Welcome to CIS 610 TES!

**Agenda**
- **Check in** – what is happening/how to handle now/how to prevent
  - What is the recommended course of action in a mutiny scenario?
- **Topic 0** – Teaching Remotely
- **Topic 1** – Assessing Teaching, cont’d (Student Feedback)
- **Break**
- **Topic 2** – Inclusion and Class Climate
- **Topic 3** (if time) – CIS@UO Undergraduate Curriculum

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**Topic 0 – Meeting Remotely**
- security and privacy considerations
  - use Canvas
  - email authentication; waiting room settings; screen-sharing off (can be turned on during the meeting), for example
  - recording the meeting

**Topic 0 – Meeting Remotely**
- zoom features
  - screen sharing
  - breakout rooms
  - chat
  - polls
  - open discussions (handoffs are hard)
  - names

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**Topic 0 – Teaching Remotely**
- security and privacy considerations
  - use Canvas
  - email authentication; waiting room settings; screen-sharing off (can be turned on during the meeting), for example
  - recording the meeting

**Topic 0 – Teaching Remotely**
- zoom procedures and etiquette
  - practice ahead of time!
  - plan to arrive early and stay late
  - cameras on? (encouraged but not required)
  - audio off? (of first and then mute unless speaking)
  - chat policies? (depends)
  - how to respond to chat questions and comments (helper)
  - be prepared for technical difficulties
Topic 1 – Assessing Teaching, cont’d (Peers, Students, Self-Reflection)

- What do you want to assess? (and/or use UO midterm survey)
- Let students know how you will use the feedback
- Address expectations for student (and instructor) behavior, then address discrepancies.
- Outside help with feedback is available from UO TEP

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→ Break
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Topic 2 – Inclusion and Class Climate

“We ask people to take risks in the classroom; to try at things, fail, and try again; to do hard cognitive work with little immediate reward. For most people, our willingness to engage in those kinds of activities and the quality of our efforts, will improve when we are attempting them in the company of a supportive community. Community with classmates and instructors not only empowers students to take the risks that learning requires, but it also enhances the experience by expanding the source of ideas and insights to the full range of diverse minds in the room.”

Distracted: Why Students Can’t Focus and What You Can Do About It, James Lang

Teaching quality == professional, inclusive, engaged, research informed
- every student can participate, is valued
- context reflects diverse practitioners
Who are we being inclusive of? [write in chat]

More support
TIP Inclusive Teaching Course and Syllabus Design
One Stop Student Resources