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Book Reviews

Kozma, Robert B., Lawrence W. Belle, and George W. Williams. *Instructional Techniques in Higher Education.* Educational Technology Publications, Englewood Cliffs, New Jersey, 1978, $18.95 (hardback), 419 pages.

Kozma, *et al.* have two major goals in their book. The first is to provide an analytical context for reviewing instructional decisions. They meet this goal by including an introductory chapter on an overview of college teaching, in which they review the multiple demands on the college instructor and emphasize the limited amount of research on college teaching. They apply a systems model for analyzing college teaching and they write extensively on each of the elements in that system: the instructor, the subject matter, the use of media, the student, the role of evaluation, the environment, and the difficulty of implementation. Regarding the instructor, they review the literature on the various teaching styles and behaviors. Regarding the subject matter, their analysis ranges from the goals of higher education in general to the structure of the various disciplines to specific objectives within courses. Regarding media, both the forms and functions are reviewed. Regarding the student, they review the characteristics of students, the reasons why students attend college, and various student learning styles. Regarding evaluation, they distinguish and illustrate formative and summative evaluation, and offer suggestions for test construction and analysis. Regarding the environment, they review the research on campus characteristics, the role of the classroom environment and the importance of peer groups. Regarding implementation, they provide two models for implementing the material discussed in the previous chapters.

The last half of the book is devoted to their second goal: a review of the various instructional techniques. Each chapter describes the technique, reviews the advantages and disadvantages, notes its ap-

propriate use given variation in subject, students, instructors, and classroom environments, discusses the implementation of the techniques, and provides a brief bibliography selected on the basis of practical usefulness. This format is applied to the lecture, the textbook, instructional television, motion pictures, still projection media, audio (all types of one-way media), discussion, role-playing, simulations and games (all types of two-way media), personalized systems of instruction, audio-tutorial instruction, programmed instruction, computers, the laboratory, independent study, experiential learning, and learning contracts (all types of self-instructional media).

This book would be useful for POD members. It provides perspectives and information particularly relevant for instructors, although it is worthwhile reading for administrators, too. The authors devote attention to providing contextual analyses for assessing and improving teaching, something that would be of benefit for POD members. Furthermore, it is thoroughly grounded in the research literature, further contributing to its usefulness to members. I consider the Kozma *et al.* book to be one of the best available on techniques, particularly given its extensive framework for viewing these techniques and their implementation. It makes effective contributions toward eliminating the lack of comprehensive and empirically based analyses of college teaching.

THEODORE C. WAGENAAR

Seldin, Peter. *Successful Faculty Evaluation Programs: A Practical Guide to Improve Faculty Performance and Promotion/Tenure Decisions.* Coventry Press, Crugers, New York, 1980, $12.95 (hardback), 182 pp.

There is a vast amount of published material on faculty evaluation: A recent count showed well over 1,000 scholarly papers on student ratings of instruction in the North American literature alone. However, there are few easily readable books on the evaluation of faculty performance aimed at a general academic readership. This is one.

Although Seldin's book is fairly short, it covers a lot of ground.

It begins with an examination of the purposes of faculty evaluation, and then reviews current practices in the USA, partly based upon a survey by the author that formed the subject of an earlier book. Evaluation by students, by colleagues, and by teachers themselves are all thoroughly discussed, and special attention is given to using evidence of student learning as a means of estimating teaching competence. Other aspects of faculty performance to be examined include student advising, university service, and scholarship. There is a discussion of various comprehensive models of faculty evaluation, such as the idea of the teaching portfolio, and the book ends with a summary series of recommended steps that can form the basis of a guide to successful faculty evaluation.

Each chapter outlines the features of the topic being discussed—usually in simple point-form and with a list of both advantages and disadvantages of the particular approach. Relevant studies from the research literature are summarized for each topic, so that the reader is able to obtain a brief overview of the evaluation literature without becoming bogged down in methodological details of the studies. Seldin also provides many concrete examples of evaluation methods, including numerous types of forms that can be used to rate different aspects of faculty performance. (However, it is not entirely clear whether the reader is free to use these instruments without infringing copyright.) Institutions are named throughout the volume, so that it would be relatively simple for any reader to contact the college or university where an approach of particular interest was being used.

Among the most commendable features of the book are its welcome openness to alternative approaches, instead of the all-too-common emphasis on student ratings of classroom performance. Seldin is frank about the difficulties involved in evaluating faculty objectively and, although the book deals with administrative aspects of evaluation, the general perspective adopted is that of ordinary professors who wish to improve and document their performance. The author manages to communicate the fact that evaluation is not just a matter of reading the research literature and setting up an appropriate administrative system, but that questions of politics, ethics, and academic freedom are also involved in the process.

A few minor quibbles. The topic summaries are useful, but only some chapters include them. It is nice to see some Canadian work cited, but experience from other English speaking countries (e.g.,

Australia, Britain) is generally ignored, despite the author's recent sabbatical at the University of London. An index would be useful. And the book's sub-title must be the longest in the educational literature!

