

# CONTENTS

Foreword by Douglas M. Osheroff	xv
Foreword by Wilbert M. McKeachie	xix
<b>Introduction: The book, its aim and content</b>	<b>1</b>
Teaching for Effective Learning	
Teaching as Scholarly Work	
The Book's Audience	
The Book's Knowledge Base	
Structure of the Book	
<b>PART I: EFFECTIVE TEACHING AND LEARNING</b>	<b>7</b>
<b>Chapter 1: What Makes Good Teaching</b>	<b>9</b>
Scholarly Teaching and the Scholarship of Teaching	
Effective Teaching	
Why Do Teachers Behave As They Do? Teachers' Background Characteristics	
– Personal characteristics that affect instruction—teaching aptitudes	
– Knowledge base for effective teaching	
How Do Effective Teachers Behave in the Classroom? Main Dimensions of Effective Teaching	
Summary	

<b>Chapter 2: Why Teach Well?</b>	<b>25</b>
Motivation to Invest in Teaching	
Student Benefits From Good Teaching	
Teacher Benefits From Good Teaching	
Departmental Benefits From Good Teaching	
Summary	
<b>Chapter 3: Teacher Thinking, Beliefs, and Approaches to Teaching</b>	<b>37</b>
Goals in Teaching	
– Educational goals in university teaching	
– Faculty members' goals in teaching	
Personal Theories and Beliefs That Damage Teaching Effectiveness	
Professors' Orientations and Approaches to Teaching	
Teachers' Perceptions of and Compliance with Contextual Variables	
– Unawareness of or noncompliance with the institution's educational goals	
– Unawareness of or noncompliance with the teaching-related norms of the school/department, and the related student expectations	
– Unawareness or lack of knowledge as to how to adjust teaching to diverse student populations	
Tension Between the Thinking and Beliefs of University Professors and Their Students	
Summary	
<b>Chapter 4: Students' Learning and Their Teaching Preferences</b>	<b>51</b>
The APA Psychological Principles for Successful Learning	
– Cognitive and metacognitive factors	
– Motivational and affective factors	
– Developmental and social factors	
– Individual differences factors	
The Constructivist Learning Theory	
The Cognitive Mediation Model of College Student Learning	
Diversity in Students' Aptitudes for Learning	
– Diversity in intelligence—multiple intelligences	
– Diversity in students' learning styles and approaches to learning	
Students' Preferred Teacher Characteristics, Behaviors, and Approaches to Teaching	
– Students' preferred teacher characteristics as related to their own characteristics	

- Students' preferred teacher characteristics as related to their approaches to learning
  - Disciplinary differences in students' preferred teaching characteristics as related to their approaches to learning
- Assuming Responsibility for Students' Learning

Summary

## **PART II: TEACHING METHODS AND STYLES** 69

### **Chapter 5: Lecturing and Explaining** 71

The Lecture Method

- Historical roots of lecturing
- The lecture as the dominant teaching method at the college/university
- Lecturing: drawbacks and criticism
- Lecturing: the benefits
- Lecturing versus other teaching methods
- Practical applications of lecturing

Explaining in Teaching

- What is “explanation?”
- Types of explanation
- Properties of good explanations
- Learning to explain well

Summary

### **Chapter 6: Active Learning During Lectures** 87

Barriers to Active Learning in the Classroom

Talking and Listening in Class

Reading and Writing in Class

- Note taking

Thinking, Pausing, and Reflecting in Class

Questioning in Class

- The teacher's role in presenting questions to students
- The teacher's role in encouraging students' questions and responses, and in reacting to them
- Pausing—“wait-time”

Additional Class Activities During a Lecture

Summary

<b>Chapter 7: Teaching Methods for Active Learning</b>	111
The Discussion Method	
– Problems in conducting discussions	
– Additional ideas for conducting effective discussions	
Group-Work, Cooperative Learning	
– Community of learners	
– Peer teaching	
Role-Playing and Simulations	
The Case-Method Teaching	
Problem-Based Teaching	
Experiential Learning	
Summary	
<b>PART III: A MODEL OF DIMENSIONS AND STRATEGIES FOR EFFECTIVE TEACHING</b>	131
<b>Making the Lesson organized</b>	133
<b>Chapter 8: Course and Lesson Organization</b>	
Studies of Course and Lesson Organization	
Course Organization	
– Providing a conceptual framework for the course	
Lesson Organization	
– Structuring the lesson content into observable parts	
– Building the lesson topics in a coherent logical sequence	
– Communicating the lesson framework and its place in the general framework of the course	
– Updating students on their location within the lesson framework	
– Helping students identify and remember the main points of the lesson	
Summary	
<b>Making the Lesson Clear</b>	
<b>Chapter 9: Clarity in Teaching—Importance and Components</b>	147
Importance of Clarity in Teaching	
– The notion of “clarity in teaching”	

