

Part 1 Getting Started 1

Chapter 1 Introduction 3

The College or University Culture 4

In Conclusion 5

Chapter 2 Countdown for Course Preparation 6

Time: Three Months Before the First Class 6

Identify the Student Learning Goals, or Outcomes 6

What Goals? 8

Order Textbooks, Lab Supplies, or Other Resources Students May Need 11

Time: Two Months Before the First Class 14

Create a Syllabus for the Course 14

Time: One Month Before the First Class 16

Begin Preparing Class Session Plans 16

Choose Appropriate Teaching Methods 16

Select Appropriate Technology 17

Time: Two Weeks Before the First Class 17

Check Resources 17

Start a Portfolio or Teaching Journal 18

Time: One Week Before the First Class 18

Supplementary Reading 18

Chapter 3 Meeting a Class for the First Time 19

Setting the Stage 19

Breaking the Ice 20

Preface xvii

Part 1 *Getting Started* 1

Chapter 1 *Introduction* 3

The College or University Culture 4

In Conclusion 5

Chapter 2 *Countdown for Course Preparation* 6

Time: Three Months Before the First Class 6

Identify the Student Learning Goals, or Outcomes 6

What Goals? 8

Order Textbooks, Lab Supplies, or Other Resources Students May Need 11

Time: Two Months Before the First Class 14

Create a Syllabus for the Course 14

Time: One Month Before the First Class 16

Begin Preparing Class Session Plans 16

Choose Appropriate Teaching Methods 16

Select Appropriate Technology 17

Time: Two Weeks Before the First Class 17

Check Resources 17

Start a Portfolio or Teaching Journal 18

Time: One Week Before the First Class 18

Supplementary Reading 18

Chapter 3 *Meeting a Class for the First Time* 19

Setting the Stage 19

Breaking the Ice 20

Alleviating Anxiety 21

The Syllabus and Course Structure 21

Testing, Grading, and Fairness 21

Strategies for Succeeding 22

Building Community 22

Reciprocal Interviewing 23

Question Posting 23

Prioritizing Class Goals 24

Assessing Prior Knowledge 24

Questions and Reactions 24

What about Subject Matter? 25

Supplementary Reading 25

Part 2

Basic Skills for Facilitating Student Learning 27

Chapter 4 Reading as Active Learning 29

Textbooks or Texts? 30

Research on Learning from Reading 30

A Sample Reading Strategy Students Can Use 31

How Do You Get the Students to Read the Assigned Readings
in the First Place? 34

Build Links to the Course as a Whole Frequently 35

Use the Readings in Class Exercises 35

Build Reading Assessment into the Grading Structure 35

The Bottom Line 36

Supplementary Reading 37

Chapter 5 Facilitating Discussion 38

Tasks in Teaching by Discussion 39

Helping Students Prepare for Discussion 40

Conducting a Discussion: Getting Started 41

Starting Discussion with a Common Experience 41

Starting Discussion with a Controversy 42

Starting Discussion with Questions	42
Starting Discussion with a Problem or Case	44
-Conducting the Discussion: Moving Things Along	45
Listening, Responding, and Modeling Discussion Behavior	45
Conducting the Discussion: Common Problems	47
Students' Reluctance to Participate	47
Involving Nonparticipants	48
What about a Student Who Monopolizes?	50
What if the Students Haven't Read the Material?	50
Handling Conflicts and Arguments	51
Conducting the Discussion: Teaching Students to Learn Through Discussion	52
Conducting the Discussion: Minutes, Summaries, and Drawing to a Close	54
Student-Led Discussions	54
Online Discussions	55
In Conclusion	56
Supplementary Reading	56
Chapter 6 How to Make Lectures More Effective	58
Research on the Effectiveness of Lectures	58
What Are Lectures Good For?	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	66
What Can Be Done to Maintain Attention?	67
Teaching Students How to Be Better Listeners	69
How Do Students Process the Content of a Lecture?	69
Should Students Take Notes?	70
In Conclusion	72
Supplementary Reading	72

