Massive Open Online Course for Graduate Students and Postdocs

CIRTL MOOC: An Introduction to Evidence-Based Undergraduate STEM Teaching

Course Overview

There are many different ways to approach teaching in the college or university classroom—lectures, labs, group work, problem-based learning, and more. As a faculty member, how will you decide what teaching methods work best for you and your students?

Starting October 6, 2014, this free 7-week MOOC will provide future and current faculty with an introduction to evidence-based teaching practices for science, technology, engineering, and mathematics disciplines. By participating, you will learn about effective teaching strategies and the research that supports them. You’ll then apply your learning to the design of lessons and assignments for use in your teaching. After completing the course, you’ll be a more informed and confident teacher, equipped for greater success in the classroom.

Instructors

Rique Campa - Michigan State University  
Professor of Fisheries and Wildlife and Associate Dean of the Graduate School

Derek Bruff - Vanderbilt University  
Director of the Center for Teaching and Mathematics Faculty Member

Bennett Goldberg - Boston University  
Professor of Physics and Director of STEM Education Initiatives

Trina McMahon - University of Wisconsin - Madison  
Professor of Civil & Environmental Engineering and of Bacteriology

Schedule

Week of October 6 - Introduction and Principles of Learning  
Week of October 13 - Learning Objectives, Assessment of Learning  
Week of October 20 - Cooperative Learning, Peer Instruction, Lecturing  
Week of October 27 - Inquiry-Based Labs, Problem-Based Learning, Writing to Learn  
Week of November 3 - Diversity in the Classroom, Student Motivation  
Week of November 10 - Lesson Planning, Conclusion  
Week of November 17 - Final Peer Assessment, Course Highlights

Interested in hosting or joining a local MOOC club at Cornell for coffee and discussion every week or two? Contact us!

Cornell University Center for the Integration of Research, Teaching, and Learning
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