| Session | Objectives |
|---|---|
| Introduction, Course Goals, Know your Audience | Be aware of The [project] Project, determine your most likely audience, learn some techniques for setting the stage in your classroom. |
| Lecture and Questioning Techniques | Plan a session that keeps your students focused on the class or lab, be able to pose good questions to the class or lab, apply techniques learned in the workshop to your planned teaching activity. |
| Blooms Taxonomy | Understand the six levels of Bloom's as it relates to engineering, be able to identify Bloom's level for questions on an exam and develop a sample activity and assessment for each level. |
| Managing Hands-on Activities | Recognize potential difficulties that may arise in a lab, think about how to time activities appropriately, discuss ways to help students learn from mistakes in a safe hands-on environment. |
| Managing Problem Solving Sessions | Understand the advantages and disadvantages of different types of recitation sessions and how class size and year level affect success, observe, then develop and run a sample recitation session. |
| Classroom Assessment Techniques | Recognize the value of assessment and evaluation, learn how to help students learn through assessment, apply techniques learned in the workshop to your planned teaching activity. |
| Microteaching Session with Peer Observation | Design and deliver a short lesson on an engineering topic, provide constructive feedback to other student teachers, receive constructive feedback on your own teaching, reflect on how you can use the feedback you receive to improve your teaching. |
| Creating Exams, Homework, Quizzes, Multiple Choice Questions | Understand strategies to assess student mastery of the material relative to Bloom's level taxonomy, create a practice exam, assess each others exam for quality, accuracy and difficulty level. |
| Grading, Annotation, Rubrics | Understand the difference between grades intended for student motivation versus student assessment, recognize appropriate grading schemes and professor annotation of graded work, create a grading rubric for exam, quiz and homework problems, grade papers using the rubric. |
| Course Management Software and Best Practices | Demonstrate ability to use the course management system and be able to explain best practices for maintaining accurate student records. |

Questions? Contact us:
Dr. DeBartolo eademe@rit.edu
Dr. Robinson rjreme@rit.edu
Dr. Bailey mbbeme@rit.edu