

Engineering Teaching Development Working Group

October 2013



Working Group Session

Date: Wednesday October 2, 2013

Time: 2:30 pm to 4:00 pm

Location: E5 5106

Details: Last spring we studied a cognitive psychology theory of motivation that suggests that student motivation to work on a challenge is governed by two sets of factors: one set based on the student's perception of the usefulness of overcoming the challenge and the other set based on the student's perception of their capability to overcome the challenge. One factor that can affect the student's perception of their capability is their perception of fitting into the community of practice. In this month's meeting, we are fortunate to be joined by Dr. Christine Logel, Assistant Professor in Social Development Studies, Renison University College. Dr. Logel is a social psychologist who has carried out research in consultation with Mary Wells into how the academic performance of women engineering students, as members of a minority group, is affected by stress, particularly the stress associated with fitting in. After a brief overview of relevant concepts such as stress, concentration, stereotyping, fitting, and test performance, Dr. Logel will propose some strategies for promoting improved academic success amongst women engineering students that have been empirically tested with Waterloo engineering students. There will be opportunity to discuss how Dr. Logel's findings might shape our design of learning activities and assessments for all our students.

All engineering faculty members, sessional instructors, and teaching assistants are welcome to participate in this session.

If you think you might attend, please let us know by contacting

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