

FACULTY FOCUS

## Special Report

# Effective Strategies for Improving College Teaching and Learning

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# Models For Improving College Teaching A Faculty Resource

**Jan E. Freed, Marie R.  
Klugman, Jonathon D. Fife**



## **Models For Improving College Teaching A Faculty Resource:**

**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 Models for Improving College Teaching Jon E. Travis, 1996

**Models For Improving College Teaching A Faculty Resource... Eric Digest... ED403810... U.S. Department Of Education** United States. Office of Educational Research and Improvement, 1997\*

Models For Improving College Teaching: A Faculty Resource... Ashe-Eric Higher Education Report No. 6, 1995... ED403811... U.S. Department Of Education United States. Office of Educational Research and Improvement, 1997\*

**Resources in Education**, 1997 *Catalog of ERIC Clearinghouse Publications*, 1995 *The Excellent Online Instructor* Rena M. Palloff, Keith Pratt, 2011-01-11 The Excellent Online Instructor is a guide for new and seasoned faculty who teach online those responsible for training and developing online instructors and administrators who must evaluate online faculty performance This comprehensive resource describes the qualities of and explains how one can become an excellent online instructor Written by Rena M Palloff and Keith Pratt noted experts in online instruction the book Includes models based in adult learning principles and best practices Offers guidelines to test instructors readiness to teach online Contains ideas for overcoming faculty resistance Reveals how to develop an effective mentoring program Shows how to establish a long term faculty development effort Praise for The Excellent Online Instructor Palloff and Pratt have a profound understanding of the online educational milieu its complexities and challenges as well as the potential it opens up to serious educators dedicated to exploiting its full value Practical and down to earth strategies are at the core of what the authors offer the reader in this engaging book Michael J Canuel CEO LEARN Quebec This book examines best practices for effective online teaching and instructor engagement and provides a concise plan for faculty development and effective training methods Rena Palloff and Keith Pratt have provided another essential resource for the field of online teaching and learning that is a must read for anyone working with faculty or teaching online in either higher education or K 12 Kaye Shelton dean Online

Education Dallas Baptist University Whether you are guiding departmental faculty or looking to improve your own online skills Palloff and Pratt provide practical steps tools to organize your processes best practices to emulate and valuable resources to help you achieve excellence online Lynn Olson dean Graduate and Professional Studies St Joseph s College Online **The Professional Development of Graduate Teaching Assistants** Michele Marincovich, Jack Prostko, Frederic Stout, 1998 This comprehensive TA training handbook is an essential resource for those who prepare graduate TAs for their responsibilities in the classroom and for their overall professional development Written by experts in the field of TA development this book provides a clear framework for implementing and assessing an effective program Enacting Diverse Learning Environments Sylvia Hurtado, 1999 This document is intended to provide the higher education community with information from recent and classic research studies that can serve as a guide to improving the climate for diversity on campus The first section of the report examines the literature on campus climate for diversity the experiences of various racial ethnic groups and the effect of campus climate educational outcomes Following sections 1 set out the research framework 2 examine the historical legacy of inclusion and exclusion 3 examine the impact of structural diversity resulting from the increased complexity of diverse student enrollments and problems associated with diversifying faculty 4 review the psychological climate and the impact of discrimination and perceptions of climate on students 5 examine the behavioral dimensions of institutional climate including student involvement and intergroup relations classroom environment curricular change campus race relations and social interaction and participation in racial ethnic student organizations and minority support programs 6 link institutional climate for diversity with the general learning environment 7 provide some principles for improving campus climate for diversity 8 give some examples of current efforts at various institutions and 9 conclude with a plan for action in which everyone has a role in improving campus climate Contains approximately 250 references CH

**Instructional Development and Classroom Communication** Tamara L. Burk, 2005-07-06 This book is about teachers learning about teaching It follows a group of faculty through efforts to make their teaching more interactive and describes the results by reporting the reactions of the first year college students in their classes Cover **The Art and Science of Classroom Assessment** Susan M. Brookhart, 1999-08-28 An excellent well written and thorough analysis of the major issues relevant to classroom assessment in higher education Catherine S Taylor associate professor of education University of Washington Discusses the quality of individual student assessments in higher education courses and their composite effect on course grades Reviews the literature on making classroom assessments and their impact on the science of student assessment Such activity requires instructional skill interest and a disposition toward clarity and fairness Brookhart discusses such critical issues and suggests resources for further study The Powerful Potential of Learning Communities Oscar T. Lenning, Larry H. Ebberts, 1999 This report examines the importance of learning communities within institutions of higher education It identifies two important dimensions of learning communities 1 primary membership which differentiates

based on the characteristic that group members hold in common these include learning organizations faculty learning communities and student learning communities and 2 primary form of interaction which differentiates based on group members methods of interaction such as in person physical interaction virtual interaction or nondirect interaction through correspondence Four categories of student learning communities are identified curricular learning communities classroom learning communities residential learning communities and student type learning communities Benefits for students and faculty of effective learning communities are documented and include higher academic achievement better retention rates diminished faculty isolation and increased curricular integration Suggestions for maximizing learning in virtual communities include focusing on a common goal and organization that include preparation planning and reflection Contains approximately 225 references DB

