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

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Essays on

# Teaching Excellence

# A Fresh Vision

2004-2005  
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.

## 2004-2005 Essays on Teaching Excellence

### Fall Essays 2004

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.

**Additional Volumes Available**

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

There you will find the complete listing of authors and titles in each volume from 1989-2003. Ordering information is also available.

**Sample titles of past essays include the following.**

Tom Angelo, *Classroom Assessment: Guidelines for Success*

Roger G. Baldwin, *Academic Civility Begins in the Classroom*

John B. Bennett, *Teaching with Hospitality*

Bill Bergquist, *The Four Cultures of the Academy*

Nancy Van Note Chism, *Developing a Philosophy of Teaching Statement*

Milton Cox, *Achieving Teaching and Learning Excellence through Faculty Learning Communities.*

K. Patricia Cross, *Reforming Undergraduate Education One Class at a Time*

Loren Eckroth, *Why Professors Don't Change*

Russell Edgerton, *Forward to Aristotle: Teaching as the Highest Form of Understanding*

James Eison, *The Meaning of College Grades*

Bette LeSere Erickson, *Helping First-Year Students Study*

Linc. Fisch, *Power in College Teaching*

Lion Gardiner, *Fostering Students' Moral Development*

Frank Gillespie, *The Phenomenon of Large Classes and Practical Suggestions for Teaching Them*

Anthony Grasha, *Teaching with Style: The Integration of Teaching and Learning Styles in the Classroom*

Pat Hutchings, *Reflections on the Scholarship of Teaching and Learning,*

Virginia Lee, *Promoting Learning through Inquiry*

Karron G. Lewis, *Making Sense (and Use) of Written Student Comments*

Barbara Lounsberry, *Diversity Begins at Home: One Gateway to Multiculturalism*

Douglas Reimondo Robertson, *Teaching as an Educational Helping Relationship.*

G. Roger Sell, *Challenges in Using Technology for the Improvement of Undergraduate Education*

Mary Deane Sorcinelli, *Promoting Civility and Responding When It Fails in Large Classes*

Christine Stanley, *Teaching in Action: Multicultural Education as the Highest Form of Understanding*

Marilla Svinicki, *What They Don't Know Can Hurt Them: The Role of Prior Knowledge in Learning*

Richard Tiberius, *Teachers are Diverse, Too: Understanding Beliefs about Teaching and Learning*

Lee Warren, *Class in the Classroom*

Delivee Wright, *The Challenge of Teaching the Introductory-Level Course*

This series is edited by Virginia S. Lee.

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