**Teaching Strategies for Cooperative Learning for Graduate Students, Post Docs and Aspiring Faculty**

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* ***Workshop: Wednesday, Thursday & Friday, October 3-5, 0930 – 1700***

Navigating the early stages of an academic career can be quite challenging. The expectations are high and rising. Faculty are expected to excel at research and scholarship, demonstrate effective teaching, and be a good citizen. Most graduate programs don’t prepare future faculty for all these demands since most are focused on preparing researchers.

This workshop emphasizes some of the good practices that are documented as contributing to preparing for the professoriate. Also, a list of resources will be provided.

The principal feature of the workshop is Teaching Strategies for Cooperative Learning, since an ongoing challenge for faculty is how to develop effective strategies that engage students with one another and with the instructor. In this workshop, participants will explore various techniques for designing and facilitating student-student and student-faculty interaction that ensure enhanced learning. Participants will learn more about their role in designing, structuring, and implementing cooperative learning activities that support higher achievement and greater productivity by all students. These strategies are research based, and include positive interdependence, individual and group accountability, face-to-face interaction, teamwork skills, and group processing.  Examples will be provided to help the participants select, design, and revise cooperative learning and challenge-based learning materials. The workshop is hand-on, interactive, and focused on helping participants select, prepare, and structure cooperative and challenge-based learning materials and strategies for their classes. Participants will learn how to overcome the challenges and barriers to implementing active and cooperative learning.

Participant Learning Goals (specific learning objectives will be provided for each section of the workshop)

1. Summarize strategies for preparing for the professoriate
2. Describe key features of Cooperative Learning
3. Explain rationale for Pedagogies of Engagement, especially Cooperative Learning & Challenge Based Learning
4. Describe key features of the Understanding by Design and How People Learn
5. Describe models for processing and monitoring team work
6. Apply cooperative learning to classroom practice
7. Apply measures of individual learning in cooperative learning (assurance of learning that demonstrates both individual and group accountability for the task output)
8. Identify connections between cooperative learning and desired outcomes of courses and programs

Tentative Agenda

Pre Reading: Boice. Quick Starters Summary. Smith, K.A. 2000. Guidance for New Faculty (and Students). *Journal of Engineering Education*, January. Pellegrino, J. W. 2006. Rethinking and redesigning curriculum, instruction and assessment: What contemporary research and theory suggests. A paper commissioned by the National Center on Education and the Economy.

Session Intro: Preparing for the Professoriate

* Pathways
* Integrating Research-Teaching-Service
* Strategies for preparing for the professoriate
* Resources

Session 1: Introduction to Cooperative Learning and Foundations of Design of High Performance Team Learning Environments

* Cooperative Learning – Essential Elements
* Foundations of Course Design
  + How People Learn (HPL) Framework
  + Understanding by Design (UdB) process
* Course, learning module, class session planning with UdB and HPL

Session 2: Pedagogies of Engagement: Cooperative Learning and Challenge-Based Learning

* Informal and formal cooperative learning with emphasis on building teamwork skills
  + Cooperative Comprehension Example
  + Problem-based cooperative learning – exercise and modeling of faculty role with processing and monitoring of teamwork
* Design and implementation of cooperative learning and challenge-based learning with emphasis on developing/refining student’s teamwork skills

Session 3: Preparing and Supporting Students to Work in Teams in NTU Learning Environments

* High-Performance Teamwork – Communications, Decision Making, Conflict Management, and Leadership
* Innovation in a Team Environment
  + Project Innovation – An example from IDEO

Session 4: Assessing Students in Cooperative Team-Based Learning

* Engaging Faculty and Students in Talking about Teaching and Learning (Informed by Assessment Data)
  + Formative and Summative Assessment
  + Rubrics for Assessing Individual Learning and Teamwork
* Team-Based Learning Assessment Strategies
  + Group Processing, e.g., Plus/Delta
  + Team Charter
  + Team Contract (Agreement)
  + Individual/Peer Reflection and Review
  + Process Observation