



On College Teaching

Kenneth Eugene Eble



On College Teaching:

Inspired College Teaching Maryellen Weimer, 2010-02-22 Praise for *Inspired College Teaching* The thoughtfulness personalization and consideration Maryellen Weimer demonstrates in discussing the experience of faculty members her ability to identify issues that are shared and solvable and her suggestions and solutions to commonly experienced stressors and difficulties in college teaching are major strengths of this volume In addition her personal and professional reflections on her long career as a faculty member writer and faculty developer expose tantalizing research questions that young education researchers might want to examine The originality of this volume is its exploration of and reflection on a faculty member's career from a long term perspective The focus on iterative self and course renewal is personal and thus practical In a way it is a workshop between book covers or perhaps several workshops Laura L B Border director Graduate Teacher Program and Collaborative Preparing Future Faculty Network University of Colorado at Boulder A book by Maryellen Weimer always displays her wonderful grasp of the literature on college teaching and learning her ability to tell good stories and her wit and wisdom This one is no exception Nancy Van Note Chism professor Indiana University School of Education Indiana University Purdue University Indianapolis Although I work at a faculty teaching center and encounter many books on teaching I have seen very few that span the full arc of the teaching career and what steps can be taken at each stage in order to retain vitality all the way through the way that this book does I look forward to getting my own copy and using it as a resource in the faculty development activities of my center It will have a wide readership Mano Singham University Center for Innovation in Teaching and Education Case Western Reserve University

On College Teaching Ohmer Milton, 1978 [Teaching at Its Best](#) Linda B. Nilson, 2016-06-22 The classic teaching toolbox updated with new research and ideas *Teaching at Its Best* is the bestselling research based toolbox for college instructors at any level in any higher education setting Packed with practical guidance proven techniques and expert perspectives this book helps instructors improve student learning both face to face and online This new fourth edition features five new chapters on building critical thinking into course design creating a welcoming classroom environment helping students learn how to learn giving and receiving feedback and teaching in multiple modes along with the latest research and new questions to facilitate faculty discussion Topics include new coverage of the flipped classroom cutting edge technologies self regulated learning the mental processes involved in learning and memory and more in the accessible format and easy to understand style that has made this book a much valued resource among college faculty Good instructors are always looking for ways to improve student learning With college classrooms becoming increasingly varied by age ability and experience the need for fresh ideas and techniques has never been greater This book provides a wealth of research backed practices that apply across the board Teach students practical real world problem solving Interpret student ratings accurately Boost motivation and help students understand how they learn Explore alternative techniques formats activities and exercises Given the ever growing body of research on student learning faculty

now have many more choices of effective teaching strategies than they used to have along with many more ways to achieve excellence in the classroom Teaching at Its Best is an invaluable toolbox for refreshing your approach and providing the exceptional education your students deserve The Craft of College Teaching Robert DiYanni, Anton Borst, 2020-03-03 Robert DiYanni and Anton Borst's Classroom Confidential provides a clear compact guide to the basics of college teaching Grounded in the authors' classroom experience their pedagogical coaching at NYU's Center for the Advancement of Teaching and their examination of the latest learning science research it explains how to teach in the college classroom from a learner's perspective what methods principles and activities achieve the best learning outcomes Chapters address major topics from course and syllabus design to discussion based teaching critical reading and assessment while brief interludes cover various pedagogical elements and applications including what to do on the first and last days of class and how to incorporate service and experiential learning into curricula Throughout the authors provide practical suggestions and strategies while explaining the underlying pedagogical principles They also address recent topics that promise to remain fixtures of the educational landscape such as teaching with technology and teaching in a global context They steer a middle course on technology suggesting ways to maximize its benefits while minimizing its distractions The book coheres around a philosophy of active learning and student engagement DiYanni and Borst argue that teaching practices should challenge students to think and learn requiring them to do things with newly acquired knowledge create models conduct experiments debate issues and more The authors enlist reliable scholarly research to demonstrate that active learning of the kind they advocate achieves results students learn more and better and their learning is deeper and longer lasting The authors' pedagogy echoes their epistemology as they demonstrate how learning and teaching are inextricably intertwined organic rather than mechanical activities The Art and Politics of College Teaching Robert McLaran Sawyer, 1992 Provides the aspiring college professor with insiders' advice Written by successful professors from US colleges and universities it addresses role expectations for beginning professors a step by step analysis of career patterns for faculty members and legal and ethical issues for faculty c Book News Inc *New Paradigms for College Teaching* William E. Campbell, Karl A. Smith, 1997 Outlines new ways to help students learn covering a variety of methodologies Teaching Strategies For The College Classroom James Davis, 2019-09-06 Another book on college teaching you may ask Surely too many have been written already Dr Davis hopes that professors will find this to be a different book on college teaching because it explores in depth some viable teaching strategies for the college classroom This book has grown out of a course on college teaching offered regularly at the University of Denver *Models for Improving College Teaching* Jon E. Travis, 1997 This report presents a collection of teaching models to help college faculty improve their teaching Six categories of teaching models are presented 1 assessment and feedback models including the Classroom Assessment model created by Angelo and Cross and already widely used among community college faculty 2 discussion and sharing models such as the Great Teachers Seminar which provide faculty

