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Essays on

Teaching Excellence

A Fresh Vision

2003-2004
Catalog

A Publication of the

POD NETWORK

Professional and Organizational Development
Network in Higher Education

The POD *Essays on Teaching Excellence* present thoughtful and useful viewpoints from which college teachers can look at their practice of instruction. The ideas expressed range from philosophical views to speculation on the effects of those philosophies and include conclusions drawn from both instructional practice and scholarly inquiry into aspects of the teaching and learning process. The editor and authors recognize that specific methods of practice can and should vary, both among academic disciplines and instructional situations.

Faculty members are busy people who may lack the time to stay current in the variety of special fields that investigate the processes of college teaching. For this reason, we have selected "cutting edge" ideas that will enable college teachers to stay fresh in their thinking about effective instruction. Written in concise and non-technical language and supported by current research, these essays will assist instructors in reflecting upon and refining their teaching practices so as to achieve the results they seek – students learning to the best of their abilities.

The *Essays on Teaching Excellence* are written by scholar-practitioners from a variety of institutions in North American and beyond. The aim is to inform, stimulate, and inspire readers to strive for the very best in the noble – and ennobling – profession of college teaching.

These essays might be used as

- a stand-alone periodical distributed to all instructional faculty within an institution for the purpose of promoting reflection and dialogue about teaching,
- an insert within faculty newsletters,
- a handout for faculty development seminars and workshops,
- readings in consultations with individual faculty,
- supplementary material for academic courses on college teaching.

Subscriptions (eight issues annually): Individual, $15/year (no reproduction rights); Member, $100/year (with institution-wide reproduction rights); Non-member, $120/year (with institution-wide reproduction rights). Subscriptions are available in either the print version or the HTML version. A reduced price is available for subscription to both versions.

Camera-ready copy of each issue will be sent for "printed masters" subscriptions. Member and non-member subscriptions include rights for unlimited reproduction and distribution at the subscribing institution. A diskette containing web-ready "HTML" files of each essay will be sent for each "electronic" subscription; the HTML version must be posted on a secure web site. Each year, four issues will be sent out twice a year, in August and in January, so that they can be printed and/or distributed at convenient times in your academic calendar. Space is provided for your institution's name and address to be added to the printed masters before reproduction. Back issues from previous annual series are sent in bundles of eight essays.

To order *Essays on Teaching Excellence*, complete and return the order form included with this brochure.

2003-2004 Essays on Teaching Excellence

Fall Essays

Chris Anson, North Carolina State University
Student Plagiarism: Are Teachers Part of the Problem or Part of the Solution?
This essay explores ways in which instructors can subvert opportunities for plagiarism by rethinking limited models of writing and engaging students more fully and authentically in the assignments they present.

Virginia S. Lee, North Carolina State University
Promoting Learning through Inquiry
Inquiry-guided learning promotes learning through students' active, and increasingly independent, investigation of complex questions, problems, and issues. This essay explores its theoretical rationale and the varied classroom practices of this exciting constellation of learning strategies.

Georgine Loacker, Alverno College
Taking Self Assessment Seriously
This essay provides a framework for students to examine and reflect upon their own performance as a demonstration of learning. It further describes students' role in directing the ongoing development of their own learning.

Anne Moore, Virginia Polytechnic Institute
Great Expectations and Challenges for Learning Objects
Learning objects may be important building blocks in the future of instruction in higher education. This essay explores the importance of emerging standards and practices that invite widespread use of relatively stable "chunks" of information

Spring Essays

Suzanne Burgoyne, University of Missouri
Engaging the Whole Student: Interactive Theatre in the Classroom"
This essay explores how instructors can use techniques from Augusto Boal's *Theory of the Oppressed* to guide student exploration of ideas - particularly those associated with power and social justice - through images and enactment.

Paul R. Hagner, University of Hartford
Engaging Faculty in New Forms of Teaching and Learning
This essay explores the importance of the motivational state of the faculty member in the success or failure of systematic efforts to transform teaching and learning.

Mary Deane Sorcinelli, University of Massachusetts-Amherst
Promoting Civility and Responding When It Fails in Large Classes
This essay offers practical advice for promoting a positive classroom community in large classes and

specific ways to deal with behaviors that affect negatively the teaching and learning process.

Anita Woolfolk-Hoy, The Ohio State University
Self-Efficacy in College Teaching
The essay describes self-efficacy (i.e., an instructor's judgment about his or her capability to promote student learning and motivation) and its application to college teaching.

Additional Volumes Available

For additional information on past volumes of this series, please visit the POD website at [http://podnetwork.org/publications&resources/teachingexcellence.htm].

There you will find the complete listing of authors and titles in each volume from 1989-2002. Ordering information is also available.

Sample titles of past essays include the following.

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Barbara Lounsberry, *Diversity Begins at Home: One Gateway to Multiculturalism*
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Loren Eckroth, *Why Professors Don't Change*

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