

Teaching For Real Jobs

Are you a **Graduate Student** who wonders . . . "Are we as engineers learning and teaching the right things?"

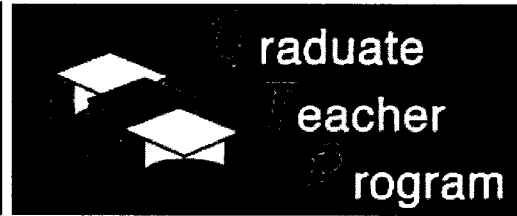
Come listen as speakers from industry and academia share their thoughts on the matter! The panel discussion will also involve questions from the audience.

Wednesday March 5th from 12:00 to 1:30
in the Discovery Learning Center's Bechtel
Collaboratory (DLC 1B70)
FREE HALF-FAST SUBS!!

Sponsored by the Graduate Teacher Program and the College of Engineering
Coordinated by the Engineering Lead Graduate Teachers

UG Δ GS
UNIVERSITY GOVERNMENT OF GRADUATE STUDENTS
UNIVERSITY OF COLORADO • BOULDER





LEAD TEAM GRANT APPLICATION 2007-08

The UGGS/GTP Lead Team Grant provides up to \$166 to each team for workshop expenses. All teams must complete an application, even if not requesting funds; if not all funds are requested, the remaining funds will be distributed according to need.

A completed application must include:

1. One copy (electronic submissions encouraged) of this application form (front and back with all information filled out)
2. Your team budget worksheet
3. UGGS Funds Allocation form (attached)

Submit all materials to the GTP lead coordinators (gtpleads@colorado.edu, ATLAS 201) by

APPLICATION DEADLINE: December 14, 2007

Team Name: Team Sunshine

Team Members:

- 1. Name: Devon Scott Department: Mechanical Engineering
- 2. Name: Alison Brown Department: Applied Math
- 3. Name: Michael Smith Palmer Department: Applied Math
- 4. Name: Ryan Soderquist Department: Chemical Engineering
- 5. Name: Jeff Coffin Department: Civil Engineering
- 6. Name: Christian Doerr Department: Computer Science
- 7. Name: Arvinder Manmohansingh Department: Electrical Engineering
- 8. Name: Jonathan Metts Department: Aerospace Engineering
- 9. Name: _____ Department: _____
- 10. Name: _____ Department: _____

Title of Workshop: Teaching for real jobs: Are we as engineers learning the right things?

Day and Date of Workshop: Wed. 02/27/2008 Time: 12:00 Noon

1 hr, 1.5 hrs?

Location: DLC 1B70 Presenters: Dr. Vanessa Aponte, Lockheed-Martin; Dr. David Jubenville, CU-Boulder; Civil Eng., others
TBD

+ what is total budget just FYI?

Person submitting application: Devon Scott Email: devon.scott@colorado.edu

APPLICATION QUESTIONS

Complete the following questions providing as much specific information about your proposed workshop as possible.

1. Purpose/Goals of workshop:

The goals of our workshop are to teach current graduate teachers how to teach in a way that will prepare their undergraduates for working in industry. This workshop will help to assess if we are really teaching information that will be useful once out of school. Also, the workshop will relate how being a Teaching Assistant has helped professionals in their current jobs.

2. Description of workshop:

We will have a panel of 3 people, this first will be a recent PhD graduate working in industry. The second will be a person with experience in industry and is now teaching a class at the University. The third person will be experienced primarily in academia, and is now teaching. Each person will be given time to speak, this will be followed by a question answer session/panel discussion.

3. List four ways your team will promote your workshop.

We will promote through email communication to TA and all graduate students in the college of engineering. Flyers will be made to place around the building. We will also promote through word of mouth and tell the graduate teachers in each of our departments. We will announce the workshop in our own departmental seminars as applicable.

4. How will your workshop benefit graduate student teachers?

The workshop will create a link between being a graduate student teacher and their career afterward whether its industry or academia. The workshop will also help graduate teacher teach in a way that will prepare their students for industry.

5. How is your workshop interdisciplinary (within your team)?

Our topic will be able to be applied to any of the engineering disciplines. Each of our three speakers are from a different area of study, we will have a speaker from: aerospace, civil engineering and applied mechanics.

6. How will your workshop reach all four Kolb learning styles?

Reflective Observation- the audience will be able to listen to what each speaker has to say during the speaker's short lecture.

