Engaged Pedagogy

UGST 609 – Winter 2020

Wednesdays, 12-1:50pm, Straub 401   **CRN: 26682 (2.0 credit)**

> "Engaged pedagogy is vital to any rethinking of education because it holds the promise of full participation on the part of students. Engaged pedagogy establishes a mutual relationship between teacher and students that nurtures the growth of both parties, creating an atmosphere of trust and commitment that is always present when genuine learning happens. Expanding both heart and mind, engaged pedagogy makes us better learners because it asks us to embrace and explore the practice of knowing together, to see intelligence as a resource that can strengthen our common good." – *bell hooks*

WHAT IS THE PURPOSE OF THIS COURSE?

This course provides us an opportunity to explore the theory and practice of engaged pedagogy, a practice of teaching and learning that challenges instructors and students to participate mutually in a community of learning, to think critically and passionately through collective inquiry, and to produce shared knowledge that empowers and transforms. We'll ground our work in the principles of inclusive, engaged, and research-led teaching and use key touchstones in the scholarship of teaching and learning to design practical teaching methods and tools. In each class session, we'll actively experiment with different techniques, assess their efficacy, consider applications in various contexts, and have fun together. Most of the assignments and activities will also help you complete requirements for TEP's Graduate Teaching Initiative (GTI) with a certificate of completion, although you are not required to be enrolled in the GTI to be in the course. This course should be particularly useful if you will be designing and teaching your own course in the future as instructor of record – or if you need an opportunity to refresh your teaching or consider a different approach.

Instructor: Jason Schreiner, jschrein@uoregon.edu
Office: Straub 403
Support Hours: by appointment

Why Contact Me? I welcome opportunities to engage with you! A few good reasons to meet with me at my office include:

- ❑ build a personal relationship, especially helpful if you anticipate needing a reference or letter of recommendation in the future
- ❑ discuss your work and my feedback
- ❑ learn how you can improve in the course
- ❑ discuss tips and strategies for assignments
- ❑ clarify concepts and ideas from class
- ❑ catch up on work you've missed
- ❑ discuss ideas or questions that interest you
- ❑ get academic and career advice

Email is the best way to contact me; please put "UGST 609" in the subject line. I will respond as soon as possible. And, I recommend using your "uoregon" email or Canvas when contacting instructors.

LEARNING OUTCOMES

Through active contributions in class and completion of all course assignments, you should leave this course being able to:

o Apply critical and reflective pedagogical approaches to teaching and learning contexts in higher education;

o Develop meaningful course learning outcomes that align with relevant assessments and activities;

o Design transparent assignments and other assessments that clearly indicate the purpose, tasks, and criteria for student success;

o Design and facilitate classroom activities that foster significant learning experiences for students;

o Integrate inclusive, engaged, and research-led teaching practices into your classrooms and courses;

o Assess different teaching practices and styles and relate them to your own teaching approach;

o Reflect critically and creatively on your own teaching goals and practices;

o Articulate a statement of teaching philosophy for professional use.

COURSE MATERIALS AND BOOKS

All course readings materials will be available as .pdf files or URL links on our **Canvas Course Site** (http://canvas.uoregon.edu).

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"Students do not become critical thinkers overnight. First, they must learn to embrace the joy and power of thinking itself. Engaged pedagogy is a teaching strategy that aims to restore students' will to think, and their will to be fully self-actualized. The central focus of engaged pedagogy is to enable students to think critically." – bell hooks

EXPECTATIONS FOR PARTICIPATION

Discussing To Learn: Contribute ideas and views in the spirit of inquiring and learning together.

Mindful Listening: Listen actively with attention and respect for what others are saying.

Listening Leniency: Remember that no one gets it right every time, so let's practice appropriate leniency.

Stepping In & Stepping Out: Balance one's own contributions with the voices of others.

Seeking Clarification: Seek clarification when confused or doubting, and before passing judgment on others.

Ideas Not Individuals: Focus on engaging others' ideas not judging or criticizing individuals.

Supporting Our Statements: Support your contributions with reasoning or reference to a text, and be prepared to offer support when challenged.

Emotional Awareness: Recognize that emotions are part of learning challenging material, but one's feeling about something is a feeling, not necessarily an attribute about something (e.g. feeling discomfort may not mean another person is trying to make me feel uncomfortable).

Parts Are Not Wholes: Remember that your view or experience may not be the view or experience of everyone; and, just as you cannot represent an entire group, nor can anyone else represent an entire group.

Complexity Is Not Simple: There are no easy answers or simple solutions for complex ethical issues; the goal is not for one view to prevail but to find ways to advance inquiry and understanding.

We will develop additional expectations together in class.

