Practically Speaking

A Sourcebook for Instructional Consultants in Higher Education

Edited by Kathleen T. Brinko

Practically Speaking A Sourcebook For Instructional Consultants Faculty Development Ser

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Practically Speaking A Sourcebook For Instructional Consultants Faculty Development Ser:

 Practically Speaking Kathleen T. Brinko,Robert J. Menges,1997 The selections in this sourcebook offer a blend of research based principles and practical advice to the instructional consultant The first section Skills and Techniques of Instructional Consultation contains 1 The Interactions of Teaching Improvement Kathleen T Brink 2 Instructional Consulting A Guide for Developing Professional Knowledge L Dee Fink 3 The Creative Art of Effective Consultation Laura L B Border 4 The First Meeting with the Client Bette LeSere Erickson and Mary Deane Sorcinelli 5 Collecting Information Using Class Observation Karron Lewis 6 Small Group Methods for Collecting Information from Students Richard Tiberius 7 Collecting Information Using Videotape Eric Kristensen 8 Collecting Information Using Student Ratings Michael Theall and Jennifer Franklin 9 Data Review and Follow Up Consultation Bette LeSere Erickson and Mary Deane Sorcinelli 10 Collaborative Consultation for International Faculty Erin Porter and Ghislaine Kozuh and 11 Consulting with Faculty in Small Groups William C Rando Part 2 Programmatic Approaches to Instructional Consultation contains 12 Overview of Instructional Consultation in North America Diane E Morrison 13 Microteaching Teaching Laboratory and Alliances for Change Richard Tiberius 14 Partners in Learning Breaking Down the Barriers around Teaching Myrna Smith 15 Small Group Instructional Diagnosis SGID Lisa Firing Lenze 16 Instructional Skills Workshop Program A Peer Based Model for the Improvement of Teaching and Learning Judy Wilbee 17 The Teaching Improvement Process Mary Deane Sorcinelli and 18 Consideration in Setting Up a Peer Consultant Program Michael Kerwin Part 3 The Context of Instructional Consultation contains 19 Higher Education in North America Charles Claxton 20 Local Variables That Affect Consultation Diane E Morrison 21 Variability among Faculty Mary Ann Shea 22 Faculty Face Student Diversity Milton G Spann Jr and Suella McCrimmon 23 Effects of Classroom Environments Gabriele Bauer 24 Identifying and Assessing Your Consultation Style Laura L B Border 25 Developmental Stages of an Educational Consultant Theoretical Perspective Richard Tiberius Jane Tipping and Ronald Smith and 26 A Personal Account of the Development of One Consultant David Way Part 4 Evaluating Instructional Consultation contains 27 Issues in Evaluating Consultation Glenn R Erickson 28 Evaluating a Teaching Consultation Service Glenn R Erickson and 29 Evaluating a Consultation Program for Part Time Adjunct Faculty Barbara J Millis The final section Training Instructional Consultants contains 30 Instructional Consultants as Reflective Practitioners Ronald Smith 31 Training New Consultants in the Connecticut Community Technical College System Bill Searle and Patricia A Cook 32 Training New Consultants in the Kentucky Community College System The Teaching Consultants Workshop Michael Kerwin and Judy Rhoads 33 Training TAs as Consultants at the University of Michigan Workshop for Peer Mentors Beverly Black and Bronwen Gates 34 Professional Development for Consultants at the University of Washingtons Center for Instructional Development and Research Jody D Nyquist and Donald H Wulff 35 Training New Consultants at Stanford University The TA Consultants Program Michele Marincovich 36 Reflecting on Practice Observing Ourselves Consulting Barbara Hofer Beverly Black and

