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Section III: Teachers and Students in the Classroom

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Section III

Teachers and Students in the Classroom

The first category of faculty development in the POD publication, “An Informational Brochure about Faculty, Instructional and Organization Development,” is “the faculty member as teacher.” *To Improve the Academy* is one place where faculty developers and teachers can turn to find out what is happening in the realm of teaching and learning.

This issue of *To Improve the Academy* offers three essays related to teaching. The first essay by Susan Kahn is an up-to-date discussion of the practices of defining effective teaching and collecting information for formative and summative evaluation of teaching. This piece, the editors believe, is a good one to copy and distribute to faculty, administrators, and committees who are grappling with the problems inherent in designing or renewing faculty reward systems. (Just be sure to give Susan and *To Improve the Academy* credit when you copy the essay!)

The next two essays, one by Larry Michaelsen, Cynthia Firestone Jones, and Warren Watson, and one by Barbara Millis, are companion pieces (the editors, not the authors, take the credit—or the blame—for the pairing). The former describes how “high performance teams” might be used to structure learning communities in the classroom. The latter sees immediate connections between the concepts known as “Total Quality Management” or “TQM” and the use of cooperative groups in learning. In these essays both authors demonstrate how far we have gone since faculty developers first recommended using small

groups in the classroom. (We didn't *always* know how to structure group membership, tasks, and accountability.) Each author also demonstrates how a concept developed for use outside of academia has application in the classroom. Both essays, in fact, seem to converse with each other. Can we perhaps persuade the authors to debate the issues a bit further at a future POD Conference?