

TIP

Teaching Improvement Program

College of Engineering

University of Wisconsin-Madison



SCHEDULE

Thursday, January 18, 2007

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

8:30 **Welcome - Paul Peercy, Dean, College of Engineering**
1800 Engineering Hall

8:40 **Creating Inclusive Communities in Classrooms, the
Workplace, and Beyond**
1800 Engineering Hall Lobby

UW Madison's Theater for Cultural and Social Awareness will perform vignettes involving diversity, inclusiveness, and classroom/workplace climate. Patrick Sims, Assistant Professor of Theatre & Drama, and his undergraduate students have designed some clever vignettes that will help us explore sensitive issues in a relaxed yet professional setting. Sims' interactive approach has received positive reviews across campus. The titles are Airplane, The Passage, and Small Talk.

Coordinators:

Patrick Sims, Theatre & Drama

10:15 **ADJOURN TO WORKSHOPS**

10:30

Choose One

[A1. Grading Lab Reports Effectively](#)

[A2. Motivating Students: A Case for Active Learning](#)

[A3. Qualities of Effective People and Teams](#)

[A4. Formal Graded Assessment: Focus on Partial Credit](#)

[A5. Myers-Briggs Personality Styles: Connections to Learning](#)

[A6. Learning Plans: Lesson Study in the College Classroom](#)

[A7. How Strategies from Theater Can Help People Learn](#)

11:45

OVERALL EVALUATIONS

11:50

ADJOURN

12:00

DEPARTMENT ORIENTATIONS

(Check with your department)

A1

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A1. Grading Lab Reports Effectively

2317 Engineering Hall

Grading lab reports is a specific challenge in any lab course. Participants will explore strategies to share expectations with students before the lab and to share meaningful comments with students after the lab. If the goal of the lab is to help students learn specific concepts, then the lab report and instructor feedback on the lab is critical. Hear best practices and envision how you can begin to apply the strategies immediately

Facilitators:

Gordon Bain, Chemistry

Greg Nellis, Mechanical Engineering

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A2. Motivating Students: A Case for Active Learning

3534 Engineering Hall

Which would you rather experience: a lecture on plasma physics or seeing a light bulb placed in a microwave? Come learn active learning-based methods for motivating your students across the disciplines of chemistry, physics, and engineering. Participants will engage in active learning exercises and learn several active learning techniques. Discuss the advantages and disadvantages of using these methods in the classroom, and receive practical resources and implementations you can readily use this semester in your classes.

Facilitators:

Dave Schlossberg, Engineering Physics,
Christine Pfund, Delta Program in Research, Teaching, and Learning and WI Program for Scientific Teaching

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A3. Qualities of Effective People and Teams

2265 Engineering Hall

Would you like to learn how to use teams in your course to help students learn? Participants will experience a team building simulation-based workshop and explore qualities of effective people. Discuss the basics of team/group processes, the characteristics of a well functioning team, the four stages of team growth, and strategies to ensure a successful team experience for any class.

Facilitators:

Harry Steudel, Industrial and Systems Engineering

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A4. Formal Graded Assessment: Focus on Partial Credit

2534 Engineering Hall

Grading is a challenging process but is a learning opportunity for both undergraduates and instructors. Handled effectively, grading helps students understand concepts and helps instructors understand misconceptions that students have. But since grades are the currency that students have to use to graduate and get into advanced studies, grading is an important component. Learn how to grade fairly and consistently. As instructors, help each other write effective questions and grading guidelines to allow for partial credit.

Facilitators:

Jim Wollack, Testing & Evaluation

John Booske, Electrical and Computer Engineering

Mike Morrow, Electrical and Computer Engineering

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A5. Myers-Briggs Personality Styles: Connections to Learning

2255 Engineering Hall

Personality indicators provide insights for both instructors and students. Knowing yourself is the first step in knowing how to help your students. The Myers Briggs Type Indicator (MBTI) is one instrument that gives you insights into your personality. Discuss how you can use results to understand yourself and your students in the classroom. Combine the results with adult learning principles to help your students learn.

Facilitators:

Susan Piacenza, Engineering Career Services

Kathy Prem, Engineering Career Services

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A6. Learning Plans: Lesson Study in the College Classroom

2309 Engineering Hall

Lesson study is a method for improving teaching and learning in which a small group of instructors jointly designs, teaches, observes, evaluates and refines individual class lessons. This workshop introduces you to the basic principles and practices of lesson study and examines how you can use lesson study to design a learning plan for your course, improve your own teaching, and also contribute to knowledge about teaching in your field. Engage in several key lesson study exercises focused on: 1) developing goals for student learning, 2) designing lessons that make student thinking visible, 3) observing and gathering evidence of student learning and thinking, and 4) documenting your lesson study.

Facilitators:

Don Gillian-Daniel, Delta Program

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A7. How Strategies from Theater Can Help People Learn

2540 Engineering Hall

Another way of looking at your classroom is through the lens of theater. Research shows that “action” is key in the learning process. Experience shows that the skills of playwrights help motivate students in college classrooms, and increase the effectiveness and accessibility of teaching. As scientists, we sometimes overlook the kinesthetic learning style. This workshop will explore connections, gestures, stories, characters, and the emotional content of learning. Skills that playwrights have will help you motivate your students.

Facilitators:

Holly Kerby, Chemistry and Creative Writing, MATC