Requirements	Descriptions & Due Dates
Attendance & Contributions	Attend all (ten) class sessions and come prepared to contribute in class discussions and activities, including completion of assigned readings prior to class.
Survey	Complete a pre-class survey by the end of week one (or first class session you attend, if you enroll later).
Observations	Complete two observations of instructors in two different undergraduate courses, one of which needs to be outside your department or focal area, and submit a Teaching Observation Form for each observation. You should not use classes in which you are enrolled as a student or working as a GE.
Teaching Statement	Complete a statement of teaching philosophy that is 1-2 pages and meets criteria provided in class. A draft for peer review will be due in week 6 and a final version due by end of week ten.
Learning Outcome Alignment Plan	Complete a learning outcome alignment plan in which you develop a course learning outcome, one assignment, and one classroom activity. Drafts of each component will be due at different moments during the term and a final version due during Finals Week.
Microteaching	Complete a 10-minute microteaching exercise in class in week 9, in which you facilitate an activity, or part of one, that is part of your learning outcome alignment plan.

NOTE! → This course is offered as pass/no pass only; you must complete all of the above requirements in satisfactory fashion to pass.

COURSE POLICIES

Deadlines, Extensions, Incompletes: Assignments and other work are due before or on the dates specified in the course calendar. Extensions or incompletes will be given in the event of documented emergencies and may be negotiated for other reasons if advance notice is given. Please notify me as soon as possible if you foresee an upcoming reason - or experience an unexpected emergency - that will prevent you from completing an assignment on time. Variations of the assignment requirements may be necessary for work that is late.

Classroom Courtesy: Please arrive in class on time and ready to engage in learning. This entails turning off your cell phone and other electronic devices, unless they are required in cases of emergency or we engage in a learning activity that uses such devices. The one exception is a translator device – you are welcome to use this in class as needed, provided it does not become a distraction. You will be notified in class if use of electronic devices is needed for particular activities. We will establish additional expectations together in class.

Week 1 (9/26)   **What is engaged pedagogy?**
Read: hooks, "Engaged Pedagogy" (1994); hooks, "Engaged Pedagogy" (2010); Freire and Faundez, "The Pedagogy of Asking Questions" (1989)
Due: Online Course Survey (by Friday, January 10 @ 5pm)

Week 2 (10/3)   **How do we enact our pedagogy?**
Read: Slavich and Zimbardo, "Transformational Teaching: Theoretical Underpinnings, Basic Principles, and Core Methods" (2012)
     recommended read: Tanner, "Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity" (2013)

Week 3 (10/10)   **How do we theorize our pedagogy?**
Read: Love, "Theory Over Gimmicks: Finding Your North Star" (2019)
     recommended read: Kumashiro, "Toward a Theory of Anti-Oppressive Education" (2000)
     recommended read: Brookfield, "Learning from Theory" (2017)
Due: Teaching Observation #1 (bring to class)

Week 4 (10/17)   **How do we reflect critically on our pedagogy?**
Read: Brookfield, "What is Critically Reflective Teaching?" (2017); Brookfield, "Clarifying the Benefits of Critical Reflection" (2017)

Week 5 (10/24)   **How do we articulate our pedagogy?**
Read: Kearns and Sullivan, "Resources and Practices to Help Graduate Students and Postdoctoral Fellows Write Statements of Teaching Philosophy" (2011)
Due: Teaching Observation #2 (bring to class)

Week 6 (10/31)   **How do we design and align our pedagogy?**
Read: Fink, "Integrated Course Design" (2003); Alex-Assensoh, "Minority Politics Courses: Moving Beyond Controversy and Toward Active Learning" (2000)
Due: Teaching Statement Draft (bring to class)

Week 7 (11/7)   **How do we assign and assess learning?**
Read: Winkelmes, "Transparency in Teaching: Faculty Share Data and Improve Students' Learning" (2013)
Due: Learning Outcome Draft (bring to class)

Week 8 (11/14)   **How do we navigate challenging classroom moments?**
Read: DiAngelo, "White Fragility" (2011); Young and Russell, "The Vicissitudes of Cultural Competence: Dealing with Difficult Classroom Dialogue" (2014)
     recommended read: Pasque et al., "Pedagogical Approaches to Student Racial Conflict in the Classroom" (2013)
Due: Assignment Draft (bring to class)

Week 9 (11/21)   **How do we experiment and revise our pedagogy?**
Due: Microteaching Exercise

Week 10 (11/28)   **Where do we go now?**
Due: Teaching Statement Final Draft (bring to class)

Finals Week   **No Class**
Due: Learning Outcome Alignment Plan (email)

UNIVERSITY POLICIES

Academic Integrity: The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the student's obligation to clarify the question with the instructor before committing or attempting to commit the act. Please contact me with any questions you have about academic conduct. Additional information about maintaining your academic integrity is available at integrity.uoregon.edu; information about a common form of academic misconduct, plagiarism, is available at https://researchguides.uoregon.edu/citing-plagiarism. Academic misconduct will be met with disciplinary action (the usual punishment is an "F" for the assignment or the course).

