ARCH 661 Teaching Technical Subjects in Architecture

CRN: XXXXX (1 or 2 credits) October 12, 2019 9:00 am - 5:00 pm (279 LA)

Instructor: Professor Alison G. Kwok, NetZED Case Study Lab: 100 Pacific, akwok@uoregon.edu

DESCRIPTION
This course provides a forum for those interested in integrated design (seamless design and technology), the Technical Teaching Certificate, a teaching career, preparing for Graduate Employee (GE) positions, or simply engaging in a critical discussion of design and technology. We will discuss pedagogical issues related to teaching technical subjects and career objectives. Students will develop brief "teaching moments" that will be peer-critiqued; discuss learning styles as related to assignments, learn to develop the "design crit" in the context of the UO and beyond. Those taking the course for 2 credits will develop a teaching module of their choice from a list of recommended topics.

COURSE OBJECTIVES
• familiarize with materials from: ECS, structures, building construction, building enclosures
• develop innovative hands-on, experiential exercises for technology courses
• provide a forum for discussion about teaching technical subjects and general handling of teaching issues related teaching and learning

COURSE REQUIREMENTS
• Active participation in discussion topics: LSI, Myers Briggs
• Teaching Moment: .ppt or demonstration (or other teaching technique) of a concept or principle that will increase understanding of the material and connection to design
• Teaching Evaluation: peer-teaching evaluation of a technical teacher
• Reading Response: Notes to Myself, or another book on teaching;

GRADING
Teaching Moment 40%  Reading Response 10%
Discussion, In-class Activities 40%  Teaching Evaluation 10%
Graded or P/NP options

Ed Allen, Notes to Myself, self-published, 2002. provided to class

Satisfies a requirement for the Technical Teaching Certificate Program or teaching credits for PhD program

may be repeated for credits under same course number
**Recommended Readings**

- Esquith, Rafe, *Teach Like Your Hair is on Fire*, Penguin, 2007

**Prerequisites**

- ECS, Structures, Building Construction or Enclosures or concurrent enrollment

**Agenda**

8:30 – 9:00  Sign in, help set up classroom seating arrangements, test projector
9:00 – 9:10  Welcome and Introduction, Tech Teaching Certificate Program
9:15 – 10:00 Teaching Moment #1 Self Introductions
10:00 – 10:15 Kolb Learning Style Inventory, Myers Briggs, and Teaching Resources (books)
10:15 – 10:45 Roundtable Discussion: Teaching Situations
- Break / assign topics – teaching moment assignments (6 pairs)
11:00 – 11:30 Guest presentation
11:30 – 1:30 Working lunch, presentation development (lunch provided)
1:30 – 2:45 Teaching Moment #2 (presentations 5 min each)
2:45 – 3:10 Critiques and links to Myers Briggs, Strengths Test
- Break
3:30 – 4:30 Roundtable: Design Crit
4:30 – 4:45 Course Assignments
4:45 – 5:00p Course Debrief

**Discussion Topics:** Good design crits, Learning Style Inventory, Myers Briggs how they relate to assignments. Lead informal discussion on a suggested discussion topic above or one of your choice. Outline several directions to lead the discussion and summarize with a list of outcomes. Report back to the group. Grading Fairly and Consistently, Drawing the Line, setting boundaries, The First Day, Teaching Yours Peers, Reducing workload, maintaining standards, Handholding or Inspiring, Plagiarism, Persuasive Presence,

**Concept Presentations:** (5 minutes each) Research and create a presentation to describe a concept, principle, or phenomenon, using a demonstration, slides, or some teaching technique that will increase understanding of the material and connection to design. Concept examples may be from ECS, Materials and Methods, or Structural Technology and must be related to the design process.