

GRADUATE EMPLOYEES

# Teaching News

Dear GEs,

We're writing to make sure you're in the know about teaching-related policies, resources, and professional development activities hosted by the Teaching Engagement Program and UO Online.

Also, we welcome you to sign up for the [Graduate Teaching Initiative](#)—participants earn a certificate of completion through this structured, self-paced teaching development program.

We hope your term has started well and look forward to working with you!

## RESOURCES

**Student Success and Wellbeing:** Many faculty and graduate instructors report seeking new ways to support student success and wellbeing. We invite you to adapt and use any of the readymade activities in the [Student Success](#) and [Student Wellbeing](#) teaching toolkits and remind you that the [Tutoring and Academic Engagement Center](#) and [Counseling Services](#) offer robust resources to support your students.

## EVENTS & WORKSHOPS

### [Avoiding Ableist Language: Suggestions for Instructors](#)

Wednesday, January 25

11:00 to 12:00pm on Zoom

Every educator at UO has students with disabilities and neurodivergent students in our classes (and frequently we will not know—and do not need to know—about these parts of their identities). How can we ensure that when our content and conversation intersects with disability and neurodivergence, we are using language that is accurate and inclusive?

### [Neurodivergent Instructors Affinity Group Discussion](#)

Thursday, January 26

10:00 to 11:00am on Zoom

This monthly Zoom affinity-group discussion is a space for neurodivergent instructors (and those who hold identities within the umbrella of neurodivergence, like autism, ADHD, dyslexia, bipolar, etc.) to connect with each other in ways that feel positive and share resources, strategies, questions, and scholarship around things that matter to you. Questions welcomed. Please send them to [lbastian@uoregon.edu](mailto:lbastian@uoregon.edu).

### [Grading and Feedback Strategies for GE Instructors](#)

Thursday, February 2

3:00 to 4:00pm on Zoom

## 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.

Participation counts toward the requirements for a certificate of completion in the Graduate Teaching Initiative.

## LOOKING AHEAD

### [Grading and Feedback Strategies for GE Instructors](#)

February 2, 3-4pm

### [Universal Design for Learning & 'Multiple Means of Engagement'](#)

February 1, 11am-12pm

or February 2, 10-11am

### [Faculty Panel on Teaching Presence and Authenticity in the \(Online\) Classroom](#)

February 3, 1:30-3:00pm

### [Teaching Statement Peer Feedback](#)

February 13, 2-3pm

### [Universal Design for Learning & 'Multiple](#)

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

### **Universal Design for Learning & ‘Multiple Means of Engagement’**

**Wednesday, February 1 -- 11:00 to 12:00pm on Zoom**

**Thursday, February 2 -- 10:00 to 11:00am at Knight DREAM Lab (122)**

Motivation in learning has been a challenge for many students lately, and the ways people get motivated and persist in learning (including when learning is challenging!) range widely. Learn more about how Universal Design’s “multiple means of engagement” principle help us think about and plan for engaging all students, identify one or two changes you’d like to make to how you support their motivation and persistence, and come away with some concrete next steps in making those changes.

### **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.

### **Means of Action and Expression’**

February 15, 11am-12pm or  
February 15, 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

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