with an event and an environment especially conducive to sharing ideas among colleagues 3 dissemination models which dispense an extensive assortment of ideas to large audiences of faculty 4 clinical development models such as the Instructional Skills Workshop which uses a laboratory setting common to teacher preparation programs 5 teaching and learning models such as Anderson's Adaptive Control of Thinking model which describes the learning process and presents specific procedures to facilitate specific learning types and 6 instructional planning models such as Gagne's Instructional Event Design that can help the faculty member through the process of course and lesson planning Three appendixes provide teaching resource lists and sample questions using classification systems Contains approximately 240 references MDM

College Teaching as a Career American Council on Education. Committee on College Teaching, 1958 **The Aims of College Teaching** Kenneth Eugene Eble, 1983 Effective College and University Teaching William Buskist, 2012 Using empirical research this text gives faculty and graduate teaching assistants the tools for understanding why certain teaching practices work and how to adjust their teaching to changing classroom room and online environments **College Teaching and Learning for Change** Margaret A. Miller, 2017-03-27 Students and faculty come together in this powerful collection to discuss experiences and teaching practices that can change students lives Organized into four parts these first person accounts explore the many challenges facing college students offering advice on how to best serve low income first generation underrepresented student populations how to foster political engagement and how to help students take charge of their lives and education The stories in *College Teaching and Learning for Change* provide higher education faculty and student affairs practitioners with an increased understanding of the wide variety of student experiences and together they constitute a platform for encouraging student success Expanding Resources for College Teaching American Council on Education. Committee on College Teaching, 1956 The Craft of Teaching Kenneth Eugene Eble, 1988-05-16 This edition of Kenneth E Eble's 1976 classic on college teaching has been hailed as one of the best books every published on this topic It offers fresh insights on issues of enduring importance from how students learn how to make the best use of the classroom to the nuts bolts of assignments tests grades textbooks Eble includes entirely new chapters on developing critical thinking on how to motivate both students faculty He provides new material on the impact of computer aided instruction on mentoring as well as on the myths of teaching many other topics originally covered in the 1st ed CTE *Expanding Resources for College Teaching* Committee on College Teaching American Council on Education, 1956 **The Missing Course** David Gooblar, 2019-08-20 What a delight to read David Gooblar's book on teaching and learning He wraps important insights into a story of discovery and adventure Ken Bain author of *What the Best College Teachers Do* College is changing but the way we train academics is not Most professors are taught to be researchers first and teachers a distant second even as scholars are increasingly expected to excel in the classroom There has been a revolution in teaching and learning over the past generation and we now have a whole new understanding of how the brain works and how students learn *The Missing Course* offers a

field guide to the state of the art in teaching and learning and is packed with insights to help students learn in any discipline. Wary of the folk wisdom of the faculty lounge, David Gooblar builds his lessons on the newest findings and years of experience. From active learning strategies to ways of designing courses to get students talking, *The Missing Course* walks you through the fundamentals of the student-centered classroom, one in which the measure of success is not how well you lecture but how much your students actually learn. Warm and empirically based, comprehensive but accessible, student-centered and also scientific, we're so lucky to have Gooblar as a guide.

