Interactive Intentional In-Course Activities \((O = I^3\alpha)\)

EENG 284 – Digital Logic Design

**BACKGROUND**

One of the first technical classes.
Lab – based design class.
Well – established course.
50 – minute lectures (3/week)

170 – minute lab (1/week)

**INTENDED OUTCOMES**

A distinct experience for students at Mines.
Creating a good first impression of the EE department.

**WHAT IS CHANGING**

The world course revolves around me objectives.
Interactive Intentional In-Course Activities.

**WHAT IS CHANGING**

Try this in your class

Q: How to teach problem-solving?
A: Videos of students from previous semester.

Q: Fun-way to problem-solve?
A: Gallery Walk.

Q: How to help “not-the-best” test takers?
A: Post-test reflection.

Q: How to provoke interest?
A: Driving question.

Q: How to make time for active learning?
A: Move simple stuff to outside the classroom.

Q: How to get ideas?
A: Talk to people.

**Ideal lesson will**

- Start with a driving question.
- Incorporate activities for student engagement **AND** to aid competency and mastery of skills.
- Incorporate formative and summative assessments.

**Educator at Heart**

Vibhuti Dave, Teaching Professor, Department of Electrical Engineering.
Educator at Heart – Computer Engineer by Profession.

**Course Objectives**

- Provoke interest in content.
- Formative assessment.
- Summative assessment.
- Creative instructor and peer interaction.

**Design challenges are the most challenging**

Improved student attitudes toward *(relatively)* open-ended design challenges.
Maximizing learning through interactive and creative activities.

“I learnt this in digital logic, I don’t know how to do this yet, but I can figure it out.”

**Teaching Professor, Department of Electrical Engineering**

Educator at Heart – Computer Engineer by Profession.

Summer 2017 Cohort.