We dedicate this edition to all the teachers over the years who have said that they have been introduced to more systematic, reflective ways of teaching by reading this book. We appreciate their interest and applaud their efforts.
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TEACHING TIPS was originally written to answer the questions posed by new college teachers, to place them at ease in their jobs, and to get them started effectively in the classroom. It has proven useful as well to experienced instructors, to teachers in community colleges, to distance educators, adult educators, adjunct faculty, and faculty members in many other countries.

The organization of the book begins with the issues involved in getting started, then moves on to the basic skills needed by all teachers—getting student participation, lecturing, assessing learning, and assigning grades (Parts 1 and 2). Equally important are awareness of, respect for, and ability to adapt to differences among students (Part 3). Parts 4 and 5 deal with additional skills and strategies important for other aspects of teaching. In Part 6 we discuss goals of education going beyond simple memorization of facts, concepts, and theories, and in Part 7 we point toward your continued development as a teacher.

Effective teaching demands more than the acquisition of skills. To adapt to the educational needs of a particular class at a particular time, the teacher needs to understand the underlying theory of learning and teaching so that each teacher can develop his or her own methods. Thus the “teaching tips” are supported by discussion of relevant research and theory. Skill in teaching is not something to be learned and simply repeated; what makes it exciting is that there is always room to grow. As you reflect on your classes, you will get new insights and will continue to develop both your theory of teaching and learning and your repertoire of skills and strategies.

As with any revision, the Twelfth Edition reflects new developments in almost every chapter. Probably the fastest moving field is instructional technology. The thoroughly updated chapter titled “Technology and Teaching,” by my colleagues Erping Zhu and Matthew Kaplan, will be helpful both to novices and more experienced teachers who want to use technology where and when it can help students learn. This edition also features