

Hello! I'm Jessamyn Neuhaus, and this video is a short introduction to me and to my upcoming keynote.

A little bit about me: I hold a Ph.D. in history, and was a history professor for over twenty years, first as an adjunct at a wide variety of institutions, and then as a tenured full professor at SUNY Plattsburgh. Currently I'm the Director of the Center for Teaching and Learning Excellence and Professor in the School of Education at Syracuse University.

As everyone who read my 2019 book, *Geeky Pedagogy: A Guide for Intellectuals, Introverts, and Nerds Who Want to be Effective Teachers*, I'm an off-the-charts introvert.

The social and human interaction parts of teaching have never come easily to me, and you can read more about some of my biggest missteps as a teacher in my book, *Snafu Edu: Teaching and Learning When Things Go Wrong in the College Classroom*, published in the Oklahoma University Press series, Teaching, Engaging, and Thriving in Higher Education.

In the keynote based on *Snafu Edu*, I take on the Super Professor.

Who's the Super Professor?

Super Professor is the charismatic guy in a tweed jacket who appears onscreen whenever a film or TV show depicts a college educator at work.

Super Professor usually, not always but usually, fulfills gendered, racialized, and other stereotypes about academic expertise, and his lectures are so entertaining that students effortlessly learn just by sitting there in the lecture hall. Super Professor never fumbles, fails, or fouls up because he's perfected the art and science of teaching.

But in real life real-world classrooms, teaching is never a perfectible undertaking. Every educator, from their first class to their last, is always learning how to help facilitate learning, and learning by definition always includes making some errors and missteps, getting feedback, correcting mistakes, and trying again. Moreover, educators and their students are human beings and it's just a fact that people will sometimes mess up, no

matter how well we plan a class or how expertly we facilitate the learning environment.

In this keynote, I examine the myths and misconceptions that contribute to the popular and the scholarly discourse depicting teaching as a perfectible activity. I show why we urgently need to normalize the ongoing challenges of effective teaching, including the ways that things can routinely go wrong in the college classroom. While evidence-based course design and teaching practices can reduce the odds of snafus, in the context of inequities, disconnection, distrust, failure, and fear in higher education, struggles and setbacks are “situation normal” for teaching and learning.

My three main goals in this keynote are

First, a reality check.

Identifying some of the most important yet most under-recognized realities about teaching and learning.

Second, naming obstacles.

I'll be naming the systemic obstacles to normalizing teaching snafus and looking at how those obstacles can negatively impact teaching self-efficacy.

Third, strategizing.

We will explore specific ways we can more proactively normalize teaching missteps and mistakes.

Thank you very much for the invitation to give this keynote and I look forward to talking with you about all our professorial faceplants!