**Higher Education Leadership** Luba Chliwniak, 1997 This study analyzes the gender gap at colleges and universities from an institutional context It asks what the issues are in what ways women and men leaders are different and alike whether the gender gap matters It discusses the glass ceiling in higher education and how it affects curriculum and administration of the institution Five chapters cover topics that include 1 the status of women on campus and in leadership roles 2 persistence factors institutional context and occupational prestige 3 gender theory women s leadership style communication patterns and the glass ceiling 4 individual organizational and societal conceptions of leadership and the relevance of gender to the concept of leadership and 5 factors influencing evaluation of leaders and leadership modes evaluation of women as leaders and who has the right to leadership positions The study concludes with several strategies for change including greater involvement of women in changing hierarchical and patriarchal structures and norms preparation of women to relocate to find broader responsibilities and elimination of the behaviors and actions that create a chilly campus for women Contains 165 references CH

*Academic Controversy* David W. Johnson, Roger T. Johnson, Karl A. Smith, 1996-05-15 This book is about using conflict to create student involvement in learning intellectual curiosity intrinsic motivation to learn higher achievement and higher level reasoning Conflict is the heart of all drama a major tool for capturing interest and attention If students are to learn and master the procedures and skills required for managing intellectual conflicts constructively they must do so in the classroom

**A Culture for Academic Excellence** Jan E. Freed, Marie R. Klugman, Jonathon D. Fife, 1997 This report provides a comprehensive review of quality principles in higher education and proposes that when used holistically and systematically the quality principles also known as total quality management and continuous quality improvement can create a culture for academic excellence After an introduction the first section explains the historical significance of the quality movement in relationship to business and industry Next the report defines quality as it relates to higher education institutions and then describes how the quality movement has evolved among postsecondary institutions The components of an institutional culture are identified ways to build a culture that supports the quality principles suggested and each of the quality principles briefly explained Stressed is the need for a change in thinking

as a prerequisite to initiating the quality approach on a campus The following eight sections present the eight principles or characteristics of effective organizations in detail They are 1 vision mission and outcomes driven 2 systems dependent 3 systematic individual development 4 decisions based on fact 5 delegation of decision making 6 collaboration 7 planning for change and 8 creative and supportive leadership The final section integrates lessons learned from practitioners committed to the quality principles

**A Critical Pedagogy of Place** David William Manahan, 2006 Experiential Learning in Higher Education Jeffrey A. Cantor, 1997 This report reviews the literature and research on the use of experiential learning in higher education focusing on classroom community linkages It defines experiential learning and reviews the current employment of experiential learning in higher education An introductory section explains the politics and policy issues of experiential learning at the higher education level and describes predominant forms of experiential education current levels of participation a conceptual framework and administrative issues and concerns The next two sections discuss the issues in programs using experiential learning in the arts and humanities social sciences health care social work science and engineering business education and technology programs The fourth section focuses on experiential learning in the context of service learning with emphasis on the linking of theory and practice and cross disciplinary pedagogical and instructional issues The fifth section reviews cooperative education initiatives which link classroom and community for benefits for faculty community students and businesses The final section provides a synthesis of successful practices This section stresses the importance of a systematic approach to designing experiential learning activities program administration and evaluation Contains approximately 120 references MDM

**AAHE-ERIC/higher Education Research Report**, 1985 Academic Departments Barbara E. Walvoord, 2000 A literature review the experiences of the authors and the results of the Project To Improve and Reward Teaching PIRT at the University of Cincinnati Ohio are used to derive suggestions for change in academic departments A qualitative study of change in eight PIRT departments has provided data to support the suggestions Assessing the pressures for change is a first step for practitioners who are planning change in an academic department Seeking the greatest possible understanding of how departments work and how departmental structures and cultures suggest avenues for change is a necessary second step Implementing change strategies adapted to the local situation must follow A final step is considering what the department should be Departments in the future must build on their own particular qualities structures and cultures to fulfill their crucial roles The chapters are 1 Introduction 2 Assessing the Pressures for Departmental Change 3 Examining Values in the Department 4 The Discipline and the Department 5 Departmental Relations with Central Administration 6 Departmental Organization Decision Making and Interaction 7 Departmental Leadership 8 Departmental Work Faculty Roles and Rewards and 8 Conclusions Departmental Change An appendix summarizes departmental characteristics and avenues for change Contains 1 table and 278 references SLD

**Grading Students' Classroom Writing: Issues and Strategies** Bruce W. Speck, 2000-06-26 This book offers detailed

and complex guidance and the necessary techniques for grading college students writing It examines why it is important to integrate grading into the writing process the need for effective writing assignments ensuring fair professorial judgments promoting student learning helping students learn how to respond effectively to writing and administrative support for effective grading Sections of the book cover the writing process and grading students writing fitting evaluation with the writing process marrying writing and grading constructing writing assignments determining purpose and audience critiquing writing assignment fairness and professional judgment grading methods including students in the assessment of writing professorial authorities cheating preparing students to make informed decisions about writing quality and providing feedback for revision reading and responding to students writing common misperceptions about feedback A final section recommends that faculty 1 tailor the writing and grading process to particular classroom situations 2 use writing to help students learn 3 not grade all writing 4 make wise use of time required for the writing and grading process and 5 integrate literature on grading into their professional reading An appendix offers an example of a student paper with effective written comments Contains approximately 200 references CH

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