

Contents

Preface	xvii
A Special Preface for Teaching Assistants and Graduate Student Instructors	xxi
Part 1 Getting Started	1
<hr/> <hr/>	
CHAPTER 1 Introduction	2
The College or University Culture	3
Research Versus Teaching?	4
Teaching as Scholarship	5
In Conclusion	5
CHAPTER 2 Countdown for Course Preparation	9
Time: Three Months Before the First Class	10
Write Objectives, Goals, or Outcomes	10
What Goals?	11
Order Textbooks, Lab Supplies, or Other Resources Students May Need	13
Choose a Textbook or Other Reading Materials	14
Time: Two Months Before the First Class	15
Begin Drafting a Syllabus for the Course	15
Time: One Month Before the First Class	17
Begin Preparing Lesson Plans	17
Plan for Out-of-Class Learning	18
Choose Appropriate Teaching Methods	18
Select Appropriate Technology	19

Time: Two Weeks Before the First Class	19
Check Resources	19
Start a Portfolio	20
Time: One Week Before the First Class	20

CHAPTER 3 Meeting a Class for the First Time 21

3

Setting the Stage	22
Breaking the Ice	22
Problem Posting	24
Introducing the Syllabus	25
Testing, Grading, and Fairness	25
Introducing the Textbook	26
Assessing Prior Knowledge	26
Questions and Reactions	27
What About Subject Matter?	27
In Conclusion	28

Part 2 Basic Skills for Facilitating Student Learning 29

CHAPTER 4 Reading as Active Learning 30

4

Textbooks	30
How Do You Get Students to Do the Assigned Reading?	31
Research on Learning from Reading	32
Teaching Students to Learn More from Reading	33
In Conclusion	34

CHAPTER

5

Facilitating Discussion: Posing Problems, Listening, Questioning

35

A Little Bit of Theory	36
Problems in Teaching by Discussion	37
Starting Discussion	37
Starting Discussion with a Common Experience	37
Starting Discussion with a Controversy	38
Starting Discussion with Questions	39
Starting Discussion with a Problem or Case	41
Breaking a Problem into Subproblems	42
Socratic Discussion	42
Barriers to Discussion	44
What Can I Do About Nonparticipants?	45
Buzz Groups—Peer Learning	48
The Inner Circle or Fishbowl	48
The Discussion Monopolizer	49
How Can We Have a Discussion If the Students Haven't Read the Assignment?	49
Handling Arguments and Emotional Reactions	50
The Two-Column Method	51
Emotional Reactions	52
Teaching Students How to Learn Through Discussion	53
Student-Led Discussions	54
Taking Minutes or Notes, Summarizing	54
Online Discussions	55
In Conclusion	55

CHAPTER

6

How to Make Lectures More Effective

57

Research on the Effectiveness of Lectures	58
What Are Lectures Good For?	58
A Little Bit of Theory	59
Planning Lectures	60

Preparing Your Lecture Notes	61
Organization of Lectures	62
The Introduction	63
The Body of the Lecture	64
How Can Lectures Be Improved?	66
Attention	67
What Can Be Done to Get Attention?	67
Teaching Students How to Be Better Listeners	68
How Do Students Process the Content of a Lecture?	69
Should Students Take Notes?	70
How to Get Students Actively Thinking in a Lecture Situation	72
The Lecturer as a Person	72
In Conclusion	73

CHAPTER

7

Assessing, Testing, and Evaluating: Grading Is Not the Most Important Function

74

Planning Methods of Testing and Assessment	76
Alternative Testing Models	77
Group Testing	77
Online Testing	78
Other Methods of Assessing Learning	79
Performance Assessment (Authentic Assessment)	79
Graphic Representations of Concepts	80
Journals, Research Papers, and Annotated Bibliographies	82
Portfolios	82
Peer Assessment	83
Assessing Group Work	83
Classroom Assessment	85
In Conclusion	85

CHAPTER

8

Testing: The Details

87

When to Test	87
Constructing the Test	88
Choosing the Type of Question	88
How Many Questions Should You Use?	92

