students interact by enabling you to assess your students’ knowledge, keep their attention, provide immediate feedback, and encourage all students to participate. We will provide a detailed demonstration to help you better understand how iClicker enhances the teaching and learning environment. We will show you how easy iClicker is to use, how to poll your students, use peer instruction, grade responses, give short quizzes, and more.
Transmedia: Student Learning Across Media Platforms
Week 7: Tuesday, November 9
3:00-4:30pm, 175 McKenzie Hall
Panelists: Doug Blandy, Architecture and Allied Arts and Arts Administration; John Fenn, Arts Administration
Transmedia storytelling involves an analysis and application of how old and new media merge the aesthetics of technology and popular culture. Within the classroom this storytelling process takes cultural theory into the practice of working with mass media and new media audiences.

Teaching Through an Educational Novel
Week 7: Thursday, November 11
3:00-4:30 pm, Room TBA
Presenters: Anne Maggs, Tim Berquist, Northwest Christian University
Anne Maggs, Associate Professor at Northwest Christian University, wrote an educational novel as the primary text for a new, online class. The web-based assignments were developed using data drawn from a survey given in Professor Dave Dusseau's introductory business class which uses a game simulation. The assumption was that the simulation created a "micro-environment" which would be similar to the use of a novel as the primary text.

The new, online class was based on four innovative features: 1) the novel, 2) the use of hypertext design features to direct attention, 3) interactive assignments using a workbook, and 4) a student-authored final chapter. The presentation explains the student-centered pedagogy used to develop the class which is based on the “Cutting Edge” course design tutorial and the USDOE’s (2009) meta-analysis of online learning. Maggs and Bergquist will discuss the results of pre- and post-testing, student evaluations, and issues of transferability.

Assessment in Scientific Teaching
Week 8: Wednesday, November 17
10:00am-12:00pm, 51 PLC
Facilitator: Elly Vandegrift, TEP
In this two-hour workshop, participants will discover how assessment drives student learning, can be more than grades, and provides feedback to both the instructor and students about learning. We will discuss techniques and resources for creating assessment tools that can be used to evaluate student learning, evaluate teaching, and guide changes in student behavior. Participants will leave the workshop with an action plan for assessment in their courses.

Basic Teaching Skills
(Leading a Discussion or Lab Section)
Finals Week: Thursday, December 9
9:00am-4:00pm, 72 PLC
Facilitator: Jason Schreiner
Activities and materials focus on: getting students to prepare and participate, facilitating discussions, promoting critical thinking, using group work, grading, managing your class, and preparing for exams.

To register for any of these events, contact Georgeanne Cooper: gcooper@uoregon.edu

Artwork compliments of Kathy Heerema.