

Table of Contents

Part 1: Teaching as an Art and Teaching as a Craft	xiii
Chapter 1: The Learning Curve of the College Teacher.....	1
Chapter 2: Plan of the Book.....	4
Part 2: What Do We Know About Postsecondary Intellectual Development?	11
Chapter 3: Bloom and Perry on Adult Learners	11
Chapter 4: Kolb and Experiential Learning	13
Chapter 5: Gardner and Multiple Intelligences	14
Chapter 6: Baxter-Magolda and Ways of Knowing	14
Chapter 7: King and Kitchener and the Reflective Judgment Model ..	15
Chapter 8: Current Approaches to Understanding Growth in Thinking Skills	17
Part 3: What Do We Know About Effective Undergraduate Teaching? ..	21
Chapter 9: History and Development of Best Practices Research	22
Part 4: The Role of the Teacher in the Classroom	27
Chapter 10: The Real Relationship Between Teacher and Student.....	27
Chapter 11: Figuring Out What to Teach and How Much of It	32
Chapter 12: Who Are the Students?	34
Part 5: Demands on the New Instructor	41
Chapter 13: Departmental Demands.....	41
Chapter 14: Demands of General Education Courses.....	43
Chapter 15: Demands of the Undergraduate Major	46
Chapter 16: Demands of Graduate Programs	47
Chapter 17: Interdisciplinary Demands	48
Part 6: Constructing the Syllabus.....	55
Chapter 18: Developing a Course for the First Time	57
Chapter 19: The Impact of Class Size on a Syllabus.....	62
Chapter 20: Taking the Calendar into Account.....	68
Chapter 21: Ordering Books and Photocopying Material	69
Chapter 22: Technical Components of a Syllabus	74
Chapter 23: Selecting the Knowledge Base for the Course	77
Chapter 24: Selecting Texts.....	77
Chapter 25: Fitting the Course into the Curriculum.....	80
Chapter 26: Organizing the Course around Problem Sets	80
Chapter 27: Organizing the Course around Specific Experiences.....	81
Part 7: Determining Your Expectations for Students' Reasoning Skills ..	83
Chapter 28: Characterizing Critical Thinking	84

Chapter 29: How Do You Recognize Critical Thinking When You See It?	85
Part 8: Determining Your Expectations for Creativity	91
Chapter 30: The Cognitive Basis for Creative Thinking	92
Chapter 31: Characterizing Creative Thinkers	93
Chapter 32: How Do You Recognize Creativity When It Occurs?	98
Chapter 33: Supporting the Creative Process	100
Part 9: Assessing Student Learning	103
Chapter 34: Best Practices in Student Assessment	105
Chapter 35: Tools for Classroom-Level Assessment	106
Chapter 36: Assessment Essays	108
Chapter 37: Group Assessment	109
Chapter 38: Portfolio Assessment	110
Part 10: The Lecture Classroom	113
Chapter 39: What Is a Lecture?	113
Chapter 40: Tools for More Effective Lectures	114
Chapter 41: What Lecture Formats Can and Cannot Do	117
Chapter 42: The Living Textbook Approach	118
Chapter 43: Developing an Active Lecture Format	119
Chapter 44: Techniques for Livelier Lecture Classes	120
Chapter 45: Helping Students Listen Effectively to Lectures	121
Chapter 46: Working with Teaching Assistants	123
Part 11: The Discussion Classroom	125
Chapter 47: Discussion Techniques	128
Chapter 48: Making It Difficult for the Students to Be Unprepared	138
Chapter 49: Motivational Issues in Discussions	139
Chapter 50: Dealing with Silence	140
Chapter 51: Dealing with Talkers	141
Chapter 52: Student-Generated Discussion	142
Chapter 53: Designing a Discussion around Specific Roles	143
Chapter 54: First Aid for Tired Discussions	143
Chapter 55: Preparing for Discussions of Controversial Subjects	144
Chapter 56: The Socratic Form of Discussion	152
Chapter 57: Non-Socratic Forms of Discussion	153
Chapter 58: Insuring Equity and Full Participation	158
Chapter 59: Evaluating Discussion Outcomes	159
Part 12: The Seminar Classroom	163
Chapter 60: Strategies for Organizing a Seminar	165
Chapter 61: Preparation for Seminar Participation	166
Chapter 62: The Seminar Process	167
Chapter 63: Evaluating Seminar Performance	169

