

# FUNDAMENTALS OF EFFECTIVE TEACHING WORKSHOP



*Rated 4.8/5 for Excellence by Workshop Participants*

*"It was a wonderful workshop"*

*"I learned a tremendous amount"*

## **Overview:**

**Length:** 3 Hours

**Content Description:** Through a series of interactive seminars, we look at how students learn, how we teach, and what we can do to improve the learning in our classrooms. The workshop is given in the following four seminars.

- Seminar I: Understanding the Need
- Seminar II: Learning Styles
- Seminar III: Teaching Dimensions
- Seminar IV: Strategies, Techniques, and Resources

**Guidance to Participants:** You should bring with you notes and materials for a lecture that you would like to improve. Time will be spent during the workshop applying the covered strategies and techniques directly to your lecture. Upon completion of the workshop, you will be prepared to apply these same principles and techniques to other lectures and classroom activities. This workshop aims to equip you with a basic toolset that will improve your effectiveness in the classroom setting.

**Participation:** The workshop is limited to 15 participants. Due to the interactive nature of the workshop, a minimum of nine participants is required. Once you have signed up and been confirmed for the workshop, please email Grant at [bobby.crawford@quinnipiac.edu](mailto:bobby.crawford@quinnipiac.edu) to

receive the pre-workshop survey. It is important for us to receive your survey prior to the workshop in order for us to get the most out of our time together.

**Cost:** \$35 per participant

## Workshop Presenters:

**Dr. Grant Crawford, Ph.D., P.E.**  
**Professor of Mechanical Engineering, Department of Engineering, Quinnipiac University, Hamden, CT**



Dr. Grant Crawford is a Professor of Mechanical Engineering in the Department of Engineering at Quinnipiac University in Hamden, Connecticut. Dr. Crawford assumed his current position on August 11, 2014 following an Army career which culminated in his service as the Mechanical Engineering Program Chair at West Point. He has taught courses in Thermodynamics, Fluid Mechanics, Thermal-Fluid Systems, Heat Transfer, Fixed-Wing Aerodynamics, Helicopter Aeronautics, Computer-Aided Design, Circuits, Mechanical Engineering Design, and Aerospace Systems Design. He has also advised students in Capstone Design courses. Dr. Crawford graduated from West Point with a Bachelor of Science degree in Mechanical Engineering in 1985. He earned his Master of Science degree in Aerospace Engineering from the Georgia Institute of Technology in 1994 and his Doctor of Philosophy degree in Aerospace Engineering from the University of Kansas in 2004. Dr. Crawford has served with several engineering education related organizations to include the American Society for Engineering Education (ASEE) where he is currently the Vice President for Member Affairs, the National Council of Examiners for Engineering and Surveying, and ABET, Inc. He has conducted numerous teaching workshops and seminars and has been honored by ASEE with the 2012 National Outstanding Teaching Medal.

**Dr. Mary Phillips, Ph.D.**  
**Assistant Professor of Mechanical Engineering, Department of Engineering, Quinnipiac University, Hamden, CT**



Dr. Mary Phillips is an Assistant Professor of Mechanical Engineering in the Department of Engineering at Quinnipiac University in Hamden, Connecticut. Dr. Phillips obtained her Bachelors of Science degree from the University of Notre Dame in 2007 and graduated from the University of California-Berkeley in 2012 with her Doctor of Philosophy degree in Mechanical Engineering. She assumed her current position in August, 2013 after a brief stint in industry as a Research and Development Engineer. Dr. Phillips has taught courses in Fluid Mechanics and Mechanics of Materials Lab and is currently teaching and developing courses in Thermodynamics, Heat Transfer, and Biomedical Engineering. Since beginning her position at Quinnipiac University, Dr. Phillips has attended multiple teaching workshops and seminars and is applying the principles learned from these sessions to improve her own course development and teaching style.