

TIP

Teaching Improvement Program

College of Engineering

University of Wisconsin-Madison



[Home](#) : [Engineering Learning Center](#) : [Teaching Improvement Program](#)

SCHEDULE

Thursday, August 31, 2006

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

8:10 **Welcome - Steve Cramer, Associate Dean, Academic Affairs, College of Engineering**
1800 Engineering Hall

8:15 **Connecting Current Research to Effective Teaching: Motivating Students**
1800 Engineering Hall Lobby

Nanotechnology. LEDs. Biological sensors. Nanobucky. Energy storage. Every discipline has its cutting-edge research. This plenary session will focus on how you can use recent advancements in science and technology to motivate your students.

Facilitators:

Wendy Crone, Associate Professor, Engineering Physics
Mark Eriksson, Associate Professor, Physics

9:00 **ADJOURN TO WORKSHOPS**

Names of workshop facilitators may change as the workshop design takes shape to meet the needs of the intended audience, graduate students who teach in STEM disciplines. Faculty and academic staff are welcome. Suggestions are also always welcome. Contact the Engineering Learning Center (elc@engr.wisc.edu).

9:15

Choose One

[A1. Motivating Your Students](#)[A2. Emotional Intelligence: Relating EI to diversity issues in teaching and learning](#)[A3. Challenge Problems: Motivational or Supplemental or Both?](#)[A4. Time Management for Graduate Students](#)[A5. Office Hours: Effective Use of Everyone's Time](#)

10:45

BREAK

11:00

Choose One

[B1. Reaching Every Student in the Classroom: Tools for Teachers on a Diverse Campus](#)[B2. American Undergraduates: Things You Might Not Know If You Didn't Grow Up in This Country](#)[B3. Turning Discouragement into Motivation](#)[B4. Principles for Effective Teaching](#)[B5. Quizzes and Exams: Design for Grade-ability \(DFG\)](#)

12:25

OVERALL EVALUATION

12:30

ADJOURN

12:45

DEPARTMENT ORIENTATIONS

(Check with your department)

A1

[Back to session A](#)**A1. Motivating Your Students**

2540 Engineering Hall

Build on the opening session and explore strategies to motivate students. Consider these questions. Why would you place a light bulb in water and into a microwave? What common materials could you use to help students learn a concept in your discipline? Do these strategies really engage students? How do you know? Should these strategies be reserved for supplementary instruction? How do they help students learn? How do they help you build an effective learning community? How do you know?

Facilitators:

Mark Allie, Electrical and Computer Engineering, Faculty Associate (invited)

Kristen Stauffer, Graduate Student, Chemical & Biological Engineering
Bret Underwood, Physics, Graduate Student
Stephanie Britton, Engineering Experiment Station, Graduate Student

A2

[Back to session A](#)

A2. Emotional Intelligence: Relating EI to diversity issues in teaching and learning

2305 Engineering Hall

Emotional intelligence and diversity is an intentional, conscious process that enables you to gain understanding and mastery over your emotions. It encompasses competencies that are both insightful and action-based and that focus on understanding both yourself and others in order to have productive interactions. It involves knowing what makes you tick, being your own change master, understanding "cultural whys" behind behavior, communicating effectively, and resolving conflicts in diverse settings. Implementing knowledge about emotional intelligence will help you create an inclusive learning community.

Facilitators:

Kathleen Holt, Employee Assistance Office

A3

[Back to session A](#)

A3. Challenge Problems: Motivational or Supplemental or Both?

3534 Engineering Hall

Realistic, mind-engaging problems can motivate students. Whether these challenge problems are part of a discussion session, regular class, design course, or homework, they have the power to engage students. Certain strategies work better than others. What are best practices? What kind of feedback helps students learn? How do you know? How can you be consistent with your comments and grading?

