

Connection is Key

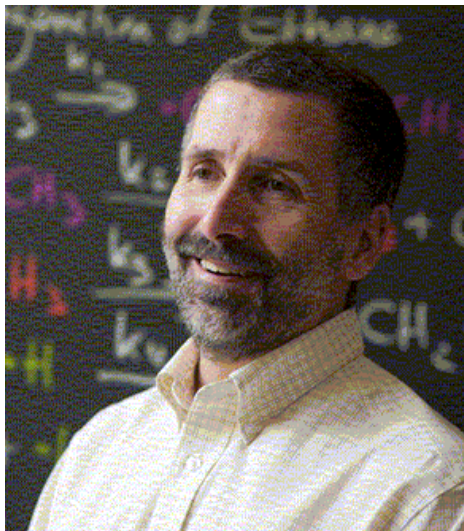
ASEE MidAtlantic Distinguished Teaching Award Seminar

Dr. Kaitlin Mallouk
April 23, 2022



DEPARTMENT OF EXPERIENTIAL
ENGINEERING EDUCATION

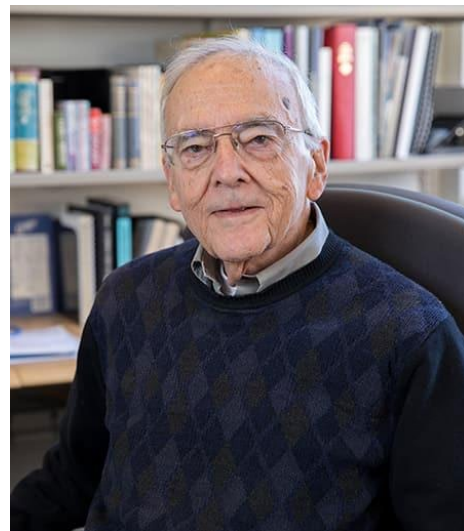
Three stories of connection



T. Michael Duncan
Chemical Engineering, Cornell
Fall 2001: ChemE 112, Math 192
Fall 2002: Chem 389,
Spring 2003: Chem 391



Sally McConnell-Ginet
Linguistics, Cornell
Fall 2002: Womens 244



Ben Widom
Chemistry, Cornell
Fall 2001: Chem 215

Why connection?

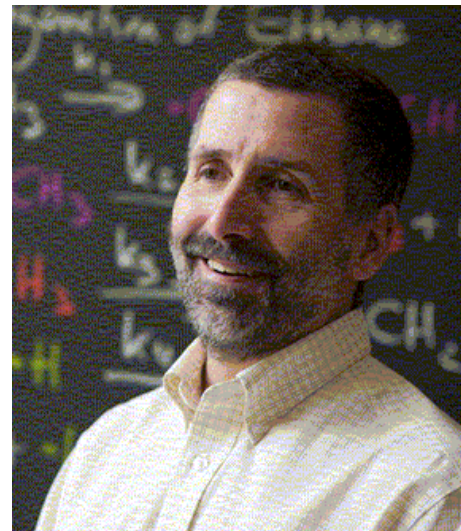


Fostering connection in your courses

- At the start
 - Curiosity Cabinet
- Regularly, throughout
 - Daily check-ins
 - Asset maps
- Whenever an opportunity arises



At the Start



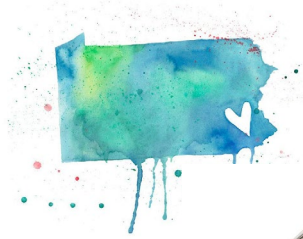
T. Michael Duncan
Chemical Engineering, Cornell
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At the Start

