New Faculty and Graduate Students


This book provides a starting point for becoming an effective geography teacher from the very first day of class. Divided in two parts, the first set of chapters addresses “nuts-and-bolts” teaching issues in the context of the new technologies, student demographics, and institutional expectations that are the hallmarks of higher education in the 21st century. The second part explores other important issues: effective teaching in the field; supporting critical thinking with GIS and mapping technologies; engaging learners in large geography classes; and promoting awareness of international perspectives and geographic issues. (Description excerpted from www.amazon.com)


Drawing on several years of research, this set of essays is designed to help graduate students and early career faculty start their careers in geography and related social and environmental sciences. Aspiring Academics stresses the interdependence of teaching, research, and service—and the importance of achieving a healthy balance in professional and personal life—in faculty work, rather than viewing these as unrelated tasks. Each chapter provides accessible, forward-looking advice on topics that often cause the most stress in the first years of a college or university appointment. (Description excerpted from http://www.amazon.com)


Just landed your first faculty position? Close to getting your Ph.D., and planning a career in academe? Already in your first job? This insightful guide will help you achieve success. What will academic life be like? How do you discover its tacit rules? Develop the habits and networks needed for success? What issues will you encounter if you’re a person of color, or a woman? How is higher education changing? In 199 succinct, and often humorous but seriously practical hints, Paul Gray and David E. Drew share their combined experience of many years as faculty and (recovering) administrators to offer insider advice—the kind that’s rarely taught or even talked about in graduate school. (Description excerpted from www.amazon.com)


Media attention focused on the instructional quality in colleges and universities reflects a higher education system that must do a better job of preparing instructors. First Steps is written just for that purpose - to help new instructors and teaching assistants set and meet standards of excellence. The author provides the basics of instruction, from preparation through evaluation, step-by-step. He focuses on what new instructors need most, covering the essentials such as: determining your course objectives; selecting textbooks; involving your students more actively; what can be learned about your teaching through the Cognitive Interaction Analysis System (CIAS); and evaluating your students. (Description excerpted from www.amazon.com)

This book offers guidance and suggestions to graduate students to help them become better teachers. An outgrowth of the Syracuse University summer internship programme this book should be useful to teach assistants eager to improve their teaching skills. (Description excerpted from www.amazon.com)


Designed for students of the humanities, this book is an accessible and useful research guide that outlines the general principles of style, grammar, and usage, in addition to discussing how to write essays and exams, and how to document sources. (Description excerpted from www.amazon.ca)


This bestselling book is a unique introduction to the practice of university teaching and its underlying theory. The first part of the book provides an outline of the experience of teaching and learning from the student's point of view, out of which grows a set of principles for effective teaching in higher education. Part two shows how these ideas can enhance educational standards. Case studies of exemplary teaching are used throughout to connect ideas to practice and to illustrate how to ensure better student learning. The final part of the book looks in more detail at appraisal, performance indicators, accountability and educational development and training. The book is essential reading for new and experienced lecturers, particularly those following formal programmes in university teaching, such as courses leading to ILT accreditation. (Description excerpted from http://books.google.ca)


“Gregory Colón Semenza has written the ideal book on [how to be a graduate student]. By 'ideal' I mean simply this: it is sane, circumspect, and sagacious... Semenza knows that no two humanities departments are alike, and that there is almost as much variation among graduate programs as there is among graduate students. He remembers well how terrifying it is to face your first class as a teacher, and he knows how difficult it is to try to explain to your parents—or your loved one’s parents—what you’re doing (and hoping to do) with your life. He knows what it’s like to balance the demands of profession and family, and he knows what it’s like to mediate among differently-minded members of a comprehensive-exam committee. Best of all, he knows how the academic professions really work, right down to the invisible but critical minutiae of departmental committee service and the tricky question of when it’s all right to ask a journal editor what happened to the essay you submitted last spring. The result is that *Graduate Study for the 21st Century* might just be the least idiosyncratic—that is, the most reliable—book I have ever read about academe and its inhabitants.” (Description excerpted from the Foreword, by Gregory Berube)