Preface xvii
A Special Preface for Teaching Assistants and Graduate Student Instructors xxi

Part 1 Getting Started 1

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

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

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 14 **Dealing with Student Problems and Problem Students (There's Almost Always at Least One!)** 172

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 15 **How to Enhance Learning by Using High-Stakes and Low-Stakes Writing** 192

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 18 **Technology and Teaching** 229
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

CHAPTER 19 **Teaching Large Classes (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 20 **Laboratory Instruction: Ensuring 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