CHRISTOPHER K. KNAPPER

Rudduck, Jean. *Learning Through Small Group Discussion: A Study of Seminar Work in Higher Education.* Society for Research into Higher Education Ltd., University of Surrey, 1978, 137 pp.

Anyone in Higher Education desiring to shift gears from a teaching style responsibility with students through small group discussion will find *Learning Through Small Group Discussion* helpful in making the transition.

Even for one (like myself) who has used the Small Group approach almost exclusively with graduate students, the refinement of group facilitation skills appropriate to the college or university classroom, particularly Chapter V, "Monitoring Small Group Work," provides an excellent review of procedures and 'examination of conscience'.

The author deals straightforwardly with objections and obstacles to small group learning such as: the influence of assessment and examinations on small group participation, the unreliability of student preparation, and the responsibility of seminar leaders for clarifying the process at the onset. Specific workable suggestions are given such as having students prepare six statements worth making in preparation for the seminar.

Despite the tediousness of reading some of the verbatim transcripts of the group sessions and the overabundance of detail in some examples which become superfluous in supporting the general points addressed, the book does fill a gap left by more general Group Process or Group Discussion books. *Learning Through Small Group Discussion* demonstrates the application of group discussion to students, content area, and situations in higher education specifically.

For one who succeeds in locating a copy of the book, it will be found to contain the means of increasing proficiency in conducting

Small Group Learning sessions and more than likely developing that single-most factor for success as a seminar leader: empathy for the neophyte seminar participant.

SALLY A. KOCHENDOFER

Bligh, Donald A. *What's the Use of Lectures?* D. A. and B. Bligh, Briar House Clyst Honiton, Exeter EX5 2LZ, Devon, U.K., 1978 edition, $5.00, 216 pages.

Donald Bligh, Director of Teaching Services at the University of Exeter, has written a succinct and useful book for helping new college instructors improve their classroom teaching. First published in 1971, the book was reissued in 1978 with only a few changes. Despite the abundance of published research on teaching methods that occurred in the meantime, Bligh's advice on how to use lectures is still valid and valuable today. He recognizes that lecturing is an art, and that it can be very rewarding if done well. But he believes that its use in higher education as an all-purpose method is often inappropriate. If it is to be done well, Bligh insists that it should be combined with other teaching methods. While the book offers many suggestions for improving lectures and for using them with other methods, it is to Bligh's credit that he avoids laying down strict rules for college instructors to follow. The reader is encouraged to select only what is relevant to his or her needs.

Bligh begins his treatment with a brief summary and diagram that illustrates the book's main lines of development. Similar to organizing and delivering a good lecture, Bligh takes the reader down a clear path by listing the objectives of each chapter, by presenting the information, and by ending with a summary or conclusion. His book follows a dictum that he suggests lectures follow: "First tell 'em what you're going to tell 'em. Then tell 'em, and lastly tell 'em what you've told 'em." (p. 76)

Citing numerous research studies, Bligh tells the reader what objectives can best be achieved by the lecture method. For acquiring information, lectures are just as effective as other methods. But for objectives that promote thought or change attitudes, he provides

evidence showing the lecture to be relatively ineffective. Nevertheless, Bligh recognizes that new lecturers, because of administrative and institutional constraints, must use the method when other methods are more appropriate.

In an exceptional and thorough chapter on lecture techniques, he gives some practical answers to those instructors faced with the lecture method who want to promote student thought and change student attitudes. Obviously, it is more difficult to do this than to present information for students to note and remember. The lecturer must teach students to think and must engineer the learning situation so that students themselves will acquire or change attitudes. There are specific tasks that the lecturer can do to facilitate thinking: use visuals and handouts, require background reading, slow down the presentation, and ask questions. There are also specific types of lectures that can be used to stimulate thinking: problem-centered lecture, chain of argument, and presentation of a thesis.

To teach attitudes, the lecturer should be fair in dealing with students, should present different points of view, should consider students' viewpoints, should present his or her own conclusion first, and within three weeks at the most, should require reconsideration of the issues. This is sound and helpful advice that actively involves students and increases their motivation.

In regard to motivation, Bligh acknowledges that lectures that pose problems and require active involvement are better than lectures that present just principles and facts. But according to Bligh, the lecture method can only effectively do the latter. If the new instructor wants to pique student interest, then it is probably necessary to use other teaching methods. Bligh shows how buzz groups, problem-centered groups, discussion sessions, case studies, student talks, and audiotapes and reading can be successfully used with lectures to increase motivation and achieve a variety of objectives.

Bligh also provides the reader with a number of other excellent suggestions on using various lecture techniques. He presents ways to make a point in a lecture, to use handouts, to obtain feedback, and to overcome common difficulties. He also describes some typical ways of organizing lecture techniques and emphasizes that effective lectures are those seen by students, not just by instructors, to be organized. His last chapter, a detailed look at how to prepare for the

use of lecture techniques, stresses the importance of lecture organization. For the most part his advice is complete and to the point, except for a superficial treatment on how to use media.