Active Experimentation- the audience members will be able to ask questions and interact with the panel.

Concrete Experience- the audience members will receive handouts and experience videos and other multimedia elements from the speaker presentations.

Abstract Conceptualization- the audience members will be able to visualize the job environments of both academia and industry and project their own educational experiences upon those future opportunities.

7. How does your workshop take a new or innovative approach to improving teaching and/or meet a pressing need of post-secondary teaching and learning?

Most of the teaching done by engineering graduate students is just basic problems; teaching toward industry will give a new approach to teaching by including real world problems.

Handwritten notes:
- 3 speakers
- 1st speaker: recent PhD graduate working in industry
- 2nd speaker: person with experience in industry and is now teaching a class at the University
- 3rd speaker: experienced primarily in academia, and is now teaching
- 1st speaker: aerospace
- 2nd speaker: civil engineering
- 3rd speaker: applied mechanics

Handwritten note: N/A

8. How will you assess how well your goals have been met?

We will be able to provide a feedback form to all students that attend the workshop so we can assess how the workshop went for them and therefore figure out if we managed to meet our goals.

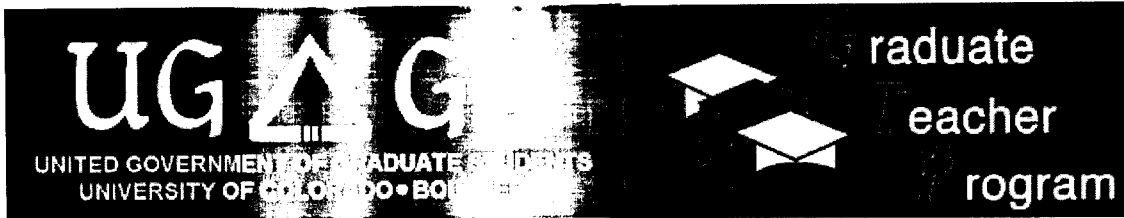
9. Attach the UGGS Funds Budget Allocation Form for your workshop, indicating UGGS and any department matching funds.

Further Instructions:

- Invite GTP Lead Coordinators and UGGS officers to your workshop
- Videotape your workshop using GTP equipment
- Include the UGGS logo (available at <http://uggs.colorado.edu/images/uggslogo.jpg>) and the Graduate Teacher Program logo (available at <http://www.colorado.edu/gtp/images/title-main.jpg>) in all promotional materials.
- Submit to the GTP the Team Activity Evaluation Form (to be handed out at January Lead Network meeting) within one week after the workshop.
- Each lead records discipline-specific credit for participants from their department and submits copies of sign-in sheets to the GTP with names marked that are requesting GTP workshop credit.

Just for personal FYI :

What are you using the \$ from Engineering on?
Food?



— Please submit with application form —

UGGS Funds Budget Allocation Form

Instructions:

1. This form is to be completed by a designated team member. This person will be the "authorized signer" on this form, and will be responsible for submitting it in conjunction with the Lead Team Grant application. This person will be responsible for UGGS if we need to contact your team for any reason, and will be responsible for submitting receipts to the Student Organization's Finance Office (SOFO) office to pay for your event's supplies.
2. Upon filling out this form and submitting your application to the GTP Lead Coordinators, UGGS will obtain these funds and we will use your information to complete our necessary paperwork to ensure this allocated amount is available to you.
3. After this form and your application are submitted, have the authorized signer visit the SOFO office **two weeks prior** to your event date to receive the funds necessary to support your event.
4. If your group pays for items (e.g., food, supplies, etc.) with money (through SOFO), the authorized signer on this form is responsible for submitting receipts if those items are paid by debt/credit (preferred), and for submitting receipts to the SOFO office for reimbursement.
5. If you do pay for items with cash, you must submit **ORIGINAL receipts** or follow the above instructions, there is *no guarantee* that we will reimburse you for money spent.
6. If you have questions or need assistance at any time, please contact the UGGS office no later than one (1) week before your event at 303-492-5068, uggsinfo@colorado.edu, or stop by our office at UMC 123.
7. After the event, complete the actual expenses column on the budget sheet and submit with the report.

