Tips from the Winners of This Year’s Teaching Awards

**Chris Kendall (Politics and Government)**

* Recognize what I do and don’t know - let students know when something is new, when you’re not sure something will go well...be transparent.
  + Also helps students to see that if they make a mistake, it’ll be ok, and that we are encouraging collaborative growth.
* Try to not make the same mistake twice. Helps to continually improve.
* Invited cabinet of law professors for students to debate / present against. Real stakes and real experimentation. Rigor, but it’s ok to make mistakes.
* Show outline for the day - screen share.
* Students teaching. Inviting them to teach the class for longer and longer periods of time.
* If students fail - show that it’s a learning experience and the professor has your back!

**Rachel Pepper (Biology)**

* Make all the mistakes! Let students catch the mistakes as a pedagogical technique.
* Research based pedagogy - active learning. Get students to grapple with physics themselves, not just watching the instructor do it. Use clickers for multiple choice
* Students watch me work on problems in videos before class, then get together in class and work on them.
* Group exams.
* Taking polls regularly from class - how do you like clickers? Group exams? Big survey at the end of the semester on canvas and modify pedagogy from there.
* Explain to students WHY things help with student learning.
* Gives students some quiet time to think before assigning anything breakout rooms, clickers
  1. Group work - assigns particularly tricky topics. Telling students that they’re hard - also usually makes them too hard to do on your own. Encourages buy in.

**Andrew Gomez (History)**

* Learn from your colleagues!
* Project based learning - and they don’t have to be one offs. Recycle different levels of the projects for other classes.
* Encouraging students to go out and get in contact with Tacoma - ex. interviews with NWDC
* Encourage students to show you diverse skill sets you wouldn’t know they had in a straight forward class (ex. Interest in genealogy!, coding, design)
* Final projects are public. Encourages students to lean into projects because they will take pride in their work.
* Get students out of the North End. Students don’t know where to start with Tacoma!
* Let yourself become another collaborator in the room.

**Dawn Padula (Music)**

* Sense of ownership when you include a public aspect of work.
* Spend time changing teaching to the individual - adapt strategies
* Record yourself, write about what you heard - get comfortable with yourself.
* Transparency is key!
* Teach students how to fish! Students need to develop their own process - teach them how to put skills to work.
* Process oriented vs progress oriented.
* Sense of humor.
* Participation policy - everyone needs to speak. Get students to be ok with learning in front of each other.

**John Wesley (English) - Presidential Award Winner:**

* Imitate what others do but in your own way! There are many ways to be successful. Try new things, there’s a lot of support from colleagues.
* Start the class by saying : here’s where we’re going today. If you go outside of the agenda, that’s ok, but it makes everything feel significant. Signpost, then breathe!
* Setting high but realistic expectations. Challenged, but not mystified. Give substantial feedback.
* Give space for students to impress you. Students can contribute to the scholarly conversation. Ask students “did this work?” when giving academic papers. Modeling what it means to be open minded and listen generously.
* Think outside the material. What are the questions that the text is asking? How does old material apply now? Ask for creative writing as a response. Bring it back to your own society and life.
* I want people to see that people have always dealt with issues for centuries...we can use these resources that go back in time to solve present concerns.