Linda Acitelli 37 Using Case Studies To Train Instructional Consultants Barbara J Millis and 38 Professional Organizations of Instructional Consultants Kathleen T Brinko Each source contains references SLD   A Guide to Faculty Development Kay J. Gillespie,Douglas L. Robertson,2010-02-18 Since the first edition of A Guide to Faculty Development was published in 2002 the dynamic field of educational and faculty development has undergone many changes Prepared under the auspices of the Professional and Organizational Development Network in Higher Education POD this thoroughly revised updated and expanded edition offers a fundamental resource for faculty developers as well as for faculty and administrators interested in promoting and sustaining faculty development within their institutions This essential book offers an introduction to the topic includes twenty three chapters by leading experts in the field and provides the most relevant information on a range of faculty development topics including establishing and sustaining a faculty development program the key issues of assessment diversity and technology and faculty development across institutional types career stages and organizations This volume contains the gallant story of the emergence of a movement to sustain the vitality of college and university faculty in difficult times This practical guide draws on the best minds shaping the field the most productive experience and elicits the imagination required to reenvision a dynamic future for learning societies in a global context R Eugene Rice senior scholar Association of American Colleges and Universities Across the country people in higher education are thinking about how to prepare our graduates for a rapidly changing world while supporting our faculty colleagues who grew up in a very different world Faculty members academic administrators and policymakers alike will learn a great deal from this volume about how to put together a successful faculty development program and create a supportive environment for learning in challenging times Judith A Ramaley president Winona State University This is the book on faculty development in higher education Everyone involved in faculty development including provosts deans department chairs faculty and teaching center staff will learn from the extensive research and the practical wisdom in the Guide Peter Felten president The POD Network 2010 2011 and director Center for the Advancement of Teaching and Learning Elon University   Higher Education in the United States James J. F. Forest,Kevin Kinser,2002-06-21 Surveys the changing landscape of American higher education from academic freedom to virtual universities from campus crime to Pell Grants from the Student Privacy Act to student diversity In the years following World War II college and university enrollment doubled students revolted faculty unionized and community colleges evolved Tuition and technology soared as did the number of first generation minority and women students These changes radically transformed the American system of postsecondary education Today that system is in trouble Its aging professoriate prepares for retirement but low academic salaries can no longer attract the best minds to replace them A flood of corporate dollars funds commercial research but money for basic research the seedbed of American scientific preeminence has dried up Colleges and universities also face heated competition with for profit education providers for students faculty and external financial support along with the costs of providing remedial education to growing numbers

of students who are unprepared for postsecondary education Higher Education in the United States provides a comprehensive analysis of these issues and others that scholars and practitioners of higher education study discuss and grapple with on a daily basis **Extraordinary Learning in the Workplace** Janet P. Hafler,2011-01-04 The contributing authors of this multidisciplinary text agree that workplace learning truly is extraordinary when it is marked by structural congruence and a positive synergy among the intended and formal preparation of professionals that tacit learning occurs within the hidden curriculum and that the subsequent demands both formal and tacit are embedded in subsequent workplace settings Thus for this text these authors explore research and practice literature related to curriculum instruction and assessment of professionals learning in the workplace and the implications for best practices But what makes this book truly unique is that the authors examine that literature in the context of four professions education nursing medicine and clergy at the point of those professions wherein students are learning during the degree program stages of their education Extraordinary Learning in the Workplace is broken into four main sections Part I explores curriculum both formal and hidden Part II focuses on conceptions and theories of learning and instruction and is intended to inform the work of educators with regard to components of professional education that occur in the practice settings of the workplace Part III covers assessment using medicine as its example to argue that assessment has remained largely unchanged for years thus making the multiple choice questions tests introduced in the 1950s the de facto gold standard for quality assessment And Part IV focuses on the training of the instructors visiting the three key themes of relationships activities or tasks and work practices

Higher Education: Handbook of Theory and Research J.C. Smart,2006-01-18 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on twelve general areas that encompass the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains manuscripts on such diverse topics as research on college students and faculty governance and planning advances in research methodology economics and finance and curriculum and instruction The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world It encompasses Comprehensive reviews of contemporary and emerging issues in postsecondary education Hundreds of citations in a wide range of scholarly journals including all leading journals of higher education and many other social science and professional journals An indispensable resource for administrators researchers and policymakers Published annually since 1985 **A Guide to Faculty Development** Kay Herr Gillespie,2002 Some material in this book is based on A Handbook for new practitioners published by New Forums Press in 1988 T p verso **Evaluating Online Teaching** Thomas J. Tobin,B. Jean

