Effective Teaching

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Thursday, January 12  
8:30 a.m.–4:30 p.m.  
AND

Friday, January 13  
8:30 a.m.–12:30 p.m.

Lunch provided on Thursday

Corbett Center, Doña Ana Room

College teaching may be the only skilled profession that does not routinely provide its practitioners with prior instruction or on-the-job training. The assumption seems to be that getting a Ph.D. in a discipline somehow equips a person with the knowledge and skills to lecture effectively, write good assignments and tests, design courses, motivate students to learn and equip them with well-developed problem-solving, communication, and lifelong learning skills, and deal with the hundreds of problems that routinely arise when dealing with a class full of individuals with different abilities, needs, motivations, and problems. The assumption is false, and it typically takes new instructors 4–5 years to learn to teach effectively by trial-and-error, and some never learn. Unfortunately, the ones who pay the penalty for the errors are usually not the ones making them.

As it happens, a great deal is known from both research and experience about what makes teaching effective. Most of it does not require innate teaching ability or a particular type of personality, but simply involves a combination of easily implemented strategies and common sense. This workshop draws on this material to provide faculty members and graduate students with tools to make them more effective teachers.

Topics Addressed

• How do students learn? How do teachers teach? What often goes wrong in the process?
• How do I plan a course? What do I do on the first day?
• How can I be a better lecturer? How can I get students actively involved in class, even if there are 200 of them in the room?
• How do inductive teaching methods (inquiry, problem-based learning, project-based learning, case-based instruction,...) work? Why should I use them?
• How can I create tests that are both rigorous and fair?
• What student-related problems am I likely to face (classroom management, emotional crises, cheating, etc.)? How should I deal with them?
• What other problems am I likely to run into (evaluating teaching, promotion and tenure, time management, etc.)? How should I deal with them?

This workshop is appropriate for faculty in all disciplines, but most of the examples will come from science, technology, engineering and mathematics (STEM) disciplines.

Dr. Richard M. Felder is Hoechst Celanese Professor Emeritus of Chemical Engineering at North Carolina State University, Raleigh, North Carolina. He is a coauthor of the book *Elementary Principles of Chemical Processes* (3rd edition update, Wiley, 2005), which has been used as the introductory chemical engineering text by roughly 90% of American universities and a number of universities elsewhere, and he has authored or coauthored over 200 education-related papers and “Random Thoughts” columns as well as numerous papers on chemical process engineering. Together with his wife, Dr. Rebecca Brent, he has presented over 600 teaching and faculty development workshops and seminars throughout the United States and abroad. Since 1991 he has codirected the National Effective Teaching Institute under the auspices of the American Society for Engineering Education.

Dr. Rebecca Brent is President of Education Designs, Inc., a consulting firm in Cary, North Carolina. Her areas of expertise are faculty development in engineering and the sciences, evaluation of educational programs at both precollege and college levels, and classroom uses of instructional technology.

Dr. Brent taught for seven years in the public school system prior to undertaking her doctoral program, and after receiving the doctorate, taught undergraduate and graduate courses in classroom organization and management, instructional planning, and language arts methods at Florida Southern College and East Carolina University. From 1997 to 2003, she directed the NSF-sponsored SUCCEED Coalition faculty development program, and she currently coordinates faculty development activities for the North Carolina State University College of Engineering.

Registration is required at teaching.nmsu.edu. If you have problems registering online, call 646–2204 for help.