Name of Team: _____
 Title of Workshop: _____
 Authorized Signer Name: _____
 Telephone: 412-848-_____
 Email: _____

Do you anticipate funding from other sources? yes no
 Department: _____

Total amount requested: _____

| |
|---|
| <p>GTP use only: Funding has been allocated in the amount of \$_____</p> <p>Comments:</p> |
|---|

| |
|---|
| <p>UGGS use only: Funding signed at _____</p> <p>Date: _____</p> |
|---|

Team Activity Report Form

(to be submitted one week following the team workshop)

Team Name: Team Sunshine

Team Members:

| NAME | DEPARTMENT |
|-------------------------|------------------------|
| Devon Scott | Mechanical Engineering |
| Alison Brown | Applied Math |
| Michael Smith-Palmer | Applied Math |
| Ryan Soderquist | Chemical Engineering |
| Jeff Coffin | Civil Engineering |
| Christian Doerr | Computer Science |
| Arvinder Manmohansingh* | Electrical Engineering |
| Jonathan Metts | Aerospace Engineering |
| | |

*Team member did not assist with planning or implementing workshop

Title of Workshop: Teaching for real jobs: Are we as engineers learning the right things?

Day and Date of Workshop: Wednesday March 5, 2008 Time: 12:00-1:30

Location: DLC Presenters: Dr. David Jubenville, CU-Boulder (Civil Eng.), Dr. Mary Nelson (Applied Math), Shawn Miller (Raytheon)

1. Purpose/Goals of workshop:

The purpose of this workshop was to provide TAs with a way to help them lead their classes so that they can prepare students for real jobs. We also wanted TAs to be able to assess if their teaching styles will prepare students for the future.

2. Description of workshop:

The basis of the workshop is a panel of 3 people; this first will be a recent PhD graduate working in industry. The second will be a person with experience in industry and is now teaching a class at the University. The third person will be experienced primarily in academia, and is now teaching. The workshop started with an introduction of the speakers and gave each speaker a chance to tell the audience a little bit about their teaching style so they could talk about how they teach to prepare students for real jobs. This was then followed by a question answer section, where students from the audience were able to ask the panelists questions about how they prepare students for life after graduation. This was more of an open discussion.

3. List the ways your team promoted the workshop:

We promoted the workshop by placing flyer around the engineering building that gave the details of the workshop. Each Lead submitted an email to his or her department about the workshop. Also, we used word of mouth to tell people in our departments.

4. How did your workshop benefit graduate student teachers?

The workshop gave TAs information about what is really important in real jobs and the panelists gave some suggestions about some of most important skills that a student should have when they graduate. This will then help TA to organize classes to emphasis the points brought up by the panel.

5. How was your workshop interdisciplinary (within your team)?

We had a range of speakers that were each from different departments within the engineering school: civil, applied math, aerospace. Therefore, this workshop should be applicable to all engineering disciplines.

6. How did your workshop reach all four Kolb learning styles?

We allowed a small break in the workshop after the initial presentations and before the question and answer section to give people a chance to observe and think about questions they might want to ask in order to incorporate reflective observation. The facts presented in the workshop were very well thought out and enabled people to accumulate a wide range of knowledge from experts thereby incorporating abstract conceptualization. An open question and answer session was incorporated for active experimentation and the audience participation in this part of the workshop was excellent. Finally the concrete experience pole was incorporated by all of the panelists who helped explain the importance of the teaching and learning skills that will be needed in real world jobs.

7. How did your workshop take a new or innovative approach to improving teaching and/or meet a pressing need of postsecondary teaching and learning?

Most workshops in the engineering discipline will be technical workshops to improve skills in teaching theoretical problems. Our workshop moves away from this and gave a general approach to teaching. This workshop gave some tip on important aspects that we should highlight in our classrooms, such as helping to improve communication skills.

8. How did you assess how well your goals have been met?

We discussed the workshop afterwards and we felt positive that people were interested during the workshop and we felt that we also learned something. Also, when looking over the feedback forms there were many positive comments and some people felt that they really did learn something.

9. Attach a budget report for your workshop, indicating UGGS and department funds and expense types and amounts.

N/A

10. Submit flyer, agenda, and handouts that were used.

Topic Questions:

Opening Question.

Briefly, what are your feelings on the connection between academic preparation and industry expectation? What are we doing right, and what do we need to change?
(max 5min answers)

Discussion Questions.

