Circuits Virtual Community of Practice

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Session 1: Introduction to the VCP
March 21st, 2013

Agenda

- Welcome ~ 5 mins
- Introductions (Part 1) ~ 10 mins
- Goals of VCP & Project Background ~ 10 mins
- Technology Overview ~ 10 mins
  - ASEE Portal
  - Adobe Connect
- Introductions (Pt. 2) – Breakout room Activity ~ 15 mins
- Q & A ~ 5 mins
- Wrap-up & Plans for Session 2 ~ 5 mins

Introductions – Part 1

Ken Connor
Rensselaer Polytechnic Institute

Lisa Huettel
Duke University

Aaron Ohta
University of Hawaii at Manoa

Adrian Ieta
SUNY Oswego

Archie Holmes
University of Virginia

Bharathwaj Muthuswamy
Milwaukee School of Engineering

Cecilia Townsend
North Carolina State University

Frank Merat
Case Western Reserve University

Gloria Kim
University of Florida

Jack Mottley
University of Rochester

Jim Becker
Montana State University

Joe Moening
Lake Superior State University

John Robertson
Arizona State University Polytechnic

Keith Holland
James Madison University

Melinda Holtzman
Portland State University

Michael Cabral
Virginia Commonwealth University

Michael Glazos
St Cloud State University

Miguel Velez-Reyes
University of Texas at El Paso

Mohammad Habibi
Minnesota State University, Mankato

Paul M. Furth
New Mexico State University

Stella A. Quinones
The University of Texas at El Paso

Vidya Nandikolla
Philadelphia University

William Hageman
Kansas State University

Yacob Astatke
Morgan State University

Zoulikha Mouffak
California State University at Fresno

Session 1: Learning Objectives

- Begin to get to know each other
- Understand the overall structure and goals of the Circuits VCP
- Gain familiarity with the technology

Virtual Communities of Practice Model: Basic Premises

- Need for advancement in engineering education and effective methods of dissemination
- Current short-term, one-shot, face-to-face faculty workshops are inherently flawed and not scalable
- Learning communities and communities of practice offer an effective alternative
- Virtual approaches provide an effective, economical, and scalable approach without geographic constraints
- Engineering faculty will participate (that's you!)

Goals of Circuits VCP

Develop a supportive community that works to
- Share knowledge
- Gain a deeper understanding of research-based instructional strategies
- Develop skills needed to implement and evaluate approaches

VCP Sessions Overview

- Session 1 (March 21st): Introduction to the Circuits VCP
- Session 2 (March 28th): Research-Based Instructional Approaches
- Session 3 (April 4th): Learning Objectives and Bloom's Taxonomy
- Session 4 (April 11th): Student Motivation
- Session 5 (April 18th): Active Learning Approaches I
- Session 6 (April 25th): Active Learning Approaches II
- Session 7 (May 5th): Active Learning Approaches III
- Session 8 (May 12th): Student Assessment
- Session 9 (May 19th): Wrap-up, Reflection, Fall Planning

Technology Overview: Open Atrium Circuits VCP Portal

- Session materials (readings, slides) will be posted here
- Group work can be shared here

Technology Overview: Adobe Connect

- Speaking
  - Audio set-up wizard
  - Mute/Unmute button
  - Raising your hand (and other actions)

- Interactive features
  - Chat window
  - Polls
  - Breakout rooms
  - Whiteboard

Adobe Connect: Breakout rooms

- Useful for small group discussions and activities
- Notes taken in breakout rooms can be shared with full group when breakout ends

Introductions – Part 2

- You will be randomly assigned to a breakout room
- Once you are in your breakout room:
  - Start the timer for 6 minutes
  - "Recorder" (person listed **first** in the list of attendees) will take notes in the "Team Notes" pod
  - Each individual should take 60-90 seconds to
    - Briefly introduce yourself (e.g., name, institution/location, years teaching Circuits)
    - State your goals for participating in the VCP
- Upon returning to the main group, the Team Notes will be shared with the whole group

Session 2: Overview of Research-based Instructional Approaches

In preparation for Session 2 (March 28th):

- Read and be prepared to discuss HLW Introduction and Conclusion
- Read and be prepared to discuss Chickering & Gamson's Seven Principles for Good Practice in Undergraduate Education