Accessibility: The University of Oregon is working to create inclusive learning environments. If you experience difficulty in this course for any reason, please contact me. It is especially important that you notify me at any time if aspects of the instruction or course design present obstacles to your active participation or prevent you from fully demonstrating your abilities. I need to know about such issues so that we can discuss strategies to ensure your full participation and facilitate your learning process. The university offers a wide range of services to support students in their efforts to learn and meet course requirements, including the following:

- *Accessible Education Center (AEC)*: The AEC is dedicated to facilitating and supporting accessible education through active collaboration with students, faculty, staff, and the community. The AEC works to create and sustain physical, curricular, and informational environments that are informed by and response to the diverse characteristics and experiences of students with disabilities and variations of ability. Web: http://aec.uoregon.edu/ - Phone: 541-346-1155
- *University Counseling and Testing Center (UCTC)*: The UCTC provides comprehensive mental health care and testing services to the University of Oregon campus. The primary mission of the UCTC is to provide quality clinical/therapeutic services, psychological testing and assessment, psychoeducational workshops, and outreach as well as emergency services. Web: http://counseling.uoregon.edu - Phone: 541-346-3227

Equity and Inclusion: The University of Oregon is a place where people from different cultures and experiences learn together; understanding and respecting these differences are critical for the University to be a place of open-minded inquiry where, in challenging the boundaries of knowledge, we include and value all members of our community. The University values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. We will value each class member's experiences and communicate disagreements respectfully. Please notify me if you feel aspects of the instruction or course design or classroom activities undermine these principles in any way. You may also notify the ENVS Program at 541-346-5000. For additional assistance and resources, I encourage you to contact the following campus services, as appropriate for your concerns:

- *Division of Equity and Inclusion*: This Office promotes inclusive excellence by working to ensure equitable access to opportunities, benefits, and resources for all faculty, administrators, students, and community members. Web: http://inclusion.uoregon.edu/ - Phone: 541-346-3175

- *Center for Multicultural Academic Excellence (CMAE):* CMAE promotes student retention and persistence for historically underrepresented and underserved populations. They develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond for all students, including undocumented and tuition equity students. Web: https://inclusion.uoregon.edu/content/center-multicultural-academic-excellence-cmae - Phone: 541-346-3479

- *Center on Diversity and Community (CoDaC):* CoDaC promotes cross-cultural knowledge, skills, and awareness in order to build the capacity of individuals and units across campus to advance the university's goals of equity and inclusion. It sponsors a range of programs for faculty, staff, and alumni, and capacity building initiatives with departments, colleges, schools, and research institutes across campus. Web: http://codac.uoregon.edu/ - Phone: 541-346-3212

UNIVERSITY POLICIES

Inclement Weather: In the event of inclement weather, the UO website will prominently display information about closure decisions on the main homepage (www.uoregon.edu). Local television and radio media will be notified as well. Unless the university closes, faculty members not able to travel to campus to convene their classes have the responsibility of attempting to notify students in a timely way that they will not be holding class. In the event of a last-minute cancellation, for any reason, I will contact the ENVS Program as the first point of contact, and through Blackboard, send an email to all enrolled students.

Preferred First Name: The university recognizes that many persons use first names other than their legal names to identify themselves. As long as the use of this preferred first name is not for an improper purpose, is not restricted by state or federal law and does not have an impact on the ability of the university to comply with state or federal law, the university will use "preferred first name" when possible in the course of university activities. Therefore, it is the policy of the university that any current or former student or employee may choose a preferred first name in addition to that person's legal name listed within the university's information systems. The person's preferred first name shall be used in university communications and reporting except where the use of the legal name is required for university purposes. The university reserves the right to remove a preferred name if it is used improperly, including but not limited to , avoiding legal obligations or misrepresentation. For more information on this policy, visit: https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-9-student-life-general/preferred-first-name

Prohibited Discrimination and Harassment Reporting: I am a student-directed employee. Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at Discrimination & Harassment.

Specific details about confidentiality of information and reporting obligations of employees can be found at https://investigations.uoregon.edu/title-ix.

Mandatory Reporting of Child Abuse
UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: Mandatory Reporting of Child Abuse and Neglect.

Student Conduct: The Student Conduct Code sets forth the community standards and procedures necessary to maintain and protect an environment conducive to learning and in keeping with the educational objectives of the University of Oregon. Founded upon the principle of freedom of thought and expression, an environment conducive to learning is one that preserves the freedom to learn -- where academic standards are strictly upheld and where the rights, safety, dignity and worth of every individual are respected. The Student Conduct Code teaches students to live and act responsibly in a community setting, with respect for the rights of other students and members of that community, and for the property, common resources, code of conduct, and laws associated with that community, and to encourage the development of good decision-making and personal integrity. The Student Conduct Code, and the processes of its administration and enforcement, is directed specifically toward maintaining the standards of the University community. For more information visit you are encouraged to view the Student Conduct Code or to contact the Office of the Dean of Students, 474 Oregon Hall, 541-346-1140; website: https://dos.uoregon.edu/conduct