DISTINGUISHED SEMINAR SERIES

Hosted by the Department of Civil and Environmental Engineering at Northeastern University

CIVE 7400

CATLR Professional Development Seminar:

Evidence-Based Teaching in Engineering



Regardless of previous experience in education, teaching can be a challenge. There are many considerations as you plan, facilitate, and evaluate in your teaching context -- whether you are a teaching assistant or instructing a course independently. This session will introduce research behind both established practices and newer findings in education sciences. Additionally, we will discuss how these practices are applied in the engineering classroom. Finally, participants will reflect on their teaching experience and goals and identify their next steps as educators.

With
Katherine
Simeon

Senior Assistant Director, CATLR

Roben Torosyan

Senior Associate Director, CATLR

Thursday March 25, 2021

12PM - 1PMEST

Join Zoom Meeting

We look forward to seeing you online.

Katherine Simeon is a Senior Assistant Director at CATLR. She earned her B.A. in Cognitive Science from Johns Hopkins University and her Ph.D. in Communication Sciences & Disorders from Northwestern University. Her prior research looked at spoken language processing in individuals who use cochlear implants and, as a result, she is interested in best practices for accessibility in the classroom. As an educator, she has taught courses in speech science, language development, and the R programming language.

Roben Torosyan is a Senior Associate Director at CATLR. His studies began in civil engineering at McGill University, and culminated in a Ph.D. in Philosophy and Education from Teachers College, Columbia University. His early experience included the Career Discovery in Architecture program at Harvard's Graduate School of Design, and employment as a junior draftsperson in architectural firms in Cambridge, MA and New York. With over two decades working in educational development, he is especially interested in integrating assessment with experiential learning and student-faculty partnership.