Curiosity Cabinet



Dr. Mallouk (or Dr. M) - she/her/hers



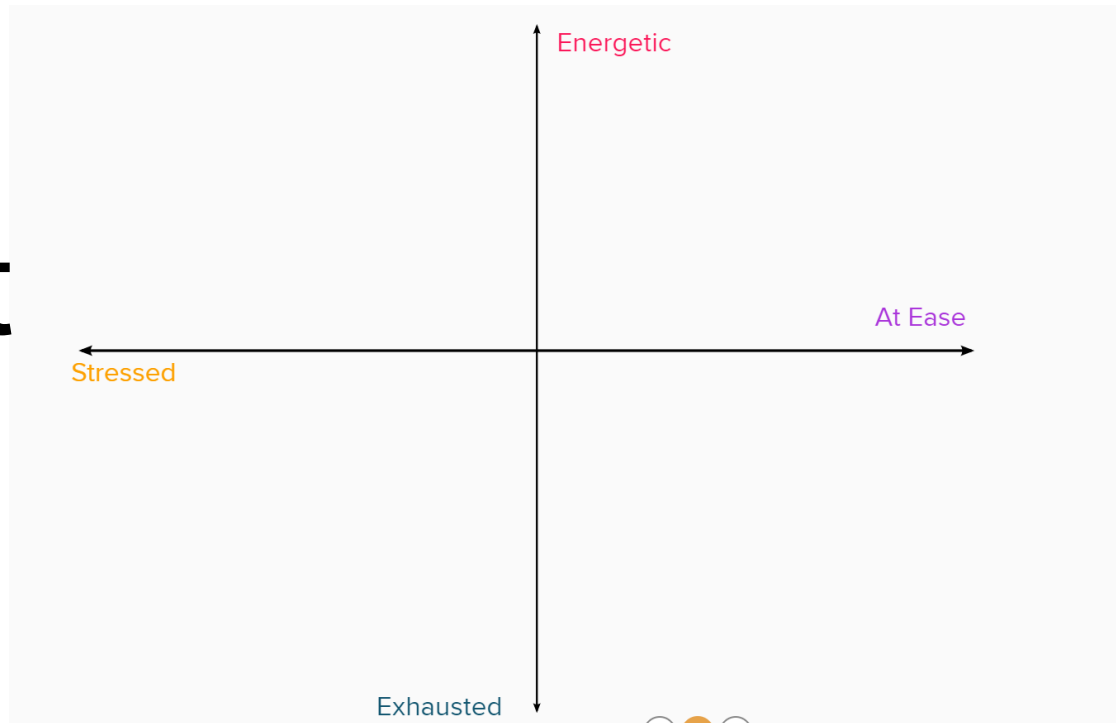
Regularly, Throughout



Sally McConnell-Ginet
Linguistics, Cornell
Fall 2002: Womens 244

Regularly, Throughout

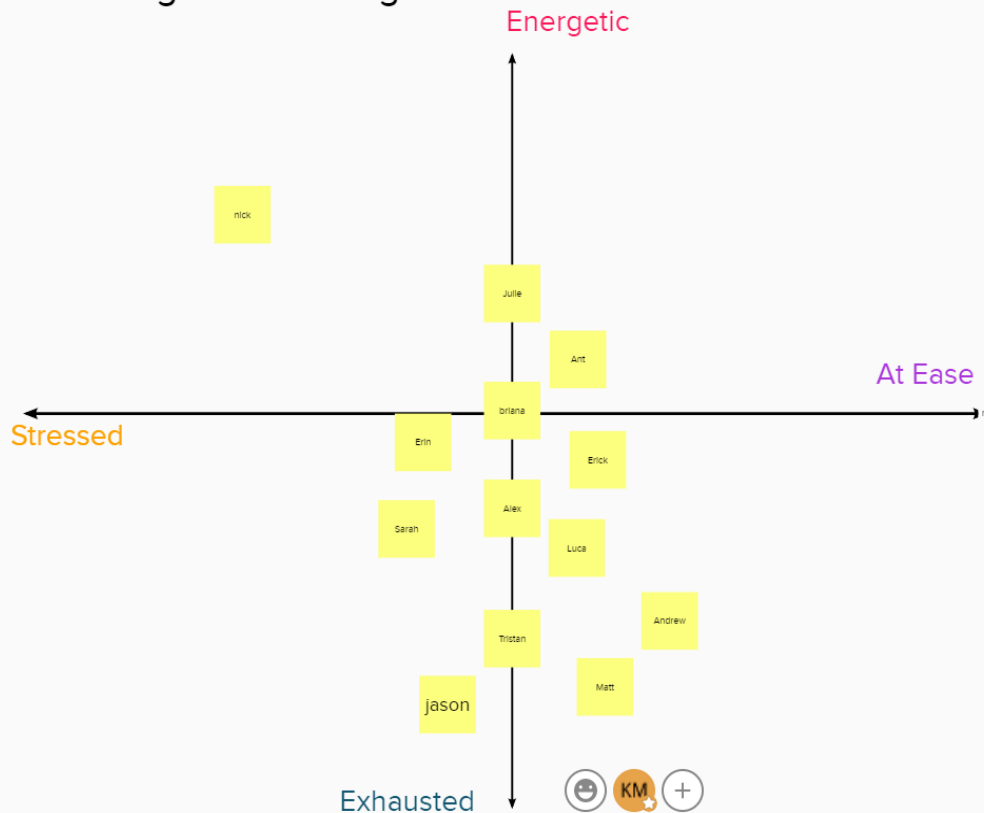
Daily Check In



Daily Check-In via Mural.co

1

Add a sticky with your name to the appropriate place in this grid to indicate how you're doing this morning.



Daily Check-In

2

Yea or nay?

no

NOOOO,
ILLEGAL

hard nay

Nay

nay

NOPE

no

mmm
Yummy

...how do I
make a
vomiting
emoticon?



