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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.

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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 Marincovich, 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
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This series is edited by Virginia S. Lee.

For more information about the POD Network in general, contact us at:

POD Network
P.O. Box 271370
Fort Collins, CO 80527-1370 U.S.A.
Phone: (970) 377-9269
Fax: (970) 377-9282
E-mail: podnetwork@podweb.org
URL: www.podnetwork.org

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