# CONTENTS

Preface xvi

A Special Preface for Teaching Assistants and Graduate Student Instructors xix

**PART 1**

**Getting Started** 1

**1 Introduction** 2

The College or University Culture 3

Research Versus Teaching? 4

Teaching as Scholarship 5

A Few Words About the Organization of *Teaching Tips* 5

In Conclusion 6

**2 Countdown for Course Preparation** 9

Time: Three Months Before the First Class 9

Write Objectives, Goals, or Outcomes 9 What Goals? 10 Order Textbooks or Other Resources Students May Need 12 Choosing a Text or Reading Materials 13

Time: Two Months Before the First Class 14

Work Out a Tentative Set of Assignments for the Students 14 Choose Appropriate Teaching Methods 15 Begin Drafting a Syllabus for the Course 16 Check Resources Needing Advance Work 17 Begin Preparing Lectures (If You Plan to Lecture) 17

Time: Two Weeks Before the First Class 18

Time: One Week Before the First Class 18

**3 Planning Your Students' Learning Activities** 20

By Graham Gibbs, THE OPEN UNIVERSITY

Focusing on Learning 21

How Much Class Contact Do You Need? 21 How Much Student Time Does Your Course Involve? 23 How Do Your Students Spend Their Time out of Class? 24

Planning Learning Activities 25

What Should Learning Activities Consist of? 25 How Should Learning Activities Relate to Class Contact? 28 How Should Learning Activities Relate to Assessment? 30

In Conclusion 32

**4 Meeting a Class for the First Time** 34

Breaking the Ice 35
Problem Posting 36
Introducing the Syllabus 38
Introducing the Textbook 39
Assessing Prior Knowledge 40
Questions 40
What About Subject Matter? 41
In Conclusion 41

**PART 2**

**Basic Skills for Facilitating Student Learning** 43

**5 Facilitating Discussion: Posing Problems, Listening, Questioning** 44

A Little Bit of Theory 45
Problems in Teaching by Discussion 45
Developmental Discussion 46

Stages of Developmental Discussion 46 Breaking a Problem into Subproblems 47

Skills in Leading Discussion 47

Starting Discussion 48 Questioning 50 Socratic Discussion 52
What Can I Do About Nonparticipants? 54
Buzz Groups—Peer Learning 56 The Inner Circle or Fishbowl 57
The Discussion Monopolizer 57
Appraising Progress 58
How Can We Have a Discussion If the Students Haven't Read the Assignment? 58
Barriers to Discussion 59
Handling Arguments 60
The Two-Column Method 61
Teaching Students How to Learn Through Discussion 62
Taking Minutes or Notes, Summarizing 64
In Conclusion 64

**6 Lecturing** 66

Research on the Effectiveness of Lectures 66
What Are Lectures Good For? 67
A Little Bit of Theory 68
How Can Lectures Be Improved? 69
Attention 69 What Can Be Done to Get Attention? 70
Teaching Students How to Be Better Listeners 71
Should Students Take Notes? 72
How Do Students Process the Content of a Lecture? 74
Planning Lectures 75
Preparing Your Lecture Notes 76
Organization of Lectures 77
The Introduction 79 The Body of the Lecture 79
How to Get Students Actively Thinking in a Lecture Situation 82
Lecture and Discussion 82
Distribution of Lecture and Discussion Time 83
In Conclusion 83

## 7 Testing and Assessing Learning: Assigning Grades Is Not the Most Important Function 85

Reducing Student Frustration and Aggression 86

Balancing Specified Objectives with Various Types of Test Items 87

When to Test 88

Test Construction 89

Choosing the Type of Question 89 How Many Questions Should I Use? 94 Instructions to the Students 95

Helping Students Become Test-wise 95

Taking Multiple-Choice Tests 95 Taking Essay Tests 97

Administering the Test 98

Grading Essay Questions 99 Helping Students Learn from the Test 101 Helping Yourself Learn from the Test 102 Grading "on the Curve": Don't Do It! 102 Returning Test Papers 103 Dealing with an Aggrieved Student 104 What Do You Do About the Student Who Missed the Test? 105

Other Methods of Assessing Learning 105

Performance Assessment 105 Graphic Representations of Concepts 106 Portfolios 106 Assessing Group Work 108 Classroom Assessment 109