Mandernach,Ann H. Taylor,2015-06-02 Create a more effective system for evaluating online faculty Evaluating Online Teaching is the first comprehensive book to outline strategies for effectively measuring the quality of online teaching providing the tools and guidance that faculty members and administrators need The authors address challenges that colleges and universities face in creating effective online teacher evaluations including organizational structure institutional governance faculty and administrator attitudes and possible budget constraints Through the integration of case studies and theory the text provides practical solutions geared to address challenges and foster effective efficient evaluations of online teaching Readers gain access to rubrics forms and worksheets that they can customize to fit the needs of their unique institutions Evaluation methods designed for face to face classrooms from student surveys to administrative observations are often applied to the online teaching environment leaving reviewers and instructors with an ill fitted and incomplete analysis Evaluating Online Teaching shows how strategies for evaluating online teaching differ from those used in traditional classrooms and vary as a function of the nature purpose and focus of the evaluation This book guides faculty members and administrators in crafting an evaluation process specifically suited to online teaching and learning for more accurate feedback and better results Readers will Learn how to evaluate online teaching performance Examine best practices for student ratings of online teaching Discover methods and tools for gathering informal feedback Understand the online teaching evaluation life cycle The book concludes with an examination of strategies for fostering change across campus as well as structures for creating a climate of assessment that includes online teaching as a component Evaluating Online Teaching helps institutions rethink the evaluation process for online teaching with the end goal of improving teaching and learning student success and institutional results   To Improve the Academy Linda B. Nilson,2008-10-20 An annual publication of the Professional and Organizational Development Network in Higher Education POD To Improve the Academy offers a resource for improvement in higher education to faculty and instructional development staff department chairs faculty deans student services staff chief academic officers and educational consultants   **Midcourse Correction for the College Classroom** Carol A. Hurney,Christine M. Rener,Jordan D. Troisi,2023-07-03 This book is about using the Small Group Instructional Diagnosis SGID method to make improvements to the educational experience midcourse The idea is to use this structured interview process to involve students in helping faculty improve a course while they are in it potentially making a difference for themselves as well as for future students Faculty gain the opportunity to work on a course before it ends and can see what changes work without waiting for the next time the course is offered or the end of semester student evaluations SGID is a consultation method developed to collect midsemester feedback from students using structured small and large group conversations involving four conversations between students a learned colleague the authors refer to as the SGID consultant and the instructor First student talk with each other in small groups about the learning happening in a course under the guidance of a consultant SGID Conversation 1 Student Students Then the SGID consultant engages the

students in a conversation about how the feedback provided impacts the learning in the course SGID Conversation 2 Students Consultant Then there is a conversation between the consultant and the instructor where they discuss how the feedback provided by the students can best inform the pedagogical approaches and strategies used by the instructor SGID Conversation 3 Consultant Instructor Finally the instructor closes the feedback loop with a conversation with their students about what they learned and how best to move forward SGID Conversation 4 Instructor Students These conversations during the middle of the semester change the way students think about the teaching and learning endeavor the way instructors perceive the learning challenges of their courses and the quality of the institutional academic culture Most importantly the SGID equips the instructor with the knowledge to make midsemester course corrections that can profoundly impact the ways students navigate the course communicate with the instructor and realize the ways effective teaching can enhance learning