- “Clarity in teaching” as a valid component of teaching effectiveness
  - Reliability and consistency of “clarity in teaching”
  - Students’ perceptions of the importance of clarity in teaching
- Research on Components of Clarity in Teaching  
Summary

## **Chapter 10: Simplifying the Material Presented** 157

- Teaching in Two (or More) Cycles: First or Concurrently Presenting a Simplified Version
- Types of simplified versions
- Teaching in Small Steps  
Identifying the Main Points of the Material
- Emphasizing or stressing main points
  - repeating important points
  - summarizing the main points
- Building the content presented in a Coherent, Logical Sequence  
Summary

## **Chapter 11: Avoiding “Noise” in Teaching** 179

- Studies of noise in teaching  
Dimensions of noise behavior in teaching
- Noise disrupting hearing and listening
  - Visual “noise”
  - Noise in the logic of the content presented
  - Internal “noise”
- Summary

## **Chapter 12: Adapting Teaching to Students** 195

- Student Diversity
- Problems in teaching due to student diversity
  - problems when teaching does not fit student diversity
- Gaining Knowledge of the Learners, Before Teaching
- Identifying students’ problems in learning the particular material through reflection
- Evaluating Student Understanding Continuously Throughout the Lesson and the Term—the “Class Barometer”
- Evaluating students’ understanding throughout the lesson
  - Evaluating students’ understanding throughout the term
- Adapting Teaching to Students
- Compensating for students’ deficiencies in prerequisite knowledge

- **“Embedding”**—connecting to students’ background knowledge
  - **Adapting teaching to student aptitudes**
- Summary**

## **Chapter 13: Clarifying After Completing Instruction** 221

- Looking back
- Sharpening the Meaning of New Concepts or Procedures
- Helping Students to Apply the New Material
- Summary**

## **Making the Lesson Interesting and Engaging**

### **Chapter 14: Promoting Student Motivation** 229

- Motivating Students to Learn During the Lesson
- What Affects Student Motivation for Learning in the Course?
- Theories of Learning Motivation
- Ways for Promoting Student Motivation for Learning
- Promoting internal motivation
- Promoting external motivation
- Promoting expectations for success
- Summary**

### **Chapter 15: Promoting Student Attention** 239

- Attention-Getting Content
- Dramatizing the content—using suspense, surprise, and uncertainty
- Incorporating anecdotes, analogies, humor, examples and illustrations
- Using “self-disclosure”—telling about oneself, and presenting personal knowledge and point of view
- Presenting cultural aspects of the domain
- Attention-Getting Teacher Behavior—Enthusiasm and Dynamism
- Dramatic behavior, acting
- Nonverbal behaviors that attract attention
- Avoiding behaviors that obstruct student attention
- Varying teacher behavior and activities, addressing multiple senses
- Summary**

## **Creating a Positive Classroom Environment**

### **Chapter 16: Promoting a Pleasant Classroom Climate**

255

#### Generating a Positive Emotional Climate in Class

- Generating favorable attitudes of students toward the teacher
- Exhibiting an intrinsically favorable attitude toward the students and inducing good feelings in students

#### Promoting Interaction and Rapport Between Teacher and Students and Among Students

- Promoting teacher-student interaction
- Promoting interaction among the students themselves

#### Demonstrating Expectations for Students' Motivation and Success in Learning

#### Guiding Students in their Learning and in Effective Study Methods Summary

### **Chapter 17: Using Humor in Teaching**

273

#### The Benefits of Humor in Teaching

#### Types and categories of Humor That Can Be Used in Teaching

- Verbal humor
- Nonverbal humor
- General categories of humor that can be expressed via language, drawing/picture, or teacher acting

#### Learning to Use Humor in Teaching

- Developing and maintaining a database of humorous items
- Developing skills for using humor in the classroom

#### Summary

## **PART IV: ADDITIONAL TEACHING FUNCTIONS**

289

### **Chapter 18: Planning the Course and the Lesson**

291

#### Planning the Course

- Selecting the course content
- Organizing and structuring the course content
- Simplifying the material—adapting to students
- Designing the course syllabus
- The first lesson in the course

#### Planning the Lesson

#### Effective Use of Class Time

- Behaviors that waste class time
  - Additional ideas for saving class time
- Summary

**Chapter 19: Assessing Student Learning** 307

The Role of Student Assessment

Testing

- Test design

Grading

Homework Assignments

- Reading assignments
- Problem-solving assignments
- Writing assignments

Summary

**PART V: PROMOTING GOOD TEACHING** 327

**Chapter 20: Improving Teaching for Effective Learning** 329

Teaching for Effective Learning

Strategies and Dimensions Commonly Used by Exemplary Teachers

Self Improvement of Teaching

- Using reflection and modifying own thinking and beliefs to improve teaching
- Using student feedback to improve teaching

Using Instructional Development Activities to Improve Teaching

- Characteristics of successful instructional development programs
- Taking the context into account in improving teaching

Summary

**Appendix** 345

**References** 351

**Name Index** 371

**Subject Index** 375