

A2. Solving Problems (an ability to identify, formulate, and solve engineering problems)

2349 Engineering Hall

Is there such a thing as a boring topic in engineering? How can you tap into the real world to transform seemingly dull topics into immediate and engaging engineering problems? For this workshop, bring the most boring assignment from your classroom or laboratory instructional experience. You will use this as raw material. During the workshop, you will work as a team to develop a selected problem into an authentic and engaging exercise that will enable a diverse group of learners to realize specific instructional objectives. Be prepared for surprises.

Coordinators:

Manish Bhardwaj, Electrical & Computer Engineering Graduate Student

Jin-Hyung Kim, Mechanical Engineering Graduate Student

Facilitators:

Giri Venkataramanan, Associate Professor, ECE

Jia-Ling Lin, Assistant Faculty Associate, COE Academic Affairs Office

A3. You'll be surprised what they learn from you! Credible and Responsive Teaching (an understanding of professional and ethical responsibility)

2534 Engineering Hall

Do you ever notice that fine line between what you teach and what gets across? Do your students meet due dates? Do you? Are your students sometimes unprepared? Are you? Ever felt unfairly treated by instructors? Do you treat some people differently than others? Consistency creates credibility. Credibility creates a better learning environment. This workshop will focus on ethical responsibilities of instructors and will provide resource materials for both personal and professional ethics.

Coordinators:

Marco Loskamp, Mathematics Graduate Student

Facilitators:

Concha Gomez, Associate Faculty Associate, Mathematics Department

A4. Communicating Effectively (an ability to communicate effectively)

2309 Engineering Hall

How do you incorporate writing and speaking into your course? How, if at all, do students explain how to solve problems in your classroom? Do they present designs? Do they write explanations of how they understand concepts? Do you grade these communication assignments? How? The objectives of the workshop are to emphasize the importance of communication skills (verbal and written) for instructors; share examples of how to incorporate and assess communication into lab courses, lectures, and discussions; and identify a specific way you can design communication into your course.

Coordinators:

Shriram (Taaj) Shanmugham, Biomedical Engineering
Graduate Student

Chris Dwyer, Mathematics Graduate Student

Facilitators:

Thomas McGlamery, Associate Faculty Associate, EPD

Katherine Compton, Assistant Professor, ECE

B1. Educating Engineers for the New Global Marketplace (the broad education necessary to understand the impact of engineering solutions in a global and societal context)

2534 Engineering Hall

What are the problems that society will face in the next 20-30 years? Energy? Global climate changes? Environment? Security? How can instructors help students understand the impact they can have as they apply technical knowledge to solve engineering problems? Investigate how culture, geography, and education help define the diversity of people who will work together to solve societal problems.

Coordinators:

Yogesh Jashnani, Electrical & Computer Engineering Graduate
Student

Facilitators:

George Johnson, Associate Faculty Associate, EPD

John Booske, Professor, ECE

B2. Engaging in Life-Long Learning (a recognition of the need for, and an ability to engage in life-long learning)

2349 Engineering Hall

The half-life of an engineer's technical skills is 2.5-7.5 years. What does that mean to you and your students? How can you maintain your technical currency, a necessary ingredient for success? How can you emphasize it to your students, the engineers of tomorrow? This workshop will clarify the concept of "life-long learning," what sources are available, and how to use them effectively. As learners, explore ways to help yourselves and your students keep up with change and face different responsibilities.

Coordinators:

Yang Yang, Chemistry Graduate Student

Facilitators:

Bob Wilson, Professor, Mathematics

Wayne Pferdehirt, Associate Faculty Associate, EPD

B3. Using Contemporary Issues and Creativity to Engage Your Students (a knowledge of contemporary issues)

2309 Engineering Hall

Why do we have to learn this? How does this affect my life? These common questions frustrate us all and are difficult to address in our courses. Math and logic intensive courses require most of the class time for presenting fundamental ideas and concepts leaving little time to step back and look at the big picture. Finding creative ways for our students to see how course material fits into the context of both their future careers and the world at large sheds new light on the relevance of the material they are learning. The goals of this workshop are to demonstrate how others have been using contextual examples creatively and effectively, and to discuss how we can incorporate these ideas into our own courses.

Coordinators:

Matt Lockett, Chemistry Graduate Student

Facilitators:

Traci Kelly, Assistant Faculty Associate, EPD

B4. Learn@UW and RefWorks: Tools for Teaching and Learning (an ability to use the techniques, skills, and modern engineering tools necessary for engineering problems)

2261 Engineering Hall

While many tools are specific to the discipline, two are useful to all students and teachers on this campus. Learn@UW is a course management system with convenient features including grade books, group work spaces, and quizzing functions. RefWorks is a web-based information manager that can create bibliographies for your papers. These tools are useful now and in your future career.

Facilitators:

Renee Schuh, Division of Information Technology
Amy Kindschi, Wendt Engineering Library

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Date last modified: Wednesday, 12-Jan-2005 22:58:08 CST

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