

Sierra Dawson, Assistant Vice Provost , Academic Affairs
Lee Rumbarger, Director, Teaching Engagement Program

Teaching Excellence at UO





TEP TEACHING
ACADEMY

ACTIVE ENGAGED INCLUSIVE RESEARCH-LED

**Leveraging faculty leadership, enlivening
UO's teaching and learning culture.**

UO Science Literacy Program, UO Libraries,
Office of the Provost and Academic Affairs,
Office of the Vice Provost and Dean for Undergraduate Studies

Table Facilitators

Jason Schreiner, Assistant Director for Graduate Program,
Teaching Engagement Program

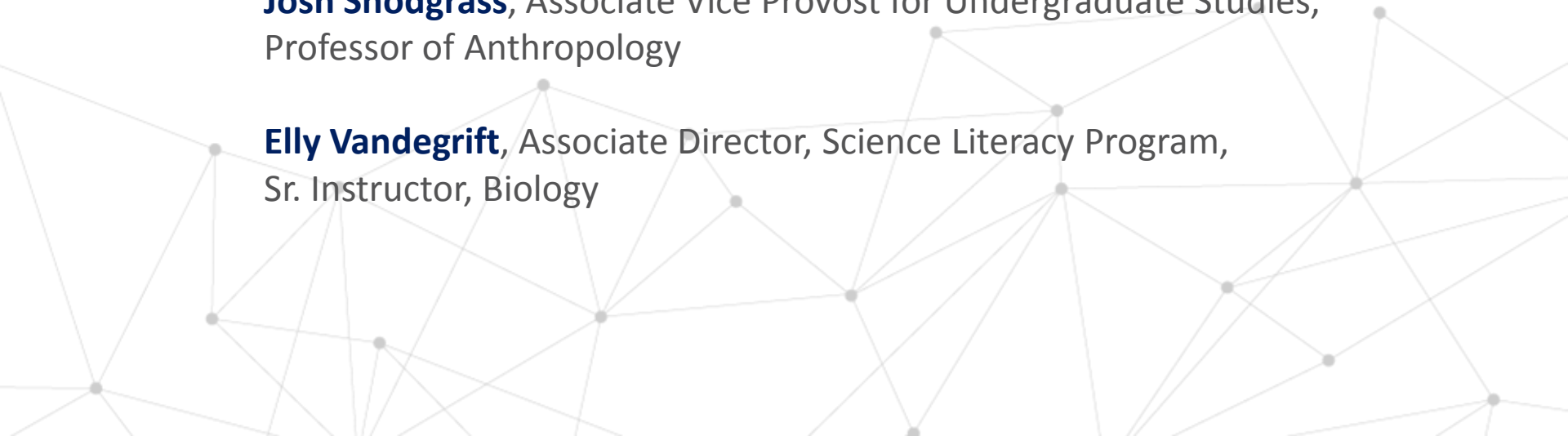
Ron Bramhall, Associate Vice Provost for Academic Excellence

Helen Chu, Associate Dean of Libraries and Chief Academic
Technology Officer

Robert Voelker-Morris, Faculty Technology Consultant,
Teaching Engagement Program

Josh Snodgrass, Associate Vice Provost for Undergraduate Studies,
Professor of Anthropology

Elly Vandegrift, Associate Director, Science Literacy Program,
Sr. Instructor, Biology



What does 'excellent' teaching at UO mean?

Inclusive :: Engaged :: Research-Led



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.**

--*Rhonda Magee*, "The Way of ColorInsight: Teaching and Learning Race and Law Through Mindfulness-Based ColorInsight Practices," *Georgetown Law Journal of Modern Critical Race Perspectives* (2015)

Inclusive

To measure “engagement” is to measure **time inside and out of class devoted to educationally purposeful activities.**

“Today, teachers make extensive use of pedagogies designed to compel students’ **active engagement.** Grounded in advances in our understanding of how students learn, these pedagogies of engagement include frequent short-term feedback, writing across the curriculum, cooperative learning, and learning communities.”