Overall, Bligh's book is truly a treasure, replete with shrewd advice and interesting information. It would be an excellent manual for college instructors to keep close at hand. The book's extensive bibliography would also be a good starting point for teachers who want to do further reading on the lecture method. Like his other fine but little known book, *Teaching Students,* this book is a rare delight.

GREG GOLDEN

Hollander, Patricia A., *Legal Handbook for Educators.* Boulder: Westview Press, 1978.

Kaplin, William A., *The Law of Higher Education.* San Francisco: Jossey-Bass, 1978.

The first page of Hollander's book cites *Wood v. Strickland,* the 1975 Supreme Court decision which held that educators could be personally liable for actions which they knew or should have known would deprive others of their constitutional rights. Such potential liability underscores the need for all of us to keep abreast of legal developments; either of these volumes would serve well in meeting that need. Both authors are careful to emphasize repeatedly that competent legal counsel should be involved in the process of decision making in a variety of problem areas. But, just like dealing with automobile mechanics or electricians, you are well advised to be able to discuss your problem intelligently with the expert and also to learn which wires are apt to be "hot."

What legal recourse do you have in cases of sexual harassment on the campus—or if a student or subordinate charges you with such behavior? Is an educator invulnerable if he/she has been on the one hand speaking out vigorously under the umbrella of the First Amendment, but at the same time has been behaving unprofessionally in other ways? What if you or your student assistant contracts to purchase a film series for instructional use, and your college purchasing office refuses to pay? Can you work at another job while employed as a full-time educator? Can you post a class list of grades

if you take care to use social security numbers instead of student names? What's going to happen if that student follows through with his threat to sue because you didn't give him the grade he thinks he deserves, or the more sophisticated student who says she didn't get her money's worth in your class and wants a refund or even damages? Do you have a "property" right in your job, which requires due process before you can be deprived of it?

These are the kinds of questions that Kaplin and Hollander take up in their books. Kaplin's book is written mainly for administrators and legal counsel in higher education. In eight chapters he provides an overview and then a treatment of principles of authority, faculty and student relations, the college and its community, state and federal governments, and accrediting agencies. Hollander's coverage is similar. She has an introductory chapter, then one on liability and due process, two dealing with students, two with faculty and administrators, and a final chapter on funding and facilities. She justly points out that much of the case law is binding at any level of education, and therefore aims her treatment of the issues at educators at any level. Readers in higher education will certainly not be slighted.

These books are not really light bedtime reading. Each has its fascination, though, for the curious educator who wants to dip into them randomly. But their main usefulness, it seems to this reviewer, is as a resource when confronted with a potential dilemma such as those posed above. How usable, then, is each of these volumes?

Each work, as is the usual practice with law books, provides a highly detailed table of contents. Kaplin lists over 200 headings and sub-headings, and Hollander's about 180. Each provides a case index; this is useful, of course, if you know the name of a case and want to check it, but it is also helpful when you come across a case at one point in the text and want to follow up that topic elsewhere. As a bonus, Kaplin explains the system of citing legal cases, points the reader toward many sources of reporting of school law developments, and supplies an extensive and excellent annotated bibliography at the end of each chapter.

Hollander's approach is a little different. Her chapters are eminently readable. They seem to engage the reader in a dialogue and draw you along with her in the exploration of issues. This is by way of contrast with Kaplin who, in spite of occasional attempts to perk

up the treatment, still gives us often tedious reading. On the other hand, a serious shortcoming in Hollander is the lack of a detailed subject index, which we do have in Kaplin. Hollander does give us an annotation of 24 Federal Statutes, which is a fine resource when someone casually mentions something like Title IX or OSHA to you and you have only a vague idea at best of what is meant. Finally, each author devotes a few pages to material of relatively little worth to us: Kaplin to an abridged Constitution of the United States and Hollander to statements of professional standards by three educator organizations.

Suppose that you wanted to get an idea where you stood in the film purchase situation posed above. In the Hollander book, you would look through the Table of Contents, perhaps become sidetracked at the section on determining who has control of funds, but shortly find "Breach of Contract" under "Other Legal Liability." In Kaplin's contents, you'd be attracted by either 2.3.2 Institutional Contract Liability or 2.4.2 Personal Contract Liability. Alternatively, you might look at the Subject Index, find nothing under purchasing, two references under "Liability, personal" and one under "Contracts, personal liability for." Soon you would find about forty lines in Kaplin and sixteen lines in Hollander that would tell you that the party contracting to purchase had to be authorized to do so, contract as the representative of the institution, or prove that the institution accepted and used the purchased goods. Otherwise the individual may very well be personally liable to the vendor.

And so it goes for other issues. You can find good guidance for each of the problems raised earlier except that of sexual harassment. That one was put in to hold your attention to the end of the review and to repeat the caution that neither of these books can permanently resolve all of your potential legal problems. Either of them would, however, make an excellent addition to your professional library.

MAURICE R. DUPERRE