**Chapter 7 Assessing, Testing, and Evaluating:
Grading Is Not the Most Important Function 73**

Planning Methods of Assessment 74

Institutional Purposes for Your Course Assessments 75

Methods of Assessing Learning 76

Tests: In and Out of Class 76

Performance Assessment (Authentic Assessment) 77

Graphic Representations of Concepts 78

Journals, Research Papers, and Annotated Bibliographies 80

Portfolios 80

Peer Assessment 81

Assessing Group Work 81

Embedded Assessment 82

Classroom Assessment 83

In Conclusion 83

Supplementary Reading 84

Chapter 8 Testing: The Details 85

When to Test 85

Constructing the Test 86

Choosing the Type of Question 86

How Many Questions Should You Use? 89

Tests from the Student Perspective 91

Reducing Student Frustration and Aggression 91

Helping Students Become Test-Wise 92

Taking Multiple-Choice Tests 92

Taking Essay Tests 93

Why Teach Test Taking? 94

Administering the Test 95

Alternative Testing Models Gaining Favor 95

Group or Team-Based Testing 95

Online Testing 96

What to Do about Cheating 97

Why Do Students Cheat? 97

How Do Students Cheat? 97

Preventing Cheating 98

Handling Cheating 100

After the Test 101

Grading Objective Tests 101

Grading Essay Questions 102

Helping Yourself Learn from the Test 104

Returning Test Papers 105

Helping Students Learn from a Test 105

Dealing with an Aggrieved Student 106

What Do You Do about the Student

Who Missed the Test? 106

In Conclusion 107

Supplementary Reading 107

Chapter 9 Good Designs for Written Feedback for Students 109

The Formulation of Written Feedback Comments 110

Understandable, Selective, and Specific 110

Timely 112

Nonjudgmental and Balanced 112

Contextualized 113

Forward-Looking and Transferable 113

Fostering Feedback Dialogues 115

Making Teacher Feedback Contingent on

Learners' Needs 115

Supplementing Teacher Feedback with Peer Feedback 117

Collaborative Assignment Production 117

Peer Commenting on Assignments 118

Learning Through Peer Collaboration and Review 118

Activating and Strengthening Inner Feedback 119

Harnessing Inner Feedback: More Frequent Tasks 120

Having Students Reflect on Teacher-Provided Comments 120

Strengthening Self-Assessment 121

In Conclusion 122

Supplementary Reading 123

Chapter 10 **Assigning Grades: What Do They Mean?** 125

Do Grades Provide Information Useful for Decision

Making? 126

Can We Trust Grades? 127

Validity of the Measurement 127

Reliability of the Scores 128

Assigning Grades: On a "Curve" or Against a Standard? 128

Reducing Student Anxiety about Grades 130

What about the Student Who Wants a Grade Changed? 131

Grades vs. Learning: Some Related Research 132

In Conclusion 134

Supplementary Reading 134

Part 3 *Understanding Students* 137

Chapter 11 **Motivation in the College Classroom** 139

Motivational Theories: An Overview 140

Autonomy and Self-Determination 140

Intrinsic and Extrinsic Motivation 141

Expectancy-Value Theory 143

Mastery and Performance Goals 143

Social Motivation and Other Goals 145

Attribution Theory 146

The Motivational Power of Beliefs about Intelligence 146

Putting Motivation Theory into Practice 147

Supplementary Reading 149

Chapter 12 **Teaching Culturally Diverse Students** 150

Culture and Communication 151

Nonverbal Communication 151

Verbal Communication 154

Motivation and Stress 158

Cultural Differences in Motivation 158

Cultural Stressors 160

Increasing Motivation 162

Dealing with Stressors 164

— Tailoring Your Teaching Methods 166

Offer Multiple Ways for Students to Learn 166

Be Concrete 166

Enhance Performance Measurement 167

Choose Appropriate Nonverbal Behaviors 167

Be Accessible 168

In Conclusion 169

Suggested Readings 170

Appendix 171

Chapter 13 Different Students, Different Challenges 172

Intellectual/Academic Challenges 172

Argumentative Students 173

Students Who Are at Different Stages of Cognitive Development 173

Students Who Are Underprepared
for the Course or Struggling 175

Class Management Challenges 177

Attention Seekers and Students Who Dominate Discussions 177

Inattentive Students 178

Students Who Come to Class Unprepared 179

Students Who Are Uncivil 180

Emotional Challenges 181

Angry Students 181

Discouraged, Ready-to-Give-Up Students 183

Students with Emotional Reactions to Sensitive Topics 184

Dealing with Psychological Problems 185

Potential Suicides 185

In Conclusion 186

Supplementary Reading 186

Part 4 *Adding to Your Repertoire of Skills and Strategies for Facilitating Active Learning* 189

Chapter 14 **Active Learning: Group-Based Learning** 191

- The Value of Active Learning Itself 191
- The Value of Active Learning in Groups 193
- Why Does Peer Learning Work? 193
- Group Learning: Variations on the Theme 194
 - Peer Tutoring 194
 - The Learning Pair: From Learning Cells to Think-Pair-Share 195
 - Team Learning: Syndicate and Jigsaw 196
 - Online Groups: Synchronous and Asynchronous 197
 - Team-Based Learning 198
 - Learning Communities 198
- Issues in Designing Group Work 199
- In Conclusion 201
- Supplementary Reading 201

Chapter 15 **Experiential Learning: Case-Based, Problem-Based, and Reality-Based** 203

- The Argument for Experiential Learning 203
- The Essence of Experiential Learning 204
- Types of Experiential Learning Representing Levels of Reality 205
 - The Case Method 205
 - Problem-Based Learning 207
 - Games, Simulations, and Role-Playing 209
 - Field Experience 211
- In Conclusion 211
- Supplementary Reading 211

