SCHEDULE

Thursday, January 12, 2006

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

8:10 **Welcome - Paul Peercy, Dean, College of Engineering**
1800 Engineering Hall

8:15 **Our Undergraduate Engineering Students: Helping Them Learn**
1800 Engineering Hall Lobby

What motivates you? What, if anything, frustrates you? What surprises you? What do you wish your instructors knew more about? What do you wish your teaching assistants knew more about? What else would you like us to know? These questions refer to undergraduate courses and learning environments here at UW-Madison. They were among those questions recently used in an email survey of undergraduate engineering students. Remember that these students are in chemistry, physics, math, and other courses in addition to engineering courses. While an analysis of the survey results is available, a panel of undergraduate engineering students will start our conversation on January 12. With their comments as a foundation, you will be able to 1. build an awareness of students' characteristics that affect learning, 2. identify strategies to help our students learn, and 3. assess student understanding and development.

Moderators:
Sandra Courter, Director, Engineering Learning Center

Panelists:

Panelists will be undergraduate engineering students.

9:00 **ADJOURN TO WORKSHOPS**

9:15
Choose One

A1. Motivation: Connecting with students to help them learn
A2. Commonly Held Misperceptions: Investigating perceptions that instructors have
A3. Formative Assessment: Knowing what students know to help them learn
A4. Teaching with Technology: Using Learn@UW, RefWorks, and Library Course Pages
A5. Habits of Highly Effective People: Applying this to our lives as teachers to help students learn

10:45 **BREAK**

11:00
Choose One

B1. Emotional Intelligence: Relating EI to diversity issues in teaching and learning
B2. Inclusive Learning Environments: Using effective teaching strategies and building community
B3. Student Development: Practicing Kolberg's Developmental Theory
B4. Quizzes and Exams: Design for Grading (DFG)
B5. MentorNet: Finding a mentor for yourself and your students

12:25 **OVERALL EVALUATION**

12:30 **ADJOURN**

12:45 **DEPARTMENT ORIENTATIONS**
(Check with your department)

A1
Back to session A

A1. Motivation: Connecting with students to help them learn
2305 Engineering Hall

How do you spark students' interest? UW undergraduates have responded: Relevance, practicality, applicability to the world. They learn best from professors who tell stories, who are enthusiastic, who are responsive to questions and good listeners, who have humor, and who have knowledge of current research in the area. Share effective strategies and gain confidence in implementing them in your classroom.

Facilitators:
Tim Shedd, Assistant Professor, Mechanical Engineering;
Sam Pazicni, Research Assistant, Chemistry;
Mark Allie, Assistant Faculty Associate, Electrical and Computer Engineering

A2
Back to session A

A2. Commonly Held Misperceptions: Investigating perceptions that instructors have
3534 Engineering Hall

How do your students see you? What do students need for learning? Why do or do not students participate in your class? Do you spark students' interest? Investigate "It should be clear to students that I treat everyone the same" and other strategies that don't work well. Build on research by Wayne Jacobson and Lois Reddick.

Facilitators:
Chris Pfund, Associate Director, Delta Program
Alice Pawley, Project Assistant, Delta Program, and Graduate Student, Industrial Systems Engineering

A3
Back to session A

A3. Formative Assessment: Knowing what students know to help them learn
2534 Engineering Hall

How do you know if students understand what you are teaching? What can you do before you give a test or quiz to help your students learn? Build on research of Richard Hake and Eric Mazur. Examine concept tests and other informal assessment strategies that you can use in labs, discussions, and lectures.

Facilitators:
Jay Martin, Professor, Mechanical Engineering

A4
Back to session A

A4. Teaching with Technology: Using Learn@UW, RefWorks, and Library Course Pages
2261 Engineering Hall - computer lab

What technical resources on this campus- supported, course management system work well? How do you know? How do they compare to similar resources? Who is using them on campus and why? While many tools are specific to the discipline, two are useful to all undergraduates on this campus. Learn@UW is a course management system with convenient features including grade books, group work spaces, and quizzing functions. Information literacy includes knowing how to access data bases regarding specific disciplines such as engineering and using RefWorks, a web-based documentation program. These tools are useful now and in your future career.

Facilitators:
Renee Schuh, Consultant, Academic Solutions
Amy Kindschi, Librarian, Wendt Engineering Library
John Moore, Professor, Chemistry
Rachel Bain, Faculty Assistant, Chemistry

A5
Back to session A

A5. Habits of Highly Effective People: Applying this to our lives as teachers to help students learn
2540 Engineering 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.

Facilitators:
Robert Hamers, Professor, Chemistry

B1
Back to session B

B1. 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 insight and action-based and that focus on understanding both yourself and others in order to have productive interactions. It involves knowing what makes me tick, being my own change master, understanding cultural whys behind behavior, and communicating effectively and resolving conflicts in diverse settings.

Facilitators:
Kathleen Holt, Program Specialist, Employee Assistance Office

B2
Back to session B

B2. Inclusive Learning Environments: Using effective teaching strategies and building community
3534 Engineering Hall

What teaching strategies help people learn? What can you do to create a supportive classroom climate? Build on resources and research compiled through the Diversity Institute, a component of the Center for the Integration of Research, Teaching, and Learning (CIRTL).

Facilitators:
Gwen Ebert, Student Services Coordinator, Diversity Affairs Office
Ben-Tzion Karsh, Assistant Professor, Industrial and Systems Engineering
Sandy Courter, Director, Engineering Learning Center

B3
Back to session B

B3. Student Development: Practicing Kolberg's Developmental Theory
2540 Engineering Hall

What stages do students go through as they mature and learn? How do these stages affect teaching and learning? How do these stages relate to ethical decisions including plagiarism? What does this mean for their professional career?

Facilitators:
Roger Black, Assistant Faculty Associate, Technical Communication and Engineering Professional Development

B4
Back to session B

B4. Quizzes and Exams: Design for Grading (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 and exams while at same time reducing student complaints/regrade requests? Explore practical strategies for test question design and grading in this handy guide to design for gradability (DFG).

Facilitators:
Mike Morrow, Faculty Associate, Electrical and Computer

Engineering

B5
[Back to session B]

B5. MentorNet: Finding a mentor for yourself and your students
2261 Engineering Hall- computer lab

Do you have questions you'd like to ask a practicing engineer or a faculty member? How could you encourage your students to tap into this free, on-line mentoring program? What do senators from Hawaii and Wisconsin have in common?

Facilitators:
Laurie Mayberry, MentorNet Campus Representative, Provost's Office
Natalie Enright, Research Assistant, Computer Engineering

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Thank you for visiting!