What do you believe to be the necessary qualifications for determining what academic criteria should be? e.g. industry experience, ABET, etc

What are the differences between working in academia and industry? How do these correlate with expectations and preparation of students?

What are the end goals of the current curriculum in respect to the different levels of education: undergrad, masters, Ph.D.? What skills do these programs highlight?

Is the breadth of the undergraduate experience enough? What do you believe the essential elements should be?

Is an undergraduate degree enough? How has the change in the duration of the engineering curriculum affected industry's view of a Bachelor's degree vs. a Master's degree? Has the MS taken the place of the 5 year program?

What is the role of the TA (teaching assistant) in preparing students for industry jobs? How prepared can a TA be for this task?

How has your TA (teaching assistant) experience prepared you for your current position?

Is there anything more that you should expect from participating in the Graduate Teacher Program as a TA? (or a similar program)

How much say should a student have in his/her own class schedule and curriculum?

Are there any textbooks from school that you use on a regular basis? If not, what do you use?

How do you think the internet has changed the use of resources? And, for that matter, changed the educational experience?

Workshop: Teaching for Real Jobs: Are We as Engineers Learning the Right Things?
 Presenter: Engineering Team, V. Aponete, D. Jubenville, M. Nelson
 Date: March 7, 2008

Sign-In Sheet

Revised Fall 2005



Please sign this sheet so that the Graduate Teacher Program has a record of your attendance. This is very important for certification and for future job applications. Print outs of your personal record are available in the GTP office upon request by email. If you are faculty, a postdoc, or staff, you are welcome. Please sign in so we know who was here. Thank you.

****Please Print****

| Last Name / First Name | Student ID Number | Department | Sex | M | F | TA | GPTI | Faculty | Postdoc | Minority (Specify) | International | Yr in Grad School |
|------------------------|-------------------|------------|-----|---|---|----|------|---------|---------|--------------------|---------------|-------------------|
| Sylves, Kevin | 810 06 3734 | Aero | | X | | | | | | | | 4 |
| Seibert, Carl | 81083 7193 | Aero | | X | | | | | | | X | 1 |
| Tombasco, Jill | 810148425 | Aero | | | X | | | | | | | 1 |
| Romer, Henry | 810 13 7175 | APPM | | X | | | | | | | | 1 |
| Ruston, Michael | 810 25 3565 | APPM | | X | | | | | | | | 2 |
| Snyder, Kristine | 810 05 4509 | APPM | | | X | | | | | | | 2 APPM (Total) |
| Carlisle, Trevor | | ChemE | | X | | | | | | | | 2 |
| Corbels, Amanda | 810 689810 | ChBE | | X | | | | | | | | 2 |
| Hoehne, Matthew | 810 678258 | ChBE | | X | | | | | | | | 2 |
| Loucks, Diana | 810623349 | ASEN | | | X | | | | | | | 2 |
| Kobrick, Ryan | 810586667 | ASEN | | X | | | | | | | | 3 here |
| Ludwig, David | 810506030 | ChBE | | X | | | | | | | | 4 |
| Jingjing Wang | | AE | | | X | | | | | | X | |
| Kang Chuamei | 800610016 | AZ | | | X | | | | | | X | |
| Tu Weichao | 810682578 | AE | | | X | | | | | | X | |
| Thana-ig, Michelle | 810 472165 | ASEN | | | X | | | | | | | 1 |
| Wiese, David | 810 133 941 | ASEN | | X | | | | | | | | 3 |
| Kochen, Michael | | APPM | | X | | | | | | | | 2 |
| VINAMDE, ERIC | 810-06-0192 | ASEN | | X | | | | | | | | 4 |
| Sud, Jastak | 810-47-2263 | ASEN | | X | | | | | | | | 1 |

Please indicate if Department has changed

Workshop: Teaching for Real Jobs: Are We as Engineers Learning the Right Things?
 Presenter: Engineering Team, V. Aponete, D. Jubenville, M. Nelson
 Date: March 7, 2008

Actual 79

Sign-In Sheet

Revised Fall 2005

Please sign this sheet so that the Graduate Teacher Program has a record of your attendance. This is very important for certification and for future job applications. Print outs of your personal record are available in the GTP office upon request by email. If you are faculty, a postdoc, or staff, you are welcome. Please sign in so we know who was here. Thank you.

