UNIVERSITY OF OREGON

GRADUATE EMPLOYEES
Teaching News

Do you have ideas for using an iPad in your teaching? TEP invites proposals from graduate student educators interested in teaching with an iPad during their time at UO (we anticipate transferring iPads to graduate students' home units dedicated for their use). Successful applicants might use the device for class preparation, in the classroom, for assessment and feedback, or something else.

We have 20 iPads, each with an Apple Pencil, to award to GEs expecting to teach in Spring or Summer 2023. Preference will be given to applicants with a demonstrated interest in pedagogy and who expect to teach for several more terms at UO. TEP will offer a workshop on Wednesday, March 15 where recipients can share their ideas and learn the mechanics of using an iPad to teach.

- Fill out this proposal form to apply. **Applications due on Friday, February 24 at 5:00pm.**
- One iPad, Apple pencil, iPad cover, and charger per awardee.
- For use by the awardee during their time at UO, must be returned to home unit before graduation.
- Questions? Please contact Julie Mueller

RESOURCES

Do you have questions about Canvas, Panopto, Hypothesis, or Perusall? Would you like help with using advanced features of these tools, or do you need ideas for addressing online teaching challenges? Support for Technology-Enhanced Teaching is available in a variety of formats! Take advantage of walk-in support

- Monday thru Friday, 8:30am to 4:30pm, PLC 68
- call (541)346-1942
- email uoonline@uoregon.edu
- use our handy contact form to request a consultation.

EVENTS & WORKSHOPS

Grading and Feedback Strategies for GE Instructors
Thursday, February 2
3:00 to 4:00pm on Zoom

Are you curious about how to organize your time for grading and feedback – or spending too much time doing these? Are students confused about their grades or your feedback? Are you grading as part of a team?

Learn grading and feedback strategies that promote student success and help you manage your time. We will discuss common challenges that arise in the grading process and consider a variety of strategies. We also will identify principles of effective feedback, offer concrete

ONGOING

Science Teaching Journal Club: *Build Your Knowledge Base about Teaching*

Thursdays, 9-10am
LISB 217 or Zoom

A friendly and collegial venue for learning about and discussing evidence-based teaching practices and how we can use them to improve our own teaching.

LOOKING AHEAD

Teaching Statement Peer Feedback
February 13, 2-3pm

Universal Design for Learning & 'Multiple Means of Action and Expression'
February 15, 11am-12pm or February 16, 10-11am

GEs and the Changing Job Market
February 20, 3-4:30pm

UO Online Explores — A Pedagogy of Imperfection
February 23, 1:30-3:00pm

Ungrading: Strategies and Insights
February 24, 1-2:30pm

Teaching Statement Peer Feedback
February 28, 11-12pm

tips, discuss the use of criteria and rubrics, and consider helpful Canvas tools.

Faculty Panel on Teaching Presence and Authenticity in the (Online) Classroom

Friday, February 3
1:30 to 3:00pm in the Diamond Lake Room (EMU 119)

During this second session of the UO Online Explores series Troy Elias, Associate Vice Provost for Diversity and Inclusion, will lead a critical conversation with faculty panelists about how the personalized inspiration and design of their teaching presence impacts student engagement in their classrooms.

Teaching Statement Peer Feedback

Monday, February 13
2:00 to 3:00pm in Straub 401

Are you looking for feedback on your teaching statement? Please join your GE peers for an opportunity to exchange draft statements and share feedback. Review and feedback guidelines will be provided, and a TEP staff member will be present to provide additional support. Please plan to bring a printed copy of your statement or to submit it via email in advance. This session is for graduate students.

Universal Design for Learning & 'Multiple Means of Expression'

Wednesday, February 15 - 11:00 to 12:00pm on Zoom
Thursday, February 16 - 10:00 to 11:00am at Knight DREAM Lab

Like all of us, students have different ways that they are able to best demonstrate their learning, and as instructors, we want to be able to see that learning accurately. How can we provide options for physical actions students may need to take, for the types of media they use in communicating their learning, or for the kind of executive functioning supports they may initially benefit from (such as goal-setting or monitoring progress in the context of your course). Learn how you might design in multiple ways for students to demonstrate their learning, identify one or two changes you'd like to make to how you facilitate and measure their "action and expression" of learning, and come away with some concrete next steps in making those changes.