

**New SHASS, Sloan, and SoA Faculty Orientation to
Teaching and Learning at MIT
Tuesday, August 30, 2016 (E62-346)**

- 10:00-10:20** **Welcome**
- J. Meejin Yoon**, Department Head and Professor of Architecture
- Ezra Zukerman**, Deputy Dean, *Alvin J. Siteman (1948) Professor of Entrepreneurship and Strategy*, Co-founder, Economic Sociology PhD Program, Sloan School of Management
- 10:20-10:30 a.m.** **Workshop Overview**
Dr. Lori Breslow, Founding Director Emeritus, MIT Teaching & Learning Laboratory
- 10:30-11:00 a.m.** **Establishing Course Outcomes**
- Identifying learning outcomes—what you want students to know and be able to do when they complete your course—is the critical first step in developing a class. In this session, you will create sample outcomes for a course of your own.
- 11:00-11:15 a.m.** **Break**
- 11:15-12:00 noon** **Pedagogy I: Lecturing**
The specific ways in which instructors utilize class time can significantly impact student learning. In this session, we'll discuss the uses of lecturing and how to develop and deliver lectures that meet your course goals.
- 12:00-1:00 p.m.** **Lunch with MIT undergraduates**
- 1:00-1:30** **Pedagogy II: “Active Learning”**
- The term “active learning” has gained popularity in higher education teaching and learning although it describes what faculty in the humanities, social sciences, and architecture do as regular practice: provide an opportunity in the classroom for students to engage with subject matter. We'll talk about several best practices for discussion, critical review, and interactivity.
- 1:30-2:30 p.m.** **Panel Discussion/Q&A**
- Veteran and junior faculty will be on hand to answer new faculty members' questions on the logistics of teaching at MIT and to provide their perspectives on the MIT teaching and learning environment.
- 2:30-3:15 p.m.** **Considering Student Assessments that Support Course Outcomes**
- This session will highlight the ways in which assignments and exams can be designed to reinforce the acquisition of knowledge and skills. For example, essay assignments and exam questions can help instructors identify how well students can marshal evidence into arguments. You will work collaboratively to design assignments for a class of your own.
- 3:15-3:30 p.m.** **Synthesis of Workshop Components, Wrap-up and Feedback**