Creating the Future of Faculty Development Mary Deane Sorcinelli,2006 Efforts to support and enrich faculty work particularly in a changing context are critically important to faculty members institutional leaders and higher education itself This book surveys faculty development from its beginnings summarizes the challenges and pressures now facing developers and higher education as a whole and proposes an agenda for the future of faculty development Based on a study of nearly 500 faculty developers from all institutional types this book offers a vision of what the field might become addressing several key issues such as the structural variations among faculty development programs the goals purposes and models that guide and influence program development and the top challenges facing faculty members institutions and faculty development programs Contents include The Evolution of Faculty Development A Portrait of Current Faculty Development Personnel and Programs Influences on Developers and Programs Current Issues Addressed by Faculty Development Services Future Priorities for Faculty Development Future Directions for Faculty Development Open Ended Responses Faculty Development in the Age of the Network   Applied Anthropology Sheena Nahm,Cortney Hughes Rinker,2015-10-16 This collection brings together recent innovative work in applied and practicing anthropology Organised around the theme of unexpectedness it examines some of the novel spaces topics and methods that anthropologists are involved with The volume emphasises non traditional settings and demonstrates the important role of anthropology in addressing some of the pressing issues facing society today The contributors offer detailed ethnographic examples from their own research and work that give students valuable insight and advice Drawn mainly from the United States the case studies illustrate the diverse arenas in which anthropologists operate from law and finance to education and health care Simultaneous consideration is given to practical applications theoretical reflections and professional experiences   **Engaging Large Classes** Christine A. Stanley,M. Erin Porter,2002 Large classes have become a fact of life in colleges and universities across America even as academic funding has decreased class enrollments have continued to rise Although students teachers and administrators are often concerned by the potentially negative impact of uneven teacher to student ratios large classes also offer many potential advantages that

are less recognized and not always maximized In Engaging Large Classes the authors demonstrate that large classes can be just as stimulating and rewarding as smaller classes Written by experienced teachers of large classes across a wide range of disciplines and institutions this book provides faculty members and administrators with instructional strategies and advice on how to enhance large class settings This book summarizes many of the core issues related to successfully teaching large classes including An honest review of the advantages and disadvantages of large classes Advice on how to design plan manage and fairly assess large classes The universality of large class issues across disciplines from classroom management to working with teaching assistants Strategies for using classroom technology active learning and collaborative learning Seventeen detailed examples of large classes from a range of higher education institutions The authors not only present an overview of research on teaching large classes they also equip readers with helpful insight into the mechanics of large class pedagogy This book has the potential to change the way academia views the reality of teaching large classes *Subject Guide to Books in Print* ,2001 **Forthcoming Books** Rose Arny,1998-04 □□□ □□□ □□□□□□ □□□□ □□□□□□ □□□□ 23-07-2006,□□□□□□□ **Sourcebook on Probation, Parole, and Pardons** Charles L. Newman,1958 *Small Business Sourcebook* ,2010 **To Improve the Academy** Catherine M. Wehlburg,Sandra Chadwick-Blossey,2002-09-15 An annual publication of the Professional and Organizational Development POD Network in Higher Education the 21st volume of To Improve the Academy is a collection of articles that address the impact that professionals working in higher education have on society Written after September 11 2001 the book embodies a reaction of the educational community to these tragic events Each of the contributing authors urges an awareness of the continuously changing nature of the world and emphasizes the role that faculty development can play in connecting the work of classrooms with real life experiences which is just as valuable today as it was after the tragedy of September 11 To Improve the Academy Volume 21 reflects upon the current and emerging trends in practicing faculty development in higher education The book is divided into four sections Section I Faculty Development and Its Role in Institutional and National Crisis reflects upon the events of September 11 and looks toward the changing face of American higher education Section II Faculty Focus in Faculty Development contains chapters that focus on the needs of faculty with respect to enhanced development Section III Student Centered Faculty Development discusses the role that students play in the teaching and learning process Section IV Philosophical Issues in Faculty Development considers the potential effect of new technologies on the future of higher education Written for faculty and instructional development staff department chairs deans student services staff chief academic officers and educational consultants this book offers a thoughtful resource for contributing to improvements in higher education *Job Hunters' Sourcebook* Amy Darga,2002 Here is the essential updated resource job seekers need to develop a complete strategy for their job searches Alphabetically arranged by career the Sourcebook lists sources of help wanted ads employer directories employment agencies placement services electronic resources and other information sources for 206 specific careers New

profiles on high profile careers such as computer and information systems manager desktop publisher and industrial production manager have been added as well Also included are helpful e mail and Web site addresses along with new information on governmental agencies and legal topics to further assist users in their searches   <u>Resources in Education</u> ,1997

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