

Conversation Starters for Specific, Supportive, Formative Teaching Talks

- [inviting satisfaction] Are you enjoying your teaching? What characterizes your most joyful, or enlivening, or best classroom moments? What's one thing you could do to build on that aspect of teaching you enjoy?
- [addressing structural impediments] Do any particular constraints—time, class size, student preparation, classroom space, a sense of feeling supported, the chance to observe colleagues—hold you back from things you'd like to try?
- [instilling inclusive teaching] How are you working to create inclusive learning environments where all students belong and have a voice?
- [instilling engaged teaching] We see reflection and change over time as marker of excellence. How do you continue to learn and grow as an educator; what specific goals do you have for your own development? What did you implement from the teaching development activity you participated in?
- [instilling research-led teaching] How do you infuse your course with research, scholarship or creative activities? Have you taken the TEP Faculty Self Assessment Guide or the Carl Weiman Science Education Initiative's Teaching Practices Inventory to self-assess regarding your use of evidence-based teaching practices? What are you doing well? What might you want to add more of?
- [specific teaching contexts]
I know you're teaching [about race and power/with active learning methods/a large course/a UO Core Education Course/etc.]. With this teaching comes particular challenges, I know. How do you think about [students' cognitive dissonance/resistance to active learning/sense of presence vs. anonymity/motivation]?