Leading Effective Discussions in the Sciences and Engineering

Know your students
- What do they want to get out of the course?
- What background skills/knowledge do your students bring in?
- Tailor your section to students' background and interests

Establish an open climate
- Learn names!
- CTL: courses, midquarter feedback, one on one consultation...and more!
- Get your students talking in the first section
- Encourage questions and feedback

Get feedback
- Department teaching mentors
- Peers
- Your students
- Adopt a class format that encourages discussion

Make connections
- Why are you covering this material in section?
- Content: lecture, homework/exams, assigned reading, other courses, real life
- Goals: apply new skills, analyze arguments critically, process new subject matter

Structure your section
- What are you actually going to do in class?
- Have a plan. Make it explicit to your students.
- Establish goals
- Give a (short) introduction and conclusion to each meeting
- Incorporate small-group work

I'd like to follow up on (one idea I can incorporate into my next section is):