

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
Department of Electrical Engineering and Computer Science
6.002x -- Circuits and Electronics
Spring 2004

Tutorials for the second half of the semester

6.002x is an experiment aimed at helping the EECS Department evaluate a new model of teaching the core curriculum. Tutorials with professional engineers are a key part of that new model. Tutorials give you a chance to meet practicing professionals and work on more realistic problems. Even more importantly, they give you a chance to demonstrate the active learning and team skills critical to leadership in a professional career.

Now that you've had experience with two cases and we move into the second half of the semester, we'll be expecting each tutorial group to work in a more self-directed way, with the group taking responsibility for the case, and with the tutor serving as a coach and a resource rather than an instructor.

Tutorial performance, especially in the three cases for the second half of the semester, will be an important component of your grade for 6.002x. We'll be asking both tutors and students to fill out evaluation forms at the end of each case.

Here are copies of the forms, so you know what kinds of things you will be evaluated on. These particular forms are based on ones used at Harvard Medical School, whose case-based curriculum is the model on which 6.002x is based.

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Tutorial performance evaluation form for tutors

To be filled out by the tutor for each student at the end of the case.

Date:

Student:

Tutor:

Number of tutorial sessions attended:

Tutorial grade (pick one): outstanding satisfactory unsatisfactory

The following paragraph describes your performance in tutorial, including specific strengths and places for improvement. In particular, there are comments on the following tutorial competencies (as detailed on the reverse of this sheet):

- Knowledge acquisition
- Problem solving
- Critical thinking skills
- Personal and interpersonal development

Tutorial competencies

Knowledge acquisition

- Comes on time and prepared for tutorial
- Contributes resources and knowledge to group discussion
- Applies new learning to the analysis of the case

Problem solving

- Demonstrates mastery of technical material
- Generates hypotheses to explain problems under discussion
- Evaluates hypotheses in light of available evidence

Critical thinking

- Participates in generating relevant data
- Analyzes available evidence
- Questions own and group ideas

Leadership

- Takes an active role in moving the team forward
- Assumes responsibility for the team's progress, as well as for self-learning

Personal and interpersonal development

- Responds sensitively and respectfully to others
- Participates regularly and cooperatively
- Communicates clearly and logically

Note for filling out this form:

The most useful evaluation summaries

- describe specific behaviors
- avoid broad generalizations
- include real examples
- are based on observations, not inferences

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Tutorial performance evaluation form for students

Questions to be answered by each student at the end of the case, and turned in at the following lecture (printed out and handed in).

Date:

Student:

Tutor:

One component of effective self-learning and leadership is the ability to reflect on your own learning skills and performance, as well as that of other members of the group. Please fill out the following self-assessment of your tutorial performance in this case:

1. Describe one or two specific instances where you helped the group progress through the case by asking a good question.
2. Describe one or two specific instances where you helped the group progress through the case by volunteering a good answer.
3. Describe one or two specific instances where you demonstrated leadership in the group.
4. Describe one or two specific instances where you helped another member of the group.
5. Describe one or two specific instances where you received help from another member of the group (other than the tutor).

The following questions ask you to provide feedback on other people. We will give the people that feedback, but only anonymously.

6. Pick another student in group whom you would like to compliment for doing something admirable or effective during this case, and describe this.
7. Describe something that your tutor did that was particularly engaging or effective.
8. Provide some suggestions for your tutor about things he might have done differently, to make the tutorial more effective for you.