Essays on Teaching Excellence: A Fresh Vision, 2004-2005 Catalog
Essays on Teaching Excellence

A Fresh Vision

2004-2005 Catalog

A Publication of the 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.

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Kate Brinko, Appalachian State University

Transitions: What's Love Got to Do With It?

This essay addresses strategies for managing the transition of new faculty into the academy in order to avoid disenchantment and leaving the academy before tenure.

Peter Frederick, Wabash College

The Power of Student Stories: Connections that Enhance Learning

Telling and listening to student stories connects our students' prior experiences and knowledge and their hopes and fears with the core learning goals teachers value and thereby furthers deeper learning.

Eugene Gallagher & Michael Reder, Connecticut College

PowerPoint: What Is the Point

This essay summarizes the literature on PowerPoint as a tool for learning, addresses both its potential problems as well as its possibilities, and offers guidelines on its effective use in teaching.

Karey Harwood, North Carolina State University

Teaching Bioethics through Participation and Policy-Making

The teaching of bioethics calls for a balance between conceptual analysis and the use of concrete cases in order to further students' ability to reason critically and develop the traits of engaged citizens.

Spring Essays 2005

Jennifer Franklin, California State University-Dominguez Hills

Validity, Research, and Reality: Student Ratings of Instruction at the Crossroads

This essay explores how student ratings of instruction can address the rise of new paradigms of instruction such as active learning strategies and web-based delivery modes.

Michele Marinovich, Stanford University & Jack Prostko, University of Maryland, Baltimore County

Why Knowing About Disciplinary Differences Can Mean More Effective Teaching

This essay explores some of the latest research on how disciplinary differences affect a faculty member's teaching in subtle and often unconscious ways.

Lois Reddick, New York University & Wayne Jacobson & Angela Linse, University of Washington

Teaching for Diversity and Inclusiveness in Science, Technology, Engineering, and Math

This essay explores the challenges STEM faculty face in recognizing, developing, and implementing classroom practices that support diverse students.
Terri A. Tarr, Indiana University-Purdue University at Indianapolis

**A Roadmap for Part-time Faculty Success**

This essay offers practical strategies to help part-time faculty navigate the twists and turns of teaching part-time, enhance their teaching effectiveness, and make their roles more personally satisfying.

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