



SCHEDULE

Thursday, August 26, 2004

7:45 **Registration and Complimentary Beverages and Pastries**
Engineering Hall Lobby

8:10 **Welcome - Pat Farrell, Associate Dean, College of Engineering**
1800 Engineering Hall

8:15 **"Teaching as Research" and "Research as Teaching"**
1800 Engineering Hall Lobby

"There is no relationship between how I do my research and how I teach." This statement is part of a campus-wide survey being conducted as part of an NSF-sponsored program titled, the Center for the Integration of Research, Teaching, and Learning (CIRTL). The survey looks at teaching practices and conceptions and teaching contexts such as UW-Madison, a major research institution. This keynote session will begin a conversation about learning and its intersections with research and teaching in science, technology, engineering, and math (STEM.) Imagine the resources, skills, processes, attitudes, and cultures associated with each. Imagine the synergy that could result from the systematic and reflective inquiry necessary to advance the learning experiences of students, teachers, and researchers.

Panelists:

Wendy Crone, Associate Professor, Engineering Physics
Terry Millar, Associate Dean, Graduate School
John Wright, Professor, Chemistry

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A3. Learn to Intimidate

2309 Engr. Hall

Just kidding! Actually this workshop will emphasize helping you do just the opposite. As a student, have you ever felt scared or just too stupid to ask questions or participate in front of your classmates? As a teacher, have you ever felt like all you get from your students are blank or confused looks, but yet they don't say a word? We'll teach you ways to avoid putting your students in similar situations and show you how you can improve participation in your classroom.

Coordinators:

Huldah Gronvall, Structural Engineering Graduate Student

Facilitators:

Wendy C. Crone, Associate Professor, Engineering Physics

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A4. Teaching As Research

2540 Engr. Hall

What do your students know? Do students really understand what you are teaching? Where do they need help? How do you know? Bringing a research perspective into the classroom can help you become a better educator by having a clearer understanding of what your students know and where they need assistance. In this workshop, members of the DELTA learning community will introduce you to the idea of teaching- as-research which can serve as a powerful and effective framework for guiding instruction. In addition, you will leave with techniques for assessing your students' learning.

Facilitators:

Gina Svarovsky, Educational Psychology Graduate Student

Sandra Courter, Director, Engineering Learning Center, Adjunct

Assistant Professor, Engineering Professional Development

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B1. How People Learn

2540 Engr. Hall

Did you realize that some people actually study how people think? The study of how people learn is known as cognitive science. Studying cognition can help us in many ways: designing better curricula, teaching for understanding, making courses more engaging, designing better learning environments, and creating a generation of lifelong learners! In this workshop you will define cognition, explore the implications of a cognition-centered classroom, and begin discussion of “transfer.”

Facilitators:

Gina Svarovsky, Educational Psychology Graduate Student

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B2. Explaining New Concepts: Concept Based Instruction

2534 Engr. Hall

Building on the "peer-instruction" method of teaching documented by Eric Mazur, "concept-based instruction" has affected student learning. This workshop will include preliminary results of last semester's experience in fluid mechanics and its impact on students' study habits, learning methods, and conceptual framework. In addition, it will include a brief look at the role of concept inventories in teaching and learning. Concept inventories measure conceptual, not computational, understanding. They are available to assess students' conceptual understanding of Newtonian Mechanics, waves, thermodynamics, strength of materials, signals and systems, electromagnetics, circuits, and fluid mechanics.

Coordinators:

Matthew Hollister, Engineering Physics Graduate Student

Facilitators:

Jay Martin, Professor, Mechanical Engineering

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B3. Grading as a Teaching Strategy

3534 Engr. Hall

Grading affects both teaching and learning. What do you grade? How do you grade it? Why? In this workshop, faculty members and experienced teaching assistants will share their advice on how to implement effective grading and assessment practices for homework sets, quizzes, exams, and lab reports. Group discussions will allow you to learn the do's and don'ts from your peers as well.

Coordinators:

Siqi Luo, ECE Graduate Student

Facilitators:

James A. Wollack, Associate Scientist, Testing and Evaluation Services

Tim Shedd, Professor, Mechanical Engineering

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B4. Learning and Leading: Maximizing Your Effectiveness In and Out of the Classroom

3024 Engr. Hall

Having an advanced degree is an important part of being a professional, but happiness and success also involve additional skills. How can you be a more effective mentor to your students? How can you accomplish more in less time? How can you be more effective at your work with less effort? In this workshop, we will discuss some useful leadership and career skills that will enable you to be a more effective teacher, researcher, and team player.

Coordinators:

Mariam Gonzalez, CBE Graduate Student

Facilitators:

Robert J. Hamers, Professor, Chemistry Department

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