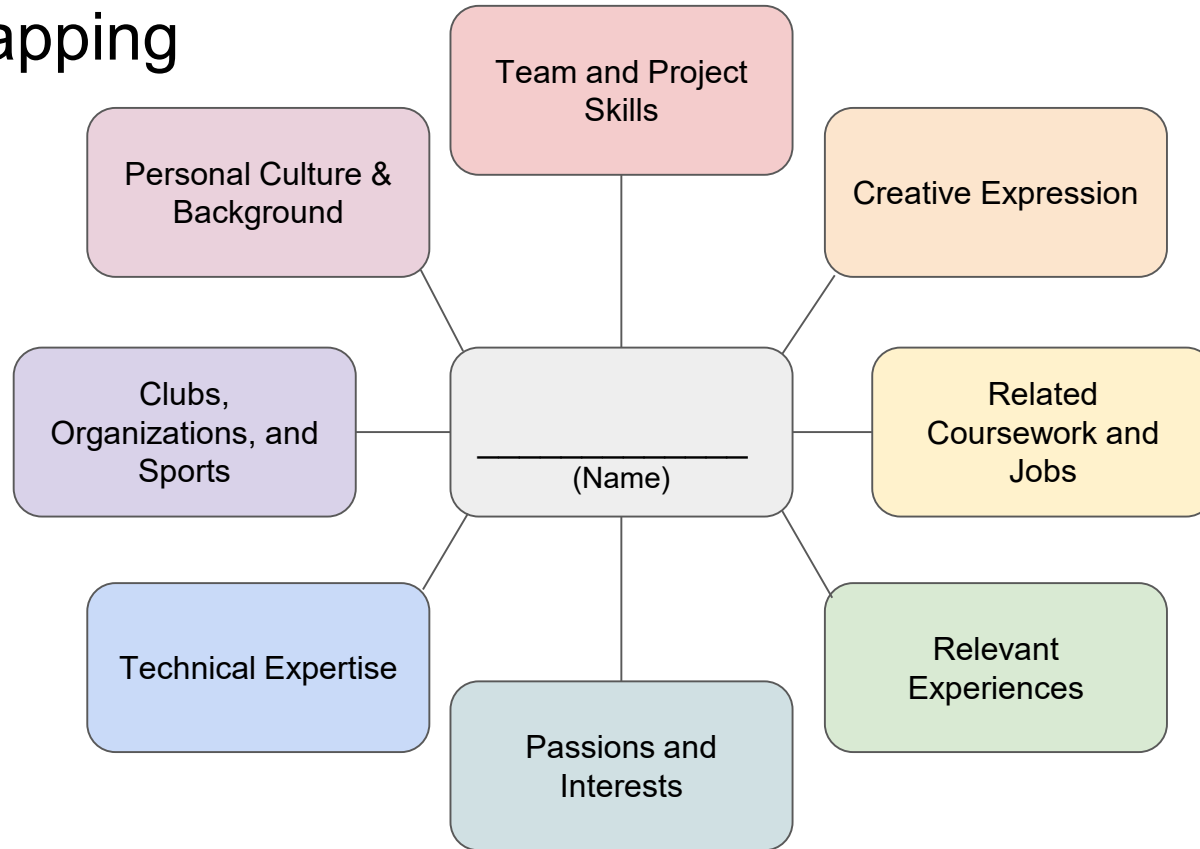
that
should be
illegal

NAY





Asset Mapping



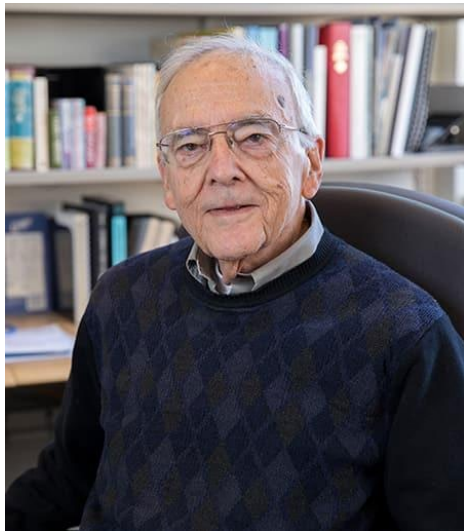
Student feedback

She is the only professor that hasn't belittled my makeup hobby, but took interest and helped me utilize that to explore further career options.

She is incredibly in-tune to all of us, always being mindful of our needs and making sure we have what we need to be successful.

Your dedication to me and the interest you've taken in my life and me as a person; it has not gone unnoticed and it had meant more than I can explain.

Whenever the Opportunity Arises



Ben Widom
Chemistry, Cornell
Boltzmann Medal Winner - 1998
Fall 2001: Chem 215

Potential opportunities for connection

- Before a class period starts
- As a class period is ending
- During small group work in class
- In the hallway between classes
- In responses/feedback to assignments
- At extracurricular activities



Does this feel unnatural to you?

- Start small - maybe comments on assignments feels comfortable
- Make a note in your class schedule to take time for saying hi or checking in with students
- Set up an auto-email to go to a fraction of your students each week where you ask how they're doing (and then have a dialog if they respond)



What resonates with you?

What are you doing with your students to foster connection?

What questions do you have?