****Please Print****

| Last Name / First Name | Student ID Number | Department | Sex | | TA | GPTI | Faculty | Postdoc | Minority (specify) | International | Yr in Grad School |
|------------------------|-------------------|------------|-----|---|----|------|---------|---------|--------------------|---------------|-------------------|
| | | | M | F | | | | | | | |
| Oshman / Christopher | 810-84-1555 | MCEM | M | | X | | | | | | 3 |
| Ottel / Michael | 810-44-5650 | CSCI | X | | | | | | | | 3 |
| Pearce / Ben | 810-357520 | CSCI | | X | | | | | | | 5 |
| Phillips / John | | ASEN | M | | | | | | X | | 1 |
| Roberts / J | 810-88-4390 | ASEN | M | | | | | | X | | 1 |
| Pickrell / Anna | 810-54-2554 | CHEN | | X | | | | | | | 1 |
| Chen / Jia | | CHEN | | X | X | | | | X | | 1 |
| Roberts / Paul | 810-57-7544 | ASUJ | M | | | | | | | | 3 |
| Eric / Pollard | | ASEN | | | | | | | | | |
| Chase / Gerbig | | CHEN | X | | | | | | | | 3 |
| Danie / Bates | 810-35-6248 | CHEN | X | | X | | | | | | MSI |
| Fauna / Samuel | 810-68-8112 | CHEN | | X | | | | | | | 2 |
| Meghan / Ransom | 810-68-8375 | CHEN | | X | | | | | | | 2 |
| Nick / Pedatella | | ASEN | X | | | | | | | | 1 |
| Elizabeth / Wolfe | | ASEN | | X | | | | | | | 1 |
| Will / Gibson | | CHEN | X | | X | | | | | | 1 |
| Stephanie / Lalasa | 810-338898 | CHEN | | X | X | | | | | | 3 |
| Tirzah / Mills | 810-82-7599 | CHEN | | X | X | | | | | | 1 |
| Nich / Sandoval | 810-333-417 | CHEN | X | | X | | | | Yes (Lafano) | | 2 |
| Paul / Handke | 810-68-3947 | CHEN | X | | X | | | | | X | 2 |

Please indicate if Department has changed

University of Colorado at Boulder
Graduate Teacher Program
Graduate School

Workshop Title: Academic/teaching Profession

Date: 3/5/2002

Feedback Form

1. Please circle a number to indicate how you rate the workshop/session overall.

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

2. Please circle a number to indicate how you rate the presenter(s).

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

3. What was the most helpful part of this workshop/session?

hearing the speakers' opinions... esp about written communication

4. What was the least helpful part of this workshop/session?

N/A

5. What teaching or other behaviors do you plan to improve due to this workshop/session?

giving more thought provoking and underspecified problems that force students to find the info they need elsewhere

6. Would you recommend this workshop/session to a friend? Why or why not?

Yes, the opinions/thoughts provided were helpful

7. Please give us suggestions for topics you would like to see presented or faculty whom you think would be able to give outstanding workshops/sessions for the GTP.

mentorship/collaboration relationships -> how to develop/mentor etc

University of Colorado at Boulder
Graduate Teacher Program
Graduate School

Workshop Title: Assessing Writing vs Individual Expression Date: MAR-5

Feedback Form

1. Please circle a number to indicate how you rate the workshop/session overall.

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | (3) | 4 | 5 | 6 |

2. Please circle a number to indicate how you rate the presenter(s).

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | (3) | 4 | 5 | 6 |

3. What was the most helpful part of this workshop/session?

Interesting topic → stimulates thinking

4. What was the least helpful part of this workshop/session?

Too much handwriting

5. What teaching or other behaviors do you plan to improve due to this workshop/session?

6. Would you recommend this workshop/session to a friend? Why or why not?

No. Not too helpful

7. Please give us suggestions for topics you would like to see presented or faculty whom you think would be able to give outstanding workshops/sessions for the GTP.

University of Colorado at Boulder
Graduate Teacher Program
Graduate School

Workshop Title: Are we teaching/learning what
we need to know?

Date: 3/5/08

Feedback Form

1. Please circle a number to indicate how you rate the workshop/session overall.

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

2. Please circle a number to indicate how you rate the presenter(s).

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

3. What was the most helpful part of this workshop/session?

good speakers

4. What was the least helpful part of this workshop/session?

5. What teaching or other behaviors do you plan to improve due to this workshop/session?

6. Would you recommend this workshop/session to a friend? Why or why not?

yes, gave good perspectives on topics

7. Please give us suggestions for topics you would like to see presented or faculty whom you think would be able to give outstanding workshops/sessions for the GTP.