Facilitators:

John Moore, Professor, Chemistry
Patrick Rault, Math Teaching Assistant, Delta Program in Research, Teaching, & Learning

A4

[Back to
session A](#)

A4. Time Management for Graduate Students

2317 Engineering Hall

Are you having a hard time balancing all your responsibilities? How do others cope with expectations of home, research, courses, teaching? What are best practices? How do you know? How could you share these best practices with your students so that they, too, can become more effective managers of their time? How could this help you build an effective learning community and increase student satisfaction?

Panelists:

David Winters, Chemistry

Katherine Edwards, Mechanical Engineering

Jocelyn Pinkert, Chemistry

Kyle Rupnow, Electrical and Computer Engineering

Tom Briggs, Mechanical Engineering

Facilitators:

Steve Zwickel, Faculty Associate, Engineering Professional Development

A5

[Back to
session A](#)

A5. Office Hours: Effective Use of Everyone's Time

2534 Engineering Hall

How can you use office hours effectively? Explore some creative group problem-solving that happens during regularly scheduled office hours. Explore a classroom-research project that investigated the impact of creative office hours on student learning and satisfaction.

Facilitators:

Thatcher Root, Professor, Chemical & Biological Engineering (invited);

Matt D'Amato, Associate Outreach Specialist, Wisconsin Center for Educational Research

B1

[Back to
session B](#)

B1. Reaching Every Student in the Classroom: Tools for Teachers on a Diverse Campus

2540 Engineering Hall

"There are students in my classroom with whom I seem to have nothing in common. How do I teach to these students?" This workshop addresses ways that instructors can foster communication in the classroom across cultural differences in order to enhance learning for all students. The workshop explores a number of potential barriers to effective communication through relevant materials and activities. Participants learn concrete strategies to overcome such barriers both from instructor and student perspectives.

Facilitators:

Christa Bruhn, Multi-Cultural Center

Jen Schoepke, Project Assistant, Delta Program in Research, Teaching, and Learning; Graduate Student, Industrial & Systems Engineering

Gwen Ebert, Student Services Coordinator, Engineering Diversity Affairs Office

B2

[Back to
session B](#)

B2. American Undergraduates: Things You Might Not Know If You Didn't Grow Up in This Country

2317 Engineering Hall

This workshop is especially designed for international teaching assistants who want to understand more about American undergraduates. "I never would have expected that..." "I was surprised that..." "How should I handle it when..." Consider strategies that help build an inclusive learning community.

Facilitators:

Marianne Birdbear, Director, International Engineering Program
Panel of Graduate Students

B3

[Back to
session B](#)

B3. Turning Discouragement into Motivation

2255 Engineering Hall

Using what we know from sociology and psychology, how can we help students identify strategies to turn around their frustrations and to understand the course material? For example, after a particularly difficult exam performance, what can students do? What strategies will support your students and encourage students to support each other? Giving your students strategies demonstrates your genuine interest in their lives.

Facilitators:

David Lacocque, Counselor, UW-Madison

B4

[Back to
session B](#)

B4. Principles for Effective Teaching

3534 Engineering Hall

Active learning strategies and prompt feedback are two principles that lead to effective student learning. What are other important principles? How can you implement them? Consider organization, access outside class, and common teacher behaviors that interfere with student learning. This workshop will build on materials in the Diversity Institute Resource Book.

Facilitators:

Judith Burstyn, Professor, Chemistry

Sandra Courter, Director, Engineering Learning Center

Katherine Friedrich, Project Assistant, Diversity Institute, Delta Program

B5

[Back to
session B](#)

B5. Quizzes and Exams: Design for Grade-ability (DFG)

2534 Engineering Hall

Are you responsible for making up or grading test questions and problems? Do you want to ask important questions without turning grading into a nightmare? Do you want to reduce the effort it takes to grade quizzes/exams/homework while at the same time reducing student complaints/regrade requests? Grading student work is an extremely important piece of the total education process, but it can also be extremely costly in time, effort and frustration if we don't design things well. Explore practical strategies for question design and grading in this

handy guide to design for grade-ability (DFG).

Facilitators:

Mike Morrow, Faculty Associate, Electrical and Computer Engineering

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