Course Instructor:
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Prerequisites: Ph.D. candidate in Electrical Engineering; passed the written preliminary exam (WPE); permission of the course instructor and the student’s research advisor. We also can accommodate interested postdoctoral research associates.

Grading: S/N only.

Credit: 1

Location: The teaching experience will be in the classroom for the course to which you are assigned. The group discussions will be in room 2-260 Keller Hall.

Course web site: http://www.arctic.umn.edu/ee8920/

Course description: Students enrolled in this course will be assigned to co-teach an undergraduate electrical and computer engineering course, such as a recitation section, under the guidance of an ECE faculty mentor. You and your mentor will each teach approximately half of the classes. Recitation classes typically are problem solving sessions in which the problems and solutions are handed out by the lecture instructor to all of the recitation instructors. Your teaching will be observed by your mentor who will give you feedback on possible improvements. You also will receive feedback on your teaching from the other students enrolled in the class and the course instructor.

Graduate student teacher responsibilities:

1. Teach approximately half of the classes for an undergraduate ECE course under the guidance of an ECE faculty mentor.
2. You are also encouraged to teach at least one regular lecture, as allowed by the primary course lecturer.
3. Meet regularly with your faculty mentor to receive feedback and coaching on your teaching.
4. Meet with the course instructor and the other students enrolled in the class several times during the semester for feedback and discussions about your teaching experience.
5. Receive feedback from student evaluations of teaching surveys given to the students in the class you are teaching.
6. At the end of the semester, you must write a one-page reflection on your teaching experience. At a minimum, this paper should answer the following questions:
   a. What were my goals in taking this course?
   b. What did I learn about my teaching style?
   c. What did I do that was most effective in my teaching?
   d. What should I do differently in the future?

Faculty mentor responsibilities:
1. Teach approximately half of the classes and supervise the graduate student teacher in teaching the other half.
2. Take an active role in mentoring and coaching the graduate student teacher by demonstrating good teaching methods, by observing the student’s teaching, and by giving constructive feedback. The mentor should not simply teach a few classes and disappear. This should be a true co-teaching experience.
3. Ask the students enrolled in the class being taught to evaluate the graduate student teacher once during the semester, and discuss the feedback with the graduate student instructor.
4. Provide feedback to the course instructor on the graduate student’s teaching.

**Course instructor responsibilities:**

1. Work with the faculty to assign graduate student teachers to faculty mentors.
2. Meet with all of the graduate student teachers enrolled in this class several times during the semester to facilitate discussions during which the student teachers can share their teaching experiences with the entire class.
3. Provide feedback and advice on teaching questions and concerns.

**Schedule:**

The following meetings will be from 4:00-4:50 pm in room 2-260 Keller Hall.

- Jan. 20 – Introduction to the teaching experience.
- Feb. 3 – Check-in and discussion.
- Feb. 17 – Group discussion of teaching experiences.
- Mar. 3 – Group discussion of teaching experiences.
- Week of Mar. 10 – Distribute course evaluations to the students in your recitation class.
- Mar. 24 – Group discussion of student feedback.
- Mar. 31 – Group discussion of student feedback.
- Apr. 21 – Group discussion of improvements in your teaching based on feedback from the mentor, students, and course instructor.
- May 5 – Wrap-up.
- May 11 – Final paper due.