University of Colorado at Boulder
Graduate Teacher Program
Graduate School

Workshop Title: Teaching for the Real World

Date: 3/13/08

Feedback Form

1. Please circle a number to indicate how you rate the workshop/session overall.

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|-----|-----------|---|
| 1 | 2 | 3 | (4) | 5 | 6 |

2. Please circle a number to indicate how you rate the presenter(s).

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | (5) | 6 |

3. What was the most helpful part of this workshop/session?

The focus on communication/writing skills.

4. What was the least helpful part of this workshop/session?

The presenters all agreed with each other.

5. What teaching or other behaviors do you plan to improve due to this workshop/session?

More focus on writing skills

6. Would you recommend this workshop/session to a friend? Why or why not?

Yes. It brought up the fact that communication skills are key.

7. Please give us suggestions for topics you would like to see presented or faculty whom you think would be able to give outstanding workshops/sessions for the GTP.

interdisciplinary research + bridging the gaps between fields

University of Colorado at Boulder
Graduate Teacher Program
Graduate School

Workshop Title: Teaching for the real world

Date: 3/5/08

Feedback Form

1. Please circle a number to indicate how you rate the workshop/session overall.

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

2. Please circle a number to indicate how you rate the presenter(s).

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

3. What was the most helpful part of this workshop/session?

Nice to hear the presenters speak from personal experience.

4. What was the least helpful part of this workshop/session?

Long introduction and acoustics of the room/need for microphone

5. What teaching or other behaviors do you plan to improve due to this workshop/session?

Presenters underscored the need for written communication skills, and teamwork. So I'll keep that in mind.

6. Would you recommend this workshop/session to a friend? Why or why not?

Yes, for grad students in the coll of engineering. Presentation was specific to such students

7. Please give us suggestions for topics you would like to see presented or faculty whom you think would be able to give outstanding workshops/sessions for the GTP.

University of Colorado at Boulder
Graduate Teacher Program
Graduate School

Workshop Title: 2. Writing papers well Date: 11/12/03

Feedback Form

1. Please circle a number to indicate how you rate the workshop/session overall.

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

2. Please circle a number to indicate how you rate the presenter(s).

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

3. What was the most helpful part of this workshop/session?

The variety of the small group topics (the one of 10-15 min)
The ability to get feedback

4. What was the least helpful part of this workshop/session?

5. What teaching or other behaviors do you plan to improve due to this workshop/session?

Be more willing to take risks
Try to include more small group topics

6. Would you recommend this workshop/session to a friend? Why or why not?

Yes, I like the small group view of writing

7. Please give us suggestions for topics you would like to see presented or faculty whom you think would be able to give outstanding workshops/sessions for the GTP.

University of Colorado at Boulder
Graduate Teacher Program
Graduate School

Workshop Title: Teaching Engineering Panel Date: 3/5/08

Feedback Form

1. Please circle a number to indicate how you rate the workshop/session overall.

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

2. Please circle a number to indicate how you rate the presenter(s).

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

3. What was the most helpful part of this workshop/session?

1

4. What was the least helpful part of this workshop/session?

The discussion of communication ... isn't this obvious. Focus on what you can teach instead of realizing that there is no substitute for real experience

5. What teaching or other behaviors do you plan to improve due to this workshop/session?

None.

(internships, REU, etc.)

6. Would you recommend this workshop/session to a friend? Why or why not?

No, the advice covered the normal complaints of industry ... communication.

7. Please give us suggestions for topics you would like to see presented or faculty whom you think would be able to give outstanding workshops/sessions for the GTP.

University of Colorado at Boulder
Graduate Teacher Program
Graduate School

Workshop Title: Teaching Engineering

Date: 3/5/08

Feedback Form

1. Please circle a number to indicate how you rate the workshop/session overall.

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

2. Please circle a number to indicate how you rate the presenter(s).

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

3. What was the most helpful part of this workshop/session?

4. What was the least helpful part of this workshop/session?

5. What teaching or other behaviors do you plan to improve due to this workshop/session?

Workshop should have been focused on improving our role as instructors in teaching engineering more effectively

6. Would you recommend this workshop/session to a friend? Why or why not?

NO, b/c workshop title misleading (see above)

7. Please give us suggestions for topics you would like to see presented or faculty whom you think would be able to give outstanding workshops/sessions for the GTP.