Part 13 The Laboratory Classroom	171
Chapter 64: Collaborative Learning in the Scientific Laboratory?.....	173
Chapter 65: Teaching Strategies for Laboratories	174
Chapter 66: Teaching Reasoning Skills in the Laboratory	175
Chapter 67: Collaborative Learning in Problem-Based Classrooms	177
Chapter 68: Strategies for Problem-Based Learning in the Laboratory	179
Chapter 69: Applying Problem-Based Learning in the Classroom....	181
Chapter 70: The Role of Theoretical Literature in Problem-Based Learning	184
Chapter 71: Framing the Students' Learning Process in Problem-Based Learning.....	184
Chapter 72: Tutoring Techniques in Problem-Based Learning	189
Chapter 73: Managing Team and Group Research Dynamics	191
Chapter 74: Forming Work Groups in a Collaborative Classroom....	194
Chapter 75: Dealing with Student Complaints.....	199
Chapter 76: Case-Based Learning Methods	201
Chapter 77: Designing a Case-Based Method Course.....	202
Chapter 78: How to Teach Cases	203
Chapter 79: Simulation and Games	204
Chapter 80: Film, Video, and Audio Case Materials	205
Chapter 81: Fieldwork, Internships, and Service and Experiential Learning	207
Chapter 82: Field-Based Learning.....	208
Chapter 83: Teaching in the Field	209
Chapter 84: Evaluating Field-Based Learning.....	211
Chapter 85: Writing Field-Based and Laboratory Reports.....	212
Chapter 86: Evaluating Collaborative Learning.....	213
Part 14: Advising in the Classroom	217
Chapter 87: Diffusing Career Anxiety.....	218
Chapter 88: Supporting Time Management.....	219
Chapter 89: Understanding Learning Disabilities	220
Chapter 90: Helping Students with Emotional and Medical Issues...	220
Chapter 91: Dealing with Angry, Aggressive, or Bullying Students ..	222
Chapter 92: Dealing with Flattery	223
Chapter 93: Dealing with Discouraged and Struggling Students	224
Chapter 94: Dealing with Emotional Reactions to Sensitive Topics ..	225
Part 15: Effective Grading of Student Achievement	227
Chapter 95: Establishing Fair and Effective Grading Policies	227
Chapter 96: How Not to Grade	232
Chapter 97: Combating Grade Inflation	233
Chapter 98: Criterion-Based Grading.....	235
Chapter 99: Asking Appropriate Questions for Evaluation	239
Chapter 100: The Test	244
Chapter 101: Timed vs. Untimed Tests.....	245
Chapter 102: Partial vs. Comprehensive Testing.....	246
Chapter 103: Oral vs. Written Exams.....	248

Chapter 104: The Presentation.....	249
Chapter 105: The Essay.....	252
Chapter 106: The Research Project.....	254
Chapter 107: The Group Project	256
Chapter 108: How Group Work Differs from Individual Work.....	257
Part 16: Administrative Issues in the Classroom	259
Chapter 109: Academic Integrity	259
Chapter 110: Student Contractual Issues.....	265
Chapter 111: Independent Studies.....	270
Chapter 112: Makeup Policies and Exams.....	272
Chapter 113: Grade Challenges.....	273
Part 17: Evaluating the Instructor.....	275
Chapter 114: Student-Based Evaluation.....	275
Chapter 115: What to Do About “Bad” Evaluations.....	279
Chapter 116: Peer-Based Evaluation.....	281
A Final Word	284