Pedagogy for Higher Education


The quality of undergraduate education in science, technology, engineering, and mathematics (STEM) fields has been a national concern since the time of Sputnik. In spite of many reports on the state of STEM undergraduate education and multiple reform efforts, time-worn patterns of instruction persist in many STEM classrooms and laboratories. It is increasingly clear that major improvements to STEM undergraduate education require the interest and active engagement of key stakeholders, including STEM instructors, academic administrators, disciplinary societies, and government policy-makers. This volume looks at the challenges of enhancing STEM education from the perspective of these different stakeholders, including STEM instructors, academic administrators, disciplinary societies, and government policy-makers. (Description excerpted from [http://ca.wiley.com](http://ca.wiley.com))


This book focuses on implementing a constructively aligned outcomes-based model at both classroom and institutional level. The book's "how to" approach addresses several important issues: designing high level outcomes, the learning activities most likely to achieve them in small and large classes, and appropriate assessment and grading procedures. It is an accessible, jargon-free guide to all university teachers interested in enhancing their teaching and their students' learning, and for administrators and teaching developers who are involved in teaching-related decisions on an institution-wide basis. The authors have also included useful web links to further material. (Description excerpted from [www.mcgraw-hill.co.uk](http://www.mcgraw-hill.co.uk))


On campuses today, there is not only increased interest in effective teaching, but increased expectations from administrators, other faculty, and students, that instructors will teach well. This book meets this growing need by providing a comprehensive but succinct handbook on all important aspects of post-secondary teaching. The book is intended for instructors, professors, and graduate students at colleges and universities. It will be especially helpful both to new and experienced faculty. It will appeal to individuals in all disciplines; the authors' ideas apply to the instruction of any topic from philosophy to engineering. Boyle and Rothstein have employed examples from a wide range of disciplines, to make this point and to appeal to a broad readership. (Description excerpted from [http://www.amazon.com](http://www.amazon.com))


In this second edition of the book that has become a classic in the field, award-winning author Stephen D. Brookfield offers inspiration and down-to-earth advice to new and seasoned teachers. *The Skillful Teacher* is a comprehensive guide that shows how to thrive on the unpredictability and diversity of classroom life and includes insights developed from the hundreds of workshops conducted by the author. This new edition also reflects the many changes that have come about in the decade since the book was first published and includes new chapters that deal with emerging topics such as classroom diversity and teaching in online learning environments. (Description excerpted from [www.josseybass.com](http://www.josseybass.com))

“Champagne's book provides a model for college instructors approaching the design of a new course or the redesign of existing courses. The inexperienced will sigh with relief that help has arrived; the experienced will read, with a critical eye, chapters that invite them to compare the wisdom of their practice with the ideas collected here” (Tamara Gillis). ([Description excerpted from www.amazon.com](http://www.amazon.com))


A rich compendium of classroom-tested strategies and suggestions designed to improve the teaching practice of beginning, midcareer, and senior faculty members. Forty-nine teaching tools cover both traditional tasks—writing a course syllabus, delivering a lecture—and newer, broader concerns, such as responding to diversity and using technology. ([Description excerpted from http://www.amazon.com](http://www.amazon.com))


The aims of college teaching are discussed, and a comparison of higher education in 1960 and two decades later is provided. After considering the development of a teaching style and the importance of the teacher's character, the joyful and spontaneous side of teaching are considered. The nature of teaching (i.e., art, science, or craft) is also explored. Additional topics include: problems resulting from narrow specialization and the separation of scholarly work from teaching; the goals that teachers should work toward in the areas of teaching, research, and service; the place that knowledge occupies in modern society; the role of values in teaching; and how teachers can aid the total personal development of their students. The following seven sins of teaching are also addressed: arrogance, dullness, rigidity, insensitivity, vanity, self-indulgence, and hypocrisy. The reasons many faculty development programs fail to improve teaching are identified, and suggestions are offered to administrators and chairpersons on how to make college teaching more worthwhile. Perspectives on Alfred North Whitehead's book, “The Aims of Education,” are also offered. Attention is directed to four traditional aims of American higher education. A bibliography is appended. ([Description excerpted from http://www.eric.ed.gov](http://www.eric.ed.gov))


This book dispenses wisdom in the form of practical advice to both beginning and seasoned professors. He believes that people can learn to be better teachers through the examination and 'unbundling' of the craft itself. ([Description excerpted from http://www.amazon.ca](http://www.amazon.ca))


Economic, academic, and social forces are causing undergraduate schools to start a fresh examination of teaching effectiveness. Administrators face the complex task of developing equitable, predictable ways to evaluate, encourage, and reward good teaching in science, math, engineering, and technology. This book offers a vision for systematic evaluation of teaching practices and academic programs, with recommendations to the various stakeholders in higher education about how to achieve change. ([Description excerpted from http://www.nap.edu](http://www.nap.edu))

This book collects helpful suggestions and new approaches in an easy an informative format. A terrific book for anyone looking for a fresh perspective on their teaching.


A practical guide for everyone who must deliver a lecture, lead a discussion, assign a grade, or carry out the hundreds of tasks involved in being a successful teacher from the first day of school to the last. ([Description](www.hup.harvard.edu) from [www.hup.harvard.edu](http://www.hup.harvard.edu))


Effective teaching style is one of perennial interest in continuing education. The rapidly changing context of continuing education in modern society requires adult educators to continually reassess their teaching practices to meet new needs and situations. The most important skill for teachers ultimately may not be expertise with particular methods as much as it is the ability to engage in a process of critical reflection on the process and outcomes of instruction in relation to the demands of a particular context and an explicit set of values. The chapters in this volume of New Directions for Adult and Continuing Education are intended to assist continuing educators in this process of critical reflection. Topics have been selected from a