Chapter 16 **Using High-Stakes and Low-Stakes Writing to Enhance Learning** 213

- A Little Theory: High Stakes and Low Stakes 213
 - High-Stakes Assignments 213
 - Low-Stakes Writing 214

Low-Stakes Writing	214
Kinds	214
Occasions	214
Handling Low-Stakes Writing	216
High-Stakes Writing	217
Topics and Assignments	217
Criteria for Evaluation	218
Multiple Papers and Multiple Drafts	218
Worst-Case Scenario	220
Responding to High-Stakes Papers	221
Middle-Stakes Assignments: Think Pieces	222
Peer Response	223
About Correctness: Spelling and Grammar	224
Technology and Writing	225
The Process of Writing	225
Revising	225
The Dialogic, Collaborative Dimension of Writing	226
The Teacher's Role with Technology	226
About Grading	227
Portfolios	227
Contract Grading	228
Preventing—and Handling—Plagiarism	228
In Conclusion	230
Supplementary Reading	231
Chapter 17 Technology and Teaching	232
How Will Technology Enhance Teaching and Learning?	232
Teaching with Technology	235
Content	236
The Instructor	238
Students	240
Technology Tools	242
Teaching Online or at a Distance	258
Handling the Technology Boom	260
What Is the Impact of Technology on Teaching and Learning?	260

In Conclusion 263
Supplementary Readings 263

Part 5 *Skills for Use in Other Teaching Situations* 265

Chapter 18 **Teaching Large Classes (You Can Still Get Active Learning!)** 267

Blended Learning as an Alternative Strategy 268
Facilitating Active Learning 268

Encouraging Student Writing in Large Classes 269

Student Anonymity 271
Organization Is the Key 272

Giving Tests in Large Classes 272
Communicating with Large Classes 272

Coordinating Multisection Courses 274
Training and Supervising Teaching Assistants 275
In Conclusion 275
Supplementary Reading 276

Chapter 19 **Laboratory Instruction: Ensuring an Active Learning Experience** 277

Styles of Laboratory Instruction 278

Expository Instruction 279
Inquiry Instruction 279
Discovery Instruction 280
Problem-Based Learning 280

Studio Instruction Brings Together the Arts and Sciences 282
Turning Novice Researchers into Practicing Scientists 284
Wet, Dry, and *in Silico* 285
What Research Says 286
In Conclusion 286
Supplementary Reading 287

Chapter 20 **Teaching Students How to Become
More Strategic and Self-Regulated Learners** 291

- What Are the Characteristics of Strategic Learners? 292
- The Importance of Goals and Self-Reflection 293
- Increasing Students' Self-Awareness 294
- Using Existing Knowledge to Help Learn
New Things 294
- Teaching Domain-Specific and Course-Specific
Strategies 295
- Methods for Checking Understanding 299
- Knowing How to Learn Is Not Enough—Students Must
Also Want to Learn 299
- Putting It All Together—Executive Control Processes in
Strategic Learning 300
- What Instructors Can Do to Help Their Students
Succeed in Online or Blended Instructional
Environments 301
- In Conclusion 304
- Supplementary Reading 304

Chapter 21 **Teaching Thinking** 305

- What Are We up Against? 306
- Thinking Pedagogy as a Confused Landscape 308
- Frameworks That Support Teaching Thinking 309
 - How Do Thinking Skills Vary in Complexity? 309
 - How Do Thinking Characteristics Change Over Time in College? 310
 - How Does Motivation Influence Thinking Success? 312
 - How Does Intelligence Influence Thinking Capacity? 313
 - How Does Learning Style Influence Thinking Development? 313
 - What Role Does Emotion Play in Thinking Success? 314
 - How Does Content Complexity Influence Thinking Success? 315
- Improving Thinking Quality 316
- In Conclusion 318
- Supplementary Reading 318

Chapter 22 The Ethics of Teaching 319

Responsibilities to Students 322

- To Encourage the Free Pursuit of Learning 322
- To Demonstrate Respect for Students 323
- To Respect Confidentiality 324
- To Model the Best Scholarly and Ethical Standards 324
- To Foster Honest Academic Conduct and to Ensure Fair Evaluation 325
- To Avoid Exploitation, Harassment, or Discrimination 325

Making Ethical Choices 326

In Conclusion 327

Supplementary Reading 327

Part 7 *Lifelong Learning as a Teacher* 329

Chapter 23 **Vitality and Growth Throughout Your Teaching Career** 331

How Can You Develop Effective Skills and Strategies? 332

- Looking for New Ideas, Methods, and Strategies 332
- How Can You Get Feedback to Help You Continue to Improve? 333
- Keys to Improvement with Feedback from Students 336

In Conclusion 337

Supplementary Reading 337

References 340

Index 375