--**Stephen Bowen**, senior fellow, Association of American Colleges and Universities

Engaged with colleagues and with **campus, national, and scholarly conversations about teaching and learning.**

Engaging, Engaged

**Inflected by UO's research mission and connected
to research on how people learn.**



Research-Led

Boyer Commission on Educating Undergraduates in the Research University (1998 Report)

R1's well-positioned to take advantage of synergies between research and teaching

But, R1's often fail their undergraduates because of their lack of commitment to undergraduate education, their inadequacies of linking research and teaching, and the presence of institutional reward systems that impede faculty investment in teaching

Must “take advantage of the immense resources of their graduate and research programs to strengthen the quality of undergraduate education, rather than striving to replicate the special environment of the liberal arts colleges.”

Research-Led

Scholarship of Teaching and Learning: “problem posing about an issue of teaching or learning, study of the problem through methods appropriate to the disciplinary epistemologies, applications of results to practice, communication of results, self-reflection, and peer review”

A

[Academe](#)
[Academic Medicine](#)
[Academic Psychiatry](#)
[Academic Writing](#)
[Academy of Educational Leadership Journal](#)
[Academy of Management Learning & Education](#)
[Accounting Education](#)
[ACM Transactions of Computing Educations](#)
[Across the Disciplines](#)
[Pedagogical Research](#)
[Action in Teacher Education](#)
[Active Learning in Higher Education](#)
[ADE Bulletin](#)
[ADFL Bulletin](#)
[Adult Education Quarterly](#)
[Advances in Health Science Education](#)
[Advances in Physiology Education](#)
[Agricultural Education Magazine, The](#)
[American Biology Teacher](#)
[American Educational Research Journal](#)
[American Journal of Distance Education](#)
[American Journal of Health Education](#)
[American Journal of Physics](#)
[American Statistician, The](#)

[Anatomical Sciences Education](#)
[Anthropology and Education Quarterly](#)
[Applied Measurement in Education](#)
[Art Education Journal](#)
[Pedagogical Research: Disciplinary](#)
[Arts and Humanities in Higher Education](#)
[Arts Education Policy Review](#)
[Asia-Pacific Journal of Teacher Education](#)
[Assessing Writing: An International Journal](#)
[Assessment & Evaluation in Higher Education](#)
[Astronomy Education Review](#)
[Australasian Journal of Educational Technology](#)
[Australasian Journal of University Community Engagement](#)
[Australian Journal of Environmental Education](#)
[Australian Mathematics Teacher, The](#)

B

[Babel](#)
[Bilingual Research Journal](#)
[Bioscene: Journal of College Biology Teaching](#)
[BioScience](#)
[Bioscience Education](#)
[BMC Medical Education](#)

[British Educational Research Journal](#)
[British Journal of Educational Psychology](#)
[British Journal of Educational Technology](#)
[British Journal of Religious Education](#)
[British Journal of Sociology of Education](#)
[Bulletin of the Council for Research in Music Education](#)
[Business and Management Education in HE: An International Journal](#)
[Business Case Journal](#)
[Business Education & Accreditation](#)
[Business Education Forum](#)

C

[Canadian Journal for the Scholarship of Teaching and Learning, The](#)
[Canadian Journal of Higher Education, The](#)
[Canadian Association for University Continuing Education](#)
[Canadian Modern Language Review, The / La revue canadienne des langues vivantes](#)
[Case Research Journal, The](#)
[CBE--Life Sciences Education](#)
[Change](#)
[Chemical Educator, The](#)
[Chemical Engineering Education](#)
[Chemistry Education Research and Practice](#)

[...]

Research-Led

Backward Design



Learning
Objectives

Formative
&
Summative
Assessment

Activities

ACTIVITY 1: Select a class sketch from Sierra’s human physiology course, “HPHY 111: The Science of Sex,” or Lee’s English course, “ENG 104: Intro to Fiction.” After reading the course objectives listed, answer the following questions based on the example course activities:

1. Which objective does the activity align with?
2. Which activities are formative assessment (low stakes; not necessarily graded; occur during the learning process; communicate to both faculty & student what students know and can do at this point)?
3. Which activities are summative assessment (in the gradebook; occur after the learning process is complete)?
4. Does anything surprise or intrigue you about the class activities?

