

Circuits VCP – Spring 2013 Schedule

Meeting Thursdays 1:30-3:00pm, March 21st thru May 16th

Session 1 (3/21): Introduction to the Circuits VCP and the technology

- Pre-meeting readings & activities
 - Complete diagnostic assessment
 - Upload photo to ASEE VCP portal and/or send photo to K&L
 - System Check for Adobe Connect
 - Obtain appropriate headset
- Meeting
 - Learning Objectives
 - Begin to get to know each other
 - Understand the overall structure and goals of the Circuits VCP
 - Familiarize participants with the technology
 - Agenda
 - Welcome & Overview (10 minutes)
 - Present overall goals of Circuits VCP, overview of 9 sessions
 - Introductions – Part 1 (10 minutes)
 - Have slide(s) with photo, name, and institution of all participants (alphabetical or geographical grouping?)
 - Have each participant take 20 seconds to say their name and institution
 - Overview of Technology: Adobe Connect (5 minutes)
 - Highlight particular features, set-up, troubleshooting
 - What to do if you experience difficulties
 - Overview of Technology: Breakout rooms (5 minutes)
 - Activity **BREAKOUT ROOMS**: Introductions – Part 2 (15 minutes)
 - Divide into groups of 4, assign to breakout rooms (6 rooms, set up in advance) (2)
 - In breakout room (8):
 - Select one “Recorder” to take notes on “Discussion Notes”
 - Each participant gets 1 minute to say why they are participating and... (favorite circuits topic to teach?)
 - Return to full group (5)
 - Demonstrate how “Discussion Notes” can be shared with full group
 - Overview of Technology: ASEE Circuits VCP portal (10 minutes)
 - Wrap-up and Plans for Session 2 (5 minutes)
- Assignment

Session 2 (3/28): Using Student Teams

- Pre-meeting readings & activities

- Complete CATME survey
 - used by co-leaders to form teams
- Read “Student Teams in the Engineering Classroom and Beyond: Setting up Students for Success”, by Finelli, Bergom, Mesa, CRLT Occasional Paper #29
- Read “Turning Student Groups into Effective Teams”, by Oakley, Felder, Brent, and Elhajj, J. Student Centered Learning (2004).
- Meeting
 - Learning Objectives
 - Agenda
 - Discussion of the use of teams
- Assignment

Session 3 (4/4): Research-Based Instructional Approaches: Overview

- Pre-meeting readings & activities
 - Read HLW Introduction and Conclusion
 - Read Chickering & Gamson's Seven Principles for Good Practice in Undergraduate Education
- Meeting
 - Learning Objectives
 - Agenda
- Assignment

Session 4 (4/11): Using learning objectives and Bloom's taxonomy

- Pre-meeting readings & activities
 - Read HLW Appendix D: What are learning objectives and how do we use them?
 - Review the two websites about (1) Changes to Bloom’s Taxonomy and (2) the revised Bloom’s Taxonomy:
 - www4.uwsp.edu/education/lwilson/curric/newtaxonomy.htm
 - www.celt.iastate.edu/pdfs-docs/teaching/RevisedBloomsHandout.pdf
- Meeting
 - Learning Objectives
 - Agenda
- Assignment

Session 5 (4/18): Student motivation

- Pre-meeting readings & activities
 - Read HLW Chapter 3: What Factors Motivate Students to Learn?
 - Read Idea Paper #41 by Svinicki
- Meeting
 - Learning Objectives
 - Agenda

- Brainstorming activity: How can you motivate students
 - Activity: case study
- Assignment

Session 6 (4/25): Active learning: Making class sessions more interactive (Part 1)

- Pre-meeting readings & activities
 - Read article “Rethinking the way college students are taught” and watch the video at <http://americanradioworks.publicradio.org/features/tomorrows-college/lectures/rethinking-teaching.html>
 - Read and be prepared to discuss the following articles
 - Pedagogies of Engagement: Classroom-Based Practices, by Smith et al.
 - Idea Paper #53: Active Learning Strategies in Face-to-Face Courses, by Millis
- Meeting
 - Learning Objectives
 - Agenda
 - Model active learning methods in activities (e.g., TPS, TAPPS)
 - Reflection on activities, what are the take-aways that can be applied to participant’s own classroom
- Assignment
 - Plan an active learning exercise

Session 7 (5/2): Active learning: Making class sessions more interactive (Part 2)

- Pre-meeting readings & activities
 - Review “Recommendations for making active learning work” www1.umn.edu/ohr/teachlearn/tutorials/active/recommendations/index.html and other pages at the site
- Meeting
 - Learning Objectives
 - Agenda
 - Discussion of active learning exercises
- Assignment

Session 8 (5/9): Active learning: Making class sessions more interactive (Part 3)

- Pre-meeting readings & activities
- Meeting
 - Learning Objectives
 - Agenda
- Assignment

Session 9 (5/16): Wrap-up, Reflection, (Fall Planning?)

- Pre-meeting readings & activities

- Meeting
 - Learning Objectives
 - Agenda
- Assignment