Tuesday 13 May 2014
12:30pm – 2:00pm
Oceans Institute Seminar Room G.05, cnr Fairway and Edward Streets

Speaker

Professor James Trevelyan

Professor James Trevelyan is a Winthrop Professor in Mechanical and Chemical Engineering, Fellow of Engineers Australia, and practices as a mechanical and mechatronics engineer developing new air conditioning technology.

His main area of research is on engineering practice, and he teaches design at the moment. His new book “The Making of an Expert Engineer” will be published by Taylor and Francis later this year.

He is well known internationally for pioneering research that resulted in sheep shearing robots (1975-1993).

He and his students produced the first industrial robot that could be remotely operated via the internet in 1994. He was presented with the 1993 Engelberger Science and Technology Award and has twice been presented with the Japan Industrial Robot Association award for best papers at ISIR conferences, the leading international awards for robotics research. He has also received university, national and international awards for his teaching and papers on engineering education.

From 1996 till 2002 he researched landmine clearance methods and his website is an internationally respected reference point for information on landmines. He was awarded with honorary membership of the Society of Counter Ordnance Technology in 2002 for his efforts, and was also elected a Fellow of the Institution of Engineers Australia.

Professor Trevelyan’s web page is www.mech.uwa.edu.au/jpt/ providing further information on his research and teaching.

Seminar abstract:
In the absence of incentives, attendance by students at lectures (physical or online) seems to be higher than tutorials.

• Students seem to prefer lectures to other ways to structure contact time.
• Yet, it is often said that students learn little if anything during lectures.
• As individuals, our teaching performance is “measured” by the number of lectures we present.

• Lectures provide the opportunity to engage with a large number of students at the same time.

Sharing and discussion: we will share and debate different ideas on how to make the best use of staff time and students’ time in lectures, looking specifically at:

• What are some of the obstacles that currently undermine the effective use of lectures as a key part of the teaching and learning?
• Preparation for the lecture experience – how can we best prepare in advance, and how can our students prepare themselves?
• How can we make the best use of the time together in the lecture room?
• How do students’ emotions and feelings influence what they gain from the experience?
• How can we promote positive reinforcement: both students and teaching staff finish up feeling rewarded for the time and effort they put in to the shared experience?

Notes for participants
RSVP:
Please register your attendance to Megan Inkpen at fase-ecm@uwa.edu.au by Friday 9 April 2014.

There will be a light lunch, refreshments and an opportunity to network informally from 12.30pm followed by the presentations.