

## 5.95 In-Class Exercise #3

### *Strategic Teaching*

For this exercise, assume you have been asked by the chairperson of your department to create a new course, “Chemistry/Biology/Material Science/Mathematics (pick one) for Non-Majors.”

Here are some things you should know about the course:

- It will meet twice a week for an hour and a half each
- It will carry an average number of credits
- There will be 40-50 students in the course

Here are some things you should know about the students:

- The students will be sophomores, juniors, or seniors
- Some of the students will be taking the course to fulfill a university requirement; others will be taking it as an elective

Here are some things you should know about the university and the department:

- The university is the flagship campus of a large state university/college system (i.e., research does count!)
- Your department has been holding steady with the number of major it has each year, but still it worries about a decrease in the number of its majors
- You are the most recently hired member of your department

#### **Your Task**

A. Based on this information (and any other questions you want to ask us), create a “strategy” for teaching this course based upon these questions:

1. What are the most important characteristics of the learners you need to take into account?
2. What are your two or three most important objectives for the course?
3. What are the constraints you will have to face in designing and teaching this course?
4. Which pedagogical techniques are you most comfortable with?

B. Jot down some preliminary decisions about the course based on this strategic analysis. These decisions should be about:

1. Course content
2. Pedagogical methods
3. Methods of assessing the students
4. Methods of evaluating learning
5. Methods of evaluating your performance

## 6. Technology