Sarah Rose Cavanagh, author of *The Spark of Learning*, goes beyond critique, offering a series of activities, approaches, and strategies that instructors can implement. His wise and necessary book is a long defense of the idea that a university can be a site of the transformation of self and society.

Los Angeles Review of Books: An invaluable source of insight and wisdom on what it means to work with students. We've needed this book for a long time.

John Warner, author of *Why They Can't Write*: [Expanding Resources for College Teaching](#)

American Council on Education, Committee on College Teaching, 1956: **The Amateur Hour**

Jonathan Zimmerman, 2020-10-27: The first full-length history of college teaching in the United States from the nineteenth century to the present, this book sheds new light on the ongoing tension between the modern scholarly ideal (scientific, objective, and dispassionate) and the inevitably subjective nature of day-to-day instruction. American college teaching is in crisis, or so we are told. But we've heard that complaint for the past 150 years as critics have denounced the poor quality of instruction in undergraduate classrooms. Students daydream in gigantic lecture halls while a professor drones on, or they meet with a teaching assistant for an hour of aimless discussion. The modern university does not reward teaching, so faculty members at every level neglect it in favor of research and publication. In the first book-length history of American college teaching, Jonathan Zimmerman confirms but also contradicts these perennial complaints. Drawing upon a wide range of previously unexamined sources, *The Amateur Hour* shows how generations of undergraduates indicted the weak instruction they received. But Zimmerman also chronicles institutional efforts to improve it, especially by making teaching more personal. As higher education grew into a gigantic industry, he writes, American colleges and universities introduced small-group activities and other reforms designed to counter the anonymity of mass instruction. They also experimented with new technologies like television and computers, which promised to personalize teaching by tailoring it to the individual interests and abilities of each student. But Zimmerman reveals that the emphasis on the personal inhibited the professionalization of college teaching, which remains ultimately an amateur enterprise. The more that Americans treated teaching as a highly personal endeavor, dependent on the idiosyncrasies of the instructor, the less they could develop shared standards for it. Nor have they rigorously documented college instruction, a highly public activity which has taken place mostly in private. Pushing open the classroom door, *The Amateur Hour* illuminates American college teaching and frames a fresh case for restoring intimate learning communities, especially for America's least privileged students. Anyone who wants to change college teaching will have to

start here *Teaching Strategies for the College Classroom* JAMES. DAVIS, 2020-06-30 Another book on college teaching you may ask Surely too many have been written already Dr Davis hopes that professors will find this to be a different book on college teaching because it explores in depth some viable teaching strategies for the college classroom This book has grown out of a course on college teaching offered regularly at the University of Denver **Grading the College** Scott M. Gelber, 2020-06-23 A comprehensive history of evaluation in American higher education In *Grading the College* Scott M. Gelber offers a comprehensive history of evaluating teaching and learning in higher education He complicates the conventional narrative that portrays evaluation as a newfangled assault on the integrity of higher education while acknowledging that there are many compelling reasons to oppose those practices The evaluation of teaching and learning Gelber argues presented genuine dilemmas that have attracted the attention of faculty members and academic leaders since the 1920s Especially during the peak era of faculty authority that followed the end of the Second World War significant numbers of professors and administrators believed that evaluation might improve institutional performance reduce the bias inherent in traditional methods of supervision strengthen communication with laypersons and encourage a more deliberate focus on the distinctive goals of college Gelber reveals the extent to which professors and academic interest groups participated in the development of our most common evaluation instruments including student course questionnaires achievement tests surveys rubrics rankings and accreditation self studies Although these efforts may seem distant from the present era of shortsighted scrutiny and ill conceived comparisons Gelber demonstrates that the evaluation of college teaching and learning has long consisted of a set of intellectually sophisticated questions that have engaged and could continue to engage faculty members and their advocates By providing a deeper understanding of how evaluation operated before the dawn of high stakes accountability *Grading the College* seeks to promote productive conversations about current attempts to define and measure the purposes of American higher education

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On College Teaching Introduction

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