Administering the Test	94
After the Test	94
Grading Essay Questions	94
Helping Yourself Learn from the Test	98
Assigning a Grade	98
Returning Test Papers	101
Dealing with an Aggrieved Student	102
What Do You Do About the Student Who Missed the Test?	102
In Conclusion	103
CHAPTER 9 Tests from the Students' Perspective	105
Reducing Student Frustration and Aggression	106
Helping Students Become Test-Wise	107
Taking Multiple-Choice Tests	107
Taking Essay Tests	108
Why Teach Test Taking?	109
Helping Students Learn from a Test	109
In Conclusion	111
CHAPTER 10 What to Do About Cheating	113
Who Cheats?	114
Why Do Students Cheat?	115
How Do Students Cheat?	115
Preventing Cheating	116
Preventing Plagiarism in the Internet Age	118
Handling Cheating	119
In Conclusion	121
CHAPTER 11 The ABC's of Assigning Grades	123
Do Grades Provide Information Useful for Decision Making?	124
Can We Trust Grades?	126

Contract Grading	128
Competency-Based Grading	128
Assigning Grades	130
Grading on the Curve (Norm-Referenced) vs. Grading Against a Preset Standard (Criterion-Referenced)	131
What About the Student Who Wants a Grade Changed?	133
Grades vs. Learning: Some Related Research	135
In Conclusion	137

Part 3 Understanding Students 139

CHAPTER 12 Motivation in the College Classroom 140

By Barbara K. Hofer, Middlebury College

Motivational Theories: An Overview	141
Autonomy and Self-Determination 141	Intrinsic and Extrinsic Motivation 142
Expectancy-Value Theory 143	Mastery and Performance Goals 144
Attribution Theory 145	Social Goals and Social Motivation 146
Putting Motivation Theory into Practice	147
In Conclusion	149

CHAPTER 13 Teaching Culturally Diverse Students 151

By Richard M. Suinn, Colorado State University

Culture and Communication	152
Nonverbal Communication 152	Verbal Communication 155
Motivation and Stress	159
Cultural Differences in Motivation 159	Cultural Stressors 160
Increasing Motivation 164	Dealing with Stressors 165
Tailoring Your Teaching Methods	167
Match Learning Styles 167	Be Concrete 168
Enhance Performance Measurement 168	Choose Appropriate Nonverbal Behaviors 169
Be Accessible 169	
In Conclusion	171

CHAPTER	Dealing with Student Problems and Problem Students (There's Almost Always at Least One!)	172	
14			
Intellectual/Academic Problems		173	
Aggressive, Challenging Students	173	Students Who Want the Truth and Students Who Believe that Everything Is Relative	174
Students Who Are Underprepared for the Course or Struggling	175	Individualized Teaching and Mentoring	177
Class Management Problems		178	
Attention Seekers and Students Who Dominate Discussions	179	Inattentive Students	180
Students Who Come to Class Unprepared	181	The Flatterer, Disciple, Con Man (or Woman)	182
Students with Excuses	183		
Emotional Problems		184	
Angry Students	184	Discouraged, Ready-to-Give-Up Students	186
Students with Emotional Reactions to Sensitive Topics	187	Dealing with Psychological Problems	188
Potential Suicides	188		
In Conclusion		189	

Part 4 Adding to Your Repertoire of Skills and Strategies for Facilitating Active Learning 191

CHAPTER	How to Enhance Learning by Using High-Stakes and Low-Stakes Writing	192	
15			
	By Peter Elbow and Mary Deane Sorcinelli, University of Massachusetts Amherst		
A Little Theory: High Stakes and Low Stakes		192	
Low-Stakes Writing		193	
Kinds	193	Occasions	193
Handling Low-Stakes Writing	195		
High-Stakes Writing		196	
Topics and Assignments	197	Criteria for Evaluation	198
Multiple Papers and Multiple Drafts	198	Worst-Case Scenario	200
Responding to High-Stakes Papers	201		

Middle-Stakes Assignments: Think Pieces	203
Peer Response	204
About Correctness: Spelling and Grammar	205
About Grading	206
Portfolios 207 Contract Grading 208	
Preventing—and Handling—Plagiarism	208
In Conclusion	211

CHAPTER 16 Active Learning: Cooperative, Collaborative, and Peer Learning 213

Peer Learning and Teaching	214
Peer Tutoring	215
The Learning Cell	216
Team Learning: Syndicate and Jigsaw	217
Student Characteristics and Peer Learning	218
Why Does Peer Learning Work?	218
In Conclusion	219

CHAPTER 17 Problem-Based Learning: Teaching with Cases, Simulations, and Games 221

Problem-Based Learning	221
The Case Method	222
Finding the Right Cases 224 Tips for Teaching with Cases 224	
Games and Simulations	225
In Conclusion	227

