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Section II: Teaching: Making It Even Better

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This section progresses from a means for individual faculty members to examine their teaching, to an exploration of effective cooperative methods, to implementation of strategies for monitoring and improving a seminar course. It presents tools for personal development and instructional faculty development.

We first have the delightful opportunity to view the metamorphosis of an idealistic educator becoming a realistic sage. Linc. Fisch in "Strategic Teaching: The Possible Dream" takes you through an enjoyable odyssey of his maturation as a teacher. Linc. artfully extends and generalizes his experience for all teachers; by employing the process of Strategic Teaching, we can all improve our teaching and achieve our individual goals. You may recognize Dr. Ecks, Prof. Wye, and Dr. Zie as you process this priceless piece of prose which presents a positive, pragmatic practice.

Barbara J. Millis's "Helping Faculty Build Learning Communities Through Cooperative Groups" comes very close to being the definitive paper on cooperative learning. She skillfully defines cooperative learning, explains its components, gives us a multitude of detailed strategies, and explores the positive effects proven by research on cooperative learning. It is stressed that by moving to a learner-centered classroom, faculty can create a sense of community and cooperation.

Little has been written about teaching management of computer integrated manufacturing systems which involves aspects of engineering, business, computers, and information systems. The article "Strategies for Monitoring and Improving Seminars: An Application in a Course on Managing Computer Integrated Manufacturing" by Paul Mangiameli,

Sutharama Narasiham, and Glenn R. Erickson is invaluable to practitioners because of the course topic but also because of the well developed monitoring and feedback techniques that are shared. The authors, a team composed of a teacher, a colleague, and a developer, created brief questionnaires used throughout the course to check how well the course was being taught and how well the students were learning. A combination of continuous surveys and regular student interviews benefited all. You will readily see how the process and instruments can be useful.

Each of these articles will contribute to making the quality of your teaching even better.