Strategies for Discussion Leaders
Week 2: Wednesday, 4/11; 2:00pm-4:00pm
122 Knight (Collaboration Center)
Facilitator: Jason Schreiner, TEP
To register, email jschrein@uoregon.edu

Learn 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 discuss strategies for addressing common problems that often arise in class discussions. 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!

Make the Difference: Ways You Can Help Struggling Students Succeed
Week 4: Wednesday, 4/25; 11:00am-noon
122 Knight (Collaboration Center)
Refreshments included!
Facilitators: Amy Nuetzman, Becky Dusseau, Elly Vandegrift, Jennifer Geller, TLC
To register, email jschrein@uoregon.edu

In what ways can I help students who are not feeling confident that they can handle the class? How do I judge when to tell a student that dropping the class may be the best decision? What if he wants to continue even though it looks like he will fail? How do I draw boundaries on how much help to give a student who is struggling?

Experts from the Teaching and Learning Center will answer your questions and provide a packet of handouts designed to help students who are struggling in your courses.

TEATalks: Technology, Tips, and Teaching!
Weeks 2-10: Fridays, 3:00-4:00pm
175 McKenzie Hall (Collaboration Center)
Facilitator: Robert Voelker-Morris, TEP
To register, email rmorris1@uoregon.edu

Join us Friday afternoons for tea, snacks, and conversations with faculty and IT support consultants about working with educational technology in innovative ways. Technologies showcased include using tablets in the classroom, article citation and categorizing with Mendeley, and using VoiceThread for online interactive collaborative presentations.

Writing a Statement of Teaching Philosophy
Week 4: Thursday, 4/26; 1:00-2:00pm
Week 6: Thursday, 5/10; noon-1:00pm, 51 PLC
Facilitator: Jason Schreiner, TEP
To register, email jschrein@uoregon.edu

Teaching statements are often an essential element of job applications for academic positions and for promotion and tenure review. This workshop will review formats and best practices for writing a statement of teaching philosophy. You will begin the writing process and leave with a draft outline of your statement. Graduate students or adjunct instructors who plan to apply for academic positions and newly-hired faculty will benefit from this workshop.

Developing a Teaching Portfolio
Week 3: Thursday, 4/19; noon-1:00pm
Week 5: Wednesday, 5/2; 11:00am-noon, 267B Knight
Facilitator: Jason Schreiner, TEP
To register, email jschrein@uoregon.edu

A teaching portfolio is a brief, factual description of your teaching activities that highlight what is unique or effective about your approach to teaching. Teaching portfolios are used at some colleges and universities across the nation for hiring and for promotion and tenure review. This workshop will present how to develop and maintain a teaching portfolio, including e-portfolios. You will begin to outline your portfolio and have an opportunity to schedule times for ongoing support. Graduate students or adjunct instructors who plan to apply for academic positions and newly-hired faculty will benefit from this workshop.

Teaching to Increase Science Literacy: A Panel Discussion with Professors from UO’s Science Literacy Program
Week 7: Monday, 5/14; 4:00-5:00pm, 22 Science Library
Facilitators: Julie Mueller, TEP; Judith Eisen, Biology; Michael Raymer and Raghuveer Parthasarathy, Physics; and Samantha Hopkins, Geosciences.
To register, email jmueller@uoregon.edu

Science literacy is becoming increasingly important for citizens as more science and technology-related issues face society. What can you do to foster science literacy in your students? Professors associated with the UO Science Literacy Program teach 100-level courses for non-science majors. These courses are designed to improve scientific awareness and general science literacy by enhancing competence in and appreciation of science. Join our faculty panel for a discussion of the methods they have used in designing and modifying courses to enhance science literacy.
Prezi: Helping Students Connect the Dots and See the Big Picture
Week 7: Wednesday, 5/16; 1:00-2:30pm, 267B Knight
Facilitator: Jason Schreiner, TEP
To register, email jschrein@uoregon.edu
Take your classroom and conference presentations to a new level with Prezi, software based on the idea that we neither think nor learn in a linear format. Prezi is completely interactive. You can create presentations that allow your students to see the big picture and also zoom in for more details. You can facilitate in-class brainstorming discussions and create assignments that send your students searching for answers. In this hands-on TEP workshop, you will learn how to use Prezi as a dynamic teaching tool, how to convert your PowerPoint or Keynote slides into Prezi. Computers provided.

Reaching Students Through the Virtual Discussion Section
Week 7: Thursday, 5/17; noon-1:00pm, 22 Science Library
Facilitators: Julie Mueller, TEP, and Randy Sullivan, Department of Chemistry
To register, email jmueller@uoregon.edu
Do you feel your students need more instructional time for guided problem-solving and asking questions? However, is there no money in the budget for multiple GTF-led discussion sections? Maybe a virtual discussion section is right for you. Developed for the General Chemistry sequence by Randy Sullivan, Instructor and Lecture Demonstrator in the Department of Chemistry, the virtual discussion section uses Justin.tv to stream live audio and video of the instructor over the internet to interested students from the lecture class. Students can ask questions via email, phone/text, or anonymously via the chat function provided with Justin.tv. They can chat with each other as well. The virtual discussion section is recorded and available for subsequent viewing. The service has been well-used and student response has been favorable. Learn more about virtual discussion sections from Randy Sullivan in this workshop.

How Learning Works
Week 7: Thursday, 5/17; 2:30-4:30pm
122 Knight (Collaboration Center)
Refreshments included!
Facilitator: Sierra Dawson, Human Physiology
To register, email jschrein@uoregon.edu
Shouldn’t the research on how students learn drive the way you teach? Join us for a discussion built on Ambrose and colleagues’ book that pairs the research on learning with specific strategies for teaching. Topics will include activation of student’s prior knowledge, organization of thought, the science of motivation, how practice and feedback lead to learning, and development of self-directed learners, to name a few. Participants will walk away with specific strategies that they can implement in their classrooms immediately.

Making Research Visible
Week 8: Tuesday, May 22; 3:00-4:30pm
Studio A Knight
Facilitators: Andrew Bonamici, University Libraries, Audrey Cramer, Office of Multicultural Academic Success, and Student/Faculty Panel
To register, email rmorris1@uoregon.edu
"When I visited the UO and walked across campus for the first time, I wondered what faculty did in those large buildings, when they weren’t teaching but still working—in their offices and labs. I wanted to know what was happening behind all those closed doors. I was curious, intrigued by the invisible part of a university…” New UO student (excerpted from the McNair Scholars Symposium program).
Research is an integral part of the college experience, but what are the best ways to foster strong undergraduate research agendas? In this panel discussion faculty and students will discuss their experiences in mentoring and participating in significant and original undergraduate academic research, scholarship, and creative expression. We will discuss the benefits and challenges of combining academic research with classroom instruction, and mentoring undergraduate scholars.

Teaching as a Sole Instructor
Week 10: Friday, 6/8; 9:00am-4:00pm, 267B Knight
Facilitator: Jason Schreiner, TEP
To register, email jschrein@uoregon.edu
Will you be teaching your first solo class this summer? Are you an adjunct who has been hired as a professional in the field and lack university teaching experience? This workshop is for sole or co-instructors, although GTF section leaders will also benefit. Activities and materials focus on: getting to know students, empowering students to prepare and participate, facilitating discussions, promoting critical thinking, using group work, grading, managing your class, and preparing for exams. We will also look at strategies for handling the unique nature of an intensive summer school course.