CHAPTER	Technology and Teaching	229
18	By Erping Zhu and Matthew Kaplan, University of Michigan	
	How Will Technology Enhance Teaching and Learning?	230
	What Considerations Go into Teaching with Technology?	231
	Course Content 232 The Instructor 234 Students 236	
	Technology Tools 238	
	What Are the Effects of Technology on Teaching?	248
	In Conclusion	251
Part 5 Skills for Use in Other Teaching Situations		253
<hr/> <hr/>		
CHAPTER	Teaching Large Classes	
19	(You Can Still Get Active Learning!)	254
	Facilitating Active Learning	255
	Encouraging Student Writing in Large Classes 256 Other	
	Ways to Maintain Student Involvement 257	
	Student Anonymity	258
	Organization Is the Key	259
	Giving Tests in Large Classes 259 Making Outside Reading	
	Assignments 261 Communicating with Large Classes 262	
	Coordinating Multisection Courses	263
	Training and Supervising Teaching Assistants	264
	In Conclusion	265
CHAPTER	Laboratory Instruction: Ensuring	
20	an Active Learning Experience	266
	By Brian P. Coppola, University of Michigan	
	Styles of Laboratory Instruction	267
	Expository Instruction 268 Inquiry Instruction 268 Discovery	
	Instruction 269 Problem-Based Learning 270	

Studio Instruction Brings Together the Arts and Sciences	272
Turning Novice Researchers into Practicing Scientists	273
Link to Cognitive Development	275
What Research Says	276
In Conclusion	276

CHAPTER 21 **The Teacher's Role in Experiential Learning** 278
By Richard D. Mann, University of Michigan

History of Experiential Learning	279
Six Possible Roles	280
The Teacher as Expert 280 The Teacher as Facilitator 281	
The Teacher as Person 282 The Teacher as Ego Ideal 282	
The Teacher as Formal Authority: Options for Assessing Field Learning 283	
The Teacher as Socializing Agent 285	
Outcomes	286
In Conclusion	286

CHAPTER 22 **Teaching by Distance Education** 288
By Andrew Northedge, The Open University

Sketching Out the Shape of a Course	289
Developing a Teaching Narrative	294
Making the Course Manageable	295
In Conclusion	296

Part 6 Teaching for Higher-Level Goals 299

CHAPTER 23	Teaching Students How to Become More Strategic and Self-Regulated Learners	300
	By Claire Ellen Weinstein, University of Texas at Austin	
	What Are the Characteristics of Strategic Learners?	301
	The Importance of Goals and Self-Reflection	302
	Increasing Students' Self-Awareness	303
	Using Existing Knowledge to Help Learn New Things	304
	Teaching Domain-Specific and Course-Specific Strategies	305
	Methods for Checking Understanding	309
	Knowing How to Learn Is Not Enough—Students Must Also Want to Learn	311
	Putting It All Together—Executive Control Processes in Strategic Learning	312
	What Instructors Can Do to Help Their Students Succeed in Online Lessons and Courses	314
	In Conclusion	316
CHAPTER 24	Teaching Thinking	318
	By Jane S. Halonen, University of West Florida	
	Setting Goals for Thinking	320
	Improving Thinking Quality	322
	In Conclusion	323

CHAPTER

25

**The Ethics of Teaching and
the Teaching of Ethics**

325

Responsibilities to Students	328
To Encourage the Free Pursuit of Learning	329
To Demonstrate Respect for Students	330
To Respect Confidentiality	331
To Model the Best Scholarly and Ethical Standards	332
To Foster Honest Academic Conduct and to Ensure Fair Evaluation	332
To Avoid Exploitation, Harassment, or Discrimination	333
The Teaching of Ethics	335
How Can We Teach Values?	337
Modeling Values	338
Making Ethical Choices	339
In Conclusion	340

Part 7 Lifelong Learning for the Teacher 343

CHAPTER

26

**Vitality and Growth Throughout Your
Teaching Career**

344

How Can You Develop Effective Skills and Strategies?	346
Looking for New Ideas, New Methods, and Alternative Strategies for Handling Problems	347
Reading	347
Hearing, Discussing	347
Seeing, Experiencing	348
How Can You Get and Use Feedback to Continue to Improve Your Teaching?	348
Feedback from Student Performance	348
Feedback from Peers	349
Feedback from Faculty Development Specialists	350
Feedback from Students	351
Keys to Improvement with Feedback from Students	353
Consultation	355
Classroom Assessment and Research	356
Self-Evaluation	357
In Conclusion	357
References	360
Index	391