PART II.

COMMENTARY ON PAPERS #7 TO #11:
Teaching methods useful in all engineering disciplines

In paper #7 Rich Felder notes that lecturing has not changed much since universities as we know them first appeared in the 12th century. He then lists various traditional methods of teaching and active learning alternatives that result in more student learning, an outcome we all want. In an editorial (paper #8), Don Woods presents a “defense” of lectures, which essentially says if we are going to lecture, let’s improve the lectures, and here is how to do that. Don Woods and Heather Sheardown (paper #9) continue the discussion of the use of active learning methods in lecture classes. Paper #24 (Felder, et al., Winter 2000) in Part VI of this collection also discusses teaching methods that increase learning.

The two Teaching Tips, #10 by Monica Lamm and Catherine Brewer and #11 by Matt Liberatore, discuss use of reflection to improve teaching but from different perspectives. Paper #10 is concerned with a method to help students reflect on problem solving, while paper #11 discusses how instructors can use reflection to improve their teaching. The PMI method in paper #10 can also be useful for helping graduate students improve their research ideas.