



# OFFICE FOR THE ADVANCEMENT OF ENGINEERING TEACHING & LEARNING

## Instructional Services

The Office for the Advancement of Engineering Teaching & Learning (ET&L) offers instructional services that are tailored to the specific needs of UW engineering faculty. Our instructional consultants build on current research to offer a diverse set of instructional development opportunities.

Confidential conversations between instructional consultants and individual instructors are the heart of our instructional development program. Through these conversations, we collaboratively address both short- and long-term teaching concerns.

Instructors often need additional data for determining how to focus their instructional improvement efforts. ET&L offers a wide range of course assessment techniques, including classroom observations, student surveys, and student interviews and focus groups. We then work closely with instructors to triangulate our data with end-of-quarter student ratings, learning assessments, and most importantly, the instructor's own perceptions.

Departmental colleagues often share similar teaching concerns and interests that become the focus of our faculty workshops, which we can follow up with supplementary resources and advice, thus promoting teaching effectiveness in the College of Engineering.

We also do guest presentations in engineering classrooms. ET&L staff draw from research in engineering education and collaborate with instructors to improve their students' knowledge of topics like engineering design processes and teamwork dynamics.

Throughout the year, ET&L facilitates weekly meetings of learning communities for faculty, graduate students, and staff to examine education challenges and methods in an engineering disciplinary context.

Educators and staff benefit from ET&L's expertise when working on curriculum and education policy initiatives.

*For more information or to set up an instructional consultation, contact the ET&L staff listed on the back of this handout, and visit our web site at <http://bit.ly/uwetl>.*

**One-to-one Consultations** are provided on a voluntary and confidential basis to any engineering faculty member.

**Formative Course Assessments** are designed to gather the data necessary for teachers to make targeted teaching or course improvements.

**Faculty Workshops** are designed to meet the particular needs of engineering faculty groups.

**In-Class Presentations** are offered on important topics in engineering, e.g., Understanding Design Processes, Working in Teams, and Life-Long learning.

**Learning Communities** facilitate discussion, readings, and activities on current issues in engineering education.

**Education Resources and Expertise** are available to faculty and staff working on department- or college-level improvement initiatives.



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## About Us

### Vision Statement

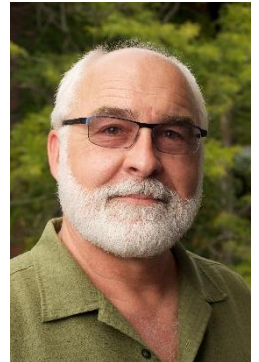
ET&L is dedicated to the concept that the engineering education endeavor is far more successful when educators and students are equipped and motivated to become **active partners in achieving educational goals**. We provide all of our services with the goal of supporting educators and students in the College of Engineering in their efforts to establish, strengthen, and sustain these partnerships.

### Dr. Jim Borgford-Parnell

#### DIRECTOR & INSTRUCTIONAL CONSULTANT

*bparnell@uw.edu, 206-221-2633, Engineering Annex 201*

Jim has worked as an instructional consultant in the College of Engineering since 2005. He brings a wide range of experience to this position, with expertise in post-secondary and adult education, design, and faculty development. He taught at the college and university level for over 35 years and has been involved in faculty development for more than 18 years. Jim has experience as a department chair, academic administrator, and graduate research advisor. He has been deeply involved in teaching and learning improvement efforts at the classroom level, as well as in programmatic, departmental, and college-wide transformation initiatives. Jim has conducted instructional workshops on an array of curriculum development, learning theory, pedagogical model, and assessment topics. He has published and presented on engineering design, engineering pedagogies, and instructional development topics. Jim is a member of the American Society for Engineering Education (ASEE) and Professional and Organizational Development Network in Higher Education (POD).

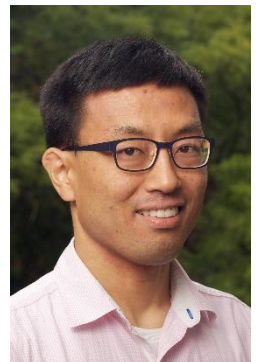


### Dr. Ken Yasuhara

#### ASSISTANT DIRECTOR & INSTRUCTIONAL CONSULTANT

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Ken joined ET&L in late 2015 as an instructional consultant after several years of experience as an engineering education researcher at the Center for Engineering Learning & Teaching (CELT). Having a computer science background, Ken completed his doctoral studies here at UW in Computer Science & Engineering and was active in the local and national engineering education communities from his graduate student days. His dissertation was education focused and examined the gender gap in undergraduate computer science. Ken is a member of the American Society for Engineering Education (ASEE) and Professional and Organizational Development Network in Higher Education (POD).



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