In Conclusion 109

## 8 What to Do About Cheating 111

How Do Students Cheat? 111

Preventing Cheating 112

Plagiarism 114

Handling Cheating 114

In Conclusion 116

## 9 The ABC's of Assigning Grades 117

Do Grades Provide Information Useful for Decision Making? 119

Contract Grading 121
Competency-based Grading 121
Assigning Grades 123
Grading on the Curve: A Mild Reprise 125
What About the Student Who Wants a Grade Changed? 126
Relevant Research 128
In Conclusion 129

PART 3

**Adding to Your Repertoire of Skills and Strategies for Facilitating Student Learning** 131

**10 Teaching Students to Learn Through Writing: Papers, Journals, and Reports** 132
A Little Theory 132
Low-Stakes Writing 133
The Student Log or Journal 133
The Term Paper 134
Dealing with Plagiarism 136 Term Papers: A Reprise 136
Teaching Writing, Giving Feedback, and Correcting Papers 137
What to Do When a Paper Is to Be Graded 139
What About Deadlines and Students Who Miss Them? 141
Portfolios 141
In Conclusion 142

**11 Teaching Students How to Learn More from Textbooks and Other Reading** 143
Textbooks 143

How Do You Get Students to Do the Assigned Reading? 144
Research on Learning from Reading 145 Teaching Students to Learn More from Reading 146
In Conclusion 147

**12 Laboratory Teaching: Teaching Students to Think Like Scientists** 149
Teaching Scientific Problem Solving 150
In Conclusion 151

**13 Experiential Learning: Service Learning, Fieldwork, and Collaborative Research** 153
Experiential Learning 154
What Are the Goals of Experiential Learning? 154
Are These Goals Achieved? 155
How Can We Get Better Outcomes from Experiential Learning? 155
In Conclusion 157

**14 Peer Learning, Collaborative Learning, Cooperative Learning** 158
Peer Learning and Teaching 159
Student-led Discussions 160
How to Use Student-led Discussions 160
Peer Tutoring 161
The Learning Cell 161
Team Learning: Syndicate and Jigsaw 162
Student Characteristics and Peer Learning 163
Why Does Peer Learning Work? 164
In Conclusion 165

## 15 Project Methods, Independent Study, and One-on-One Teaching 167

The Project Method 167
Small-Group Independent Study 169
Research on Variations in Amount of Classroom Time 170
Time in Class 171
Senior Projects 172
One-on-One Teaching 172
In Conclusion 174

## 16 Problem-based Learning: Teaching with Cases, Simulations, and Games 175

Problem-based Learning 175
The Case Method 177
Finding the Right Cases 177 Tips for Teaching with Cases 178
Games and Simulations 179
In Conclusion 181

## 17 Using Communication and Information Technologies Effectively 183

By Diana Laurillard, THE OPEN UNIVERSITY
Why Use Communications and Information Technology for Teaching? 183
Person-to-Information Interaction 184 Person-to-Person Interaction 185
Making It Work 186
Learning Activities 189
Attending 190 Discussing 191 Practicing 194 Articulating 196

Planning the Design of Course Materials 197
In Conclusion 199

**18 Class Size and Sectional Courses** 201

Class Size 201

Research on Class Size 201 Class Size: Theory 202 Determining When Small Classes Are Needed 203 Class Size: Conclusions 204

Multisection Courses 205

Coordinating Multisection Courses 205 Training and Supervising Teaching Assistants 207

In Conclusion 208

**19 Teaching Large Classes (You Can Still Get Active Learning)** 209

Facilitating Active Learning 209

Encouraging Student Writing in Large Classes 210 Other Ways to Maintain Student Involvement 211

Student Anonymity 212
Giving Tests in Large Classes 213
Outside Reading 214
In Conclusion 214

**PART 4**
**Understanding Students** 217

**20 Taking Student Social Diversity into Account** 218

By Nancy Van Note Chism, OHIO STATE UNIVERSITY

Feeling Welcome in the Classroom 221

Feeling Welcome Through the Curriculum 223 Being Treated as an Individual 224

Full Participation in Learning 226

Learning Style Dimensions of Full Participation 227 Physical and Learning Disabilities 229 Age Differences 230 Increasing Opportunities for Full Participation 230 Increasing Motivation 231