University of Colorado at Boulder
Graduate Teacher Program
Graduate School

Workshop Title: Industry/Academia Disconnect Date: 3.5 2002

Feedback Form

1. Please circle a number to indicate how you rate the workshop/session overall.

| POOR | | | GOOD | | | EXCELLENT |
|------|---|---|------|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | 6 | |

2. Please circle a number to indicate how you rate the presenter(s).

| POOR | | | GOOD | | | EXCELLENT |
|------|---|---|------|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | 6 | |

3. What was the most helpful part of this workshop/session?

My favorite question: how to avoid going brain dead at work.
Great advice in the response.

4. What was the least helpful part of this workshop/session?

Some focus areas redundant + not really anything enlightening i.e. communication being important.

5. What teaching or other behaviors do you plan to improve due to this workshop/session?

6. Would you recommend this workshop/session to a friend? Why or why not?

7. Please give us suggestions for topics you would like to see presented or faculty whom you think would be able to give outstanding workshops/sessions for the GTP.

Figuring out the technical niche for you when you can only do so much in school.

University of Colorado at Boulder
Graduate Teacher Program
Graduate School

Workshop Title: PANEL - ACADEMIC - EMPLOYMENT Date: 3/5/08

Feedback Form

1. Please circle a number to indicate how you rate the workshop/session overall.

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

2. Please circle a number to indicate how you rate the presenter(s).

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

3. What was the most helpful part of this workshop/session?

Receiving information/opinions of panel

4. What was the least helpful part of this workshop/session?

-

5. What teaching or other behaviors do you plan to improve due to this workshop/session?

Work on communication of students, and assess this.
Show big picture of where this material goes

6. Would you recommend this workshop/session to a friend? Why or why not?

Yes, beneficial and informative

7. Please give us suggestions for topics you would like to see presented or faculty whom you think would be able to give outstanding workshops/sessions for the GTP.

University of Colorado at Boulder
Graduate Teacher Program
Graduate School

Workshop Title: PANEL DISCUSSION ON ACADEMIA'S INDUSTRY Date: 3/5/08

Feedback Form

1. Please circle a number to indicate how you rate the workshop/session overall.

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

2. Please circle a number to indicate how you rate the presenter(s).

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

3. What was the most helpful part of this workshop/session?

Learning about what industry thinks

4. What was the least helpful part of this workshop/session?

-

5. What teaching or other behaviors do you plan to improve due to this workshop/session?

-

6. Would you recommend this workshop/session to a friend? Why or why not?

Yes. Open your eyes to what industry wants.

7. Please give us suggestions for topics you would like to see presented or faculty whom you think would be able to give outstanding workshops/sessions for the GTP.

University of Colorado at Boulder
Graduate Teacher Program
Graduate School

Workshop Title: School to Industry Transition Date: 3/5/08

Feedback Form

1. Please circle a number to indicate how you rate the workshop/session overall.

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

2. Please circle a number to indicate how you rate the presenter(s).

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

3. What was the most helpful part of this workshop/session?

I thought the panel was diverse and had different experiences which was helpful

4. What was the least helpful part of this workshop/session?

There wasn't anything we discussed that I hadn't heard before - it seemed like all the presenters felt the same way about all the questions

5. What teaching or other behaviors do you plan to improve due to this workshop/session?

6. Would you recommend this workshop/session to a friend? Why or why not?

No, there weren't many new/interesting ideas discussed

7. Please give us suggestions for topics you would like to see presented or faculty whom you think would be able to give outstanding workshops/sessions for the GTP.

University of Colorado at Boulder
Graduate Teacher Program
Graduate School

Workshop Title: ? (MAYBE ACADEMIA. VS. INDUSTRY)

Date: 3-5-8

Feedback Form

1. Please circle a number to indicate how you rate the workshop/session overall.

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

2. Please circle a number to indicate how you rate the presenter(s).

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

3. What was the most helpful part of this workshop/session?

THE DIVERSE PANEL

4. What was the least helpful part of this workshop/session?

• THERE WAS A MIC THAT WASN'T USED + WE COULDN'T HEAR IN THE BACK.