BLOOM'S TAXONOMY

Understanding (comprehend, classify, convert, explain, summarize, predict, discuss, compare)

Applying (demonstrate, modify, arrange, solve, relate, apply, examine, classify, illustrate)

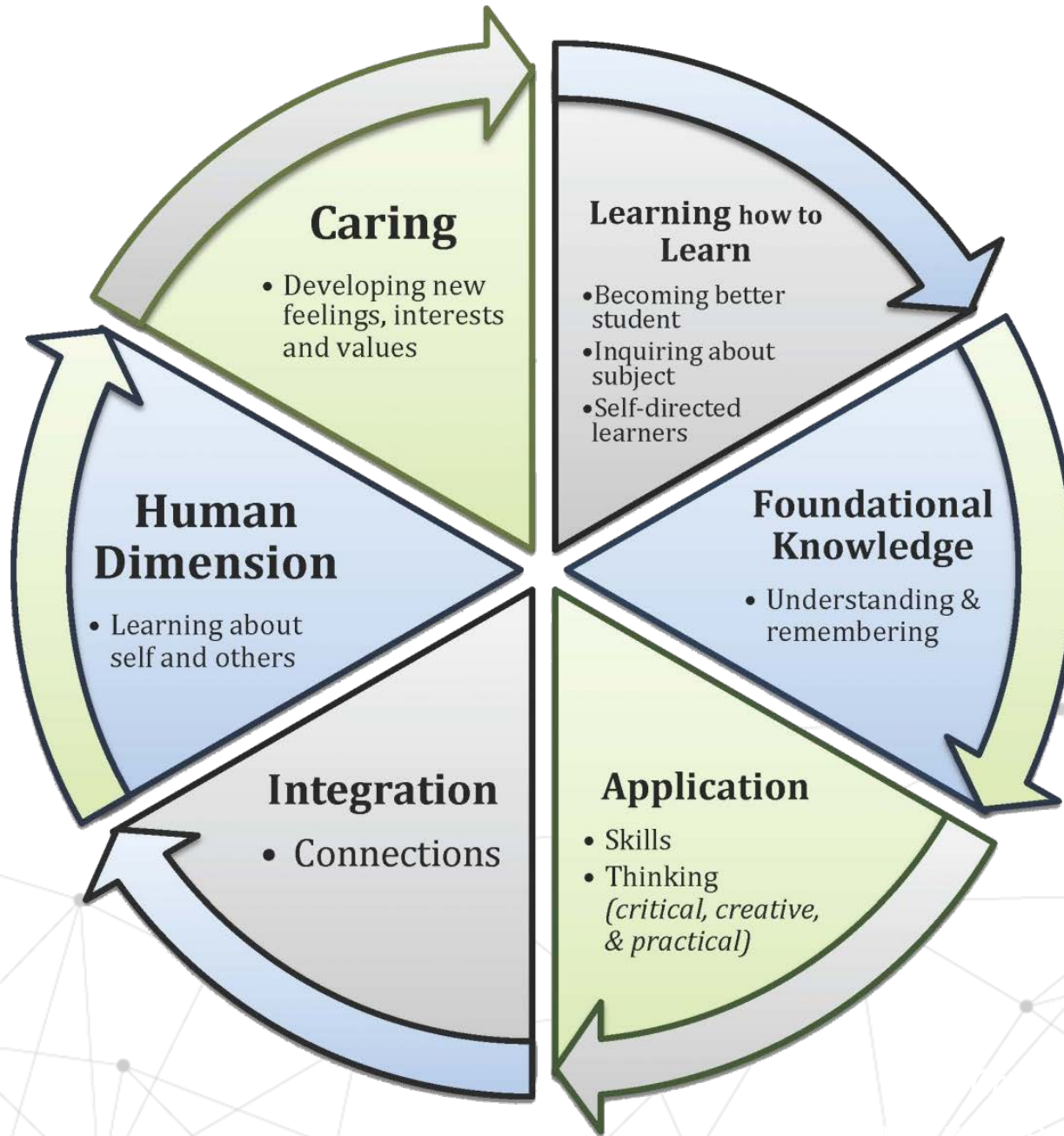
Analyzing (infer, estimate, order, separate, subdivide, distinguish, contrast, categorize)

Evaluating (critique, justify, discriminate, support, conclude, judge, verify, assess, argue)

Creating (synthesize, design, formulate, revise, construct, compose, invent, imagine, propose)

Bloom, B.S. Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc.(1956) Taxonomy revised by Lorin Anderson.

TAXONOMY OF SIGNIFICANT LEARNING



L. Dee Fink's
*Creating
Significant
Learning
Experiences*
[2003]

ACTIVITY 2: Write one or two student learning objectives for your own course

My student should be able to....



ACTIVITY 3: Trade learning objectives with someone at your table. For your partner, suggest an activity that might help their students reach that goal.



Welcome, New Faculty

Lee Rumbarger, September 14th, 2017

TEP is here to support you as a teacher and help foster an imaginative, resourceful, and connected teaching culture at the University.

You'll have us as backup throughout your UO career: join us to discuss course design nuts and bolts, or to breathe new life into a course you've taught for years. Our staff consults on best practices for responding to student work, integrating technology into the classroom, establishing classroom dynamics, interpreting student evaluations, writing teaching statements, developing truly innovative assignments, and more.

And you can come to TEP to seek more satisfaction from your teaching, to forge a multidisciplinary teaching community with other scholars, and to contribute to timely conversations about higher education.

Please contact tep@uoregon.edu any time to set up a confidential consultation and check for *TEPlist*, our e-newsletter, which we publish about four times a term. You can subscribe yourself and see all of our upcoming events and standing resources at tep.uoregon.edu.

A [packet of basic teaching resources for new UO faculty](#) members is here.

You can [check out the rooms you're teaching in, especially their classroom technology, here](#).

We encourage faculty and GE's to use transparently designed assignments—assignments that foreground (1) the purpose of the assignment, (2) advice about the task at hand/process for completion, and (3) criteria for evaluation. A [template for assignment sheets is here](#).

Also, here are TEP's collections of [classroom interactive techniques](#) and [exercises to build students' metacognitive abilities](#). And here is a list of ideas for [compelling informal student writing](#) prompts compiled by UO's Center for Teaching Writing.



Recent Posts

Welcome, New Faculty September 14, 2017

Graduate Students: Consider Working with TEP Next Year May 10, 2017

Duck In: Claim Your Seat Today! April 27, 2017

SoTL Corner February 27, 2017

Campus and National Climate: Reporting, Resources, Events January 26, 2017

UPDATE: Transforming Education by Design group invites you to Spring performance of 'Dear X' letters November 30, 2016

Taking the Pulse of the Class: Inviting Students' Midterm Feedback October 26, 2016

Tags

academic culture

accessibility adjuncts

assessment assessment design

blog blogs clickers cost **critical**

thinking current events



TEACHING FUNDAMENTALS

Strategies for Leading Discussion

- Tues, Sept 26, 2-4pm
- Tues, Oct 3, 10am-noon

PLC 72

STEM TEACHING

Science Literacy Program Journal Club

This fall: exploring science teaching practices that are inclusive, engaged, and research-led.

Thursdays 10-10:50am

Lewis Integrative Sciences Building 217

EDUCATIONAL TECHNOLOGY

iClicker

Tues Sept 19, 10-11:30am

Knight Library Proctor 41

Getting Started with Canvas, UO's Learning Management System

- Tues, Sept 19, 1-3pm
- Wed, Sept 20, 1-3pm
- Thurs, Sept 21, 10am-noon

Knight Library Proctor 41

Big Classes? Effective Use of Canvas in Multi-section Lecture Courses

Friday, September 22, 10-11:30a,

Knight Library Proctor 41 Classroom

The New VeriCite, UO's Plagiarism Detection Software

Thursday, September 21, 1-2pm

Knight Library Proctor 41