Being Treated Fairly 232

In Conclusion 233

**21 Problem Students (There's Almost Always at Least One!)**

Angry, Aggressive, Challenging Students 235

Attention Seekers and Students Who Dominate Discussions 236

Silent Students 238

Inattentive Students 239

Unprepared Students 240

The Flatterer, Disciple, Con Man (or Woman) 241

Discouraged, Ready-to-Give-Up Students 242

Students with Excuses 243

Students Who Want the TRUTH and Students Who Believe That Everything Is Relative 244

Students with Emotional Reactions to Sensitive Topics 245

In Conclusion 246

**22 Counseling and Advising** 246

Counseling 248

Advising and Program Planning 248

Dealing with Psychological Problems 250

Potential Suicides 251

Individualized Teaching 252
In Conclusion 253

PART 5

Lifelong Learning for You as Well as Your Students 255

23 Appraising and Improving Your Teaching: Using Students, Peers, Experts, and Classroom Research 256

By Robert Menges, LATE OF NORTHWESTERN UNIVERSITY

Challenges of Change: Intellectual, Motivational, Social 256
Looking for New Ideas: Reading, Workshops, Conversations, Classroom Research 258

Reading About Teaching 258 Workshops and Seminars 259 Conversations About Teaching 259 New Ideas Prepare the Way for Change 261 Classroom Research 263

Information from Students 270

Uses of Student Ratings 270 Are Student Ratings Valid? 271 What to Ask: The Dimensions of Teaching 273 Choosing Items 274 When to Ask: The Value of Early Feedback 277 Alternatives to Student Questionnaires 278 General Comments About Procedures for Student Evaluations 279 Using Feedback to Improve 280

Consulting Colleagues and Experts 281
The Teaching Portfolio 283
Ensuring that Changes Last 284

Estimating Costs and Benefits 285 Anticipating Relapse 285 Predicting Whether Improvements Will Succeed 286

In Conclusion 287

**24 Ethics in College Teaching** 289

By Marilla Svinicki, UNIVERSITY OF TEXAS AT AUSTIN

Responsibilities to Students 292

To Encourage the Free Pursuit of Learning 292 To Demonstrate Respect for Students 293 To Respect Confidentiality 295 To Model the Best Scholarly and Ethical Standards 295 To Foster Honest Academic Conduct and to Ensure Fair Evaluation 296 To Avoid Exploitation, Harassment, or Discrimination 297

Responsibilities to Colleagues, the Institution, and the Discipline 298

Making Ethical Choices 299

In Conclusion 300

**PART 6**

**Teaching for Higher-Level Goals** 301

**25 Motivating Students for Your Course and for Lifelong Learning** 302

Motivation Theory 302

Intrinsic Motivation 303 Competence 304 Motives That Sometimes Conflict: Affiliation, Achievement, and Autonomy 305 Achievement Motivation and Expectancy 306 Grades as Incentives 306 Attributions 308

The Teacher as Model 308

Competition versus Cooperation 308

What Can You Do to Help Students Improve Their Motivational Strategies? 309

In Conclusion 310

**26 Teaching Students How to Learn** 312

By Claire Ellen Weinstein, UNIVERSITY OF TEXAS AT AUSTIN

The Importance of Goals and Self-Reflection 313

Increasing Students' Self-Awareness 314
Using Existing Knowledge 315
Teaching Domain-specific and Course-specific Strategies 316
Methods for Checking Understanding 320
Knowing How to Learn Is Not Enough—Students Must Also Want to Learn 321
Putting It All Together: Executive Control Processes in Strategic Learning 323
In Conclusion 324

**27 Teaching Thinking** 326

Can We Teach Thinking? 326
How Do We Teach Thinking? 327
Practice 327 Do Courses Help? 328 Strategies for Teaching 328
In Conclusion 330

**28 Teaching Values: Should We? Can We?** 332

Should We? 333
Can We? 334
What Values Should We Teach? 335
How Can We Teach Values? 339
Modeling Values 340 Service Learning 340 Dealing with Alternative Views 341 What Kinds of Teaching Methods Should We Use? 342
The Teacher as a Person 343
In Conclusion 344

References 345

Index 367