• THE LACK OF STRUCTURE OF THE TALK... NO MAIN CONCEPTS TO LEARN

5. What teaching or other behaviors do you plan to improve due to this workshop/session?

• USE MORE VERBAL + WRITTEN PROBLEMS w/ ENG. PROBLEMS (AND ANSWERS)

6. Would you recommend this workshop/session to a friend? Why or why not?

YES, THERE WAS FOOD.

7. Please give us suggestions for topics you would like to see presented or faculty whom you think would be able to give outstanding workshops/sessions for the GTP.

THE PROPER WAY TO USE PWRPT IN THE CLASS (CLOUGH)

University of Colorado at Boulder
Graduate Teacher Program
Graduate School

Workshop Title: TEACHING / ACADEMIA ...

Date: 3/5/08

Feedback Form

1. Please circle a number to indicate how you rate the workshop/session overall.

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

2. Please circle a number to indicate how you rate the presenter(s).

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

3. What was the most helpful part of this workshop/session?

INTERESTING TOPIC

4. What was the least helpful part of this workshop/session?

SOUND CONTROL ON MICROPHONES

5. What teaching or other behaviors do you plan to improve due to this workshop/session?

DON'T GO INTO ACADEMIA UNLESS YOU LOVE TEACHING
ORAL ASSESSMENTS

6. Would you recommend this workshop/session to a friend? Why or why not?

Yes, INSIGHTFUL

7. Please give us suggestions for topics you would like to see presented or faculty whom you think would be able to give outstanding workshops/sessions for the GTP.

NO, I COULDN'T REALLY HEAR ALL RESPONSES/QUESTIONS
GOOD HANDS ON DEMONSTRATIONS / LAB FOR UPPER
LEVEL COURSES

University of Colorado at Boulder
Graduate Teacher Program
Graduate School

Workshop Title: _____

Date: 3/5/08

Feedback Form

1. Please circle a number to indicate how you rate the workshop/session overall.

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

2. Please circle a number to indicate how you rate the presenter(s).

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

3. What was the most helpful part of this workshop/session?

4. What was the least helpful part of this workshop/session?

5. What teaching or other behaviors do you plan to improve due to this workshop/session?

Written communication

6. Would you recommend this workshop/session to a friend? Why or why not?

7. Please give us suggestions for topics you would like to see presented or faculty whom you think would be able to give outstanding workshops/sessions for the GTP.

*Work shops in effective peer-peer and student-teacher
communication*

University of Colorado at Boulder
Graduate Teacher Program
Graduate School

Workshop Title: _____

Date: 3/5/08

Feedback Form

1. Please circle a number to indicate how you rate the workshop/session overall.

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

2. Please circle a number to indicate how you rate the presenter(s).

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

3. What was the most helpful part of this workshop/session?

Identifying possible weaknesses in my engineering training for industry.

4. What was the least helpful part of this workshop/session?

hmmm....

5. What teaching or other behaviors do you plan to improve due to this workshop/session?

Communication skills ... mostly technical writing.

6. Would you recommend this workshop/session to a friend? Why or why not?

Yes The panel had such a varied background that they seemed to cover all topics completely.

7. Please give us suggestions for topics you would like to see presented or faculty whom you think would be able to give outstanding workshops/sessions for the GTP.

University of Colorado at Boulder
Graduate Teacher Program
Graduate School

Workshop Title: Education + Industry Date: 3/5/08

Feedback Form

1. Please circle a number to indicate how you rate the workshop/session overall.

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---------------------------------------|
| 1 | 2 | 3 | 4 | 5 | <input checked="" type="checkbox"/> 6 |

2. Please circle a number to indicate how you rate the presenter(s).

| POOR | | GOOD | | EXCELLENT | |
|------|---|------|---|-----------|---------------------------------------|
| 1 | 2 | 3 | 4 | 5 | <input checked="" type="checkbox"/> 6 |

3. What was the most helpful part of this workshop/session?

Industry advice.

4. What was the least helpful part of this workshop/session?

5. What teaching or other behaviors do you plan to improve due to this workshop/session?

Study harder.

6. Would you recommend this workshop/session to a friend? Why or why not?

Yes. Good advice.

7. Please give us suggestions for topics you would like to see presented or faculty whom you think would be able to give outstanding workshops/sessions for the GTP.