**ARCH 661 Teaching Technical Subjects in Architecture**

**CRN:** 10644 (1 or 2 credits) October 14, 2017 9:00 am - 5:00 pm (279 LA)

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

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**DESCRIPTION**

This course provides a forum for those interested in pursuing the Technical Teaching Certificate, a teaching career in design and technology, 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.

**COURSE OBJECTIVES**

- Familiarize with materials from technology courses: ECS, structures, building construction, building enclosure
- 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 to 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**

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Teaching Moment</td>
<td>40%</td>
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<td>Reading Response</td>
<td>10%</td>
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<td>Discussion, In-class Activities</td>
<td>40%</td>
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<tr>
<td>Teaching Evaluation</td>
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Ed Allen, *Notes to Myself*, self-published, 2002. provided to class

**RECOMMENDED READINGS**

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

**PREREQUISITES**

ECS, Structures, Building Construction or Enclosures or concurrent enrollment

Satisfies a requirement for the Technical Teaching Certificate Program

may be repeated for credits under same course number
AGENDA

8:30 – 9:00  Sign in, help set up classroom, test projector
9:00 – 9:10  Welcome and Introduction
9:15 – 10:00 Self introductions as Teaching Moment
10:00 – 10:15 Kolb Learning Style Inventory, Myers Briggs, and Teaching Resources (books)
10:15 – 10:45 Roundtable Discussion: what constitutes a good design crit?
           Break / assign topics
11:00 – 11:30 Guest presentation
11:30 – 1:30 Teaching Moment assignments, working lunch, develop presentation (lunch provided)
1:30 – 2:45 Presentations and critiques
1:45 – 2:45 Break
3:00 – 4:00 Design Crit development or curriculum assignment: related to LSI
4:00 – 4:30 Yourselves as Teachers (resumes, teaching portfolio, requesting recommendations)
4:30 – 4:45 Course Assignments, Tech Teaching Certificate Program
4:45 – 5:00 Course Debrief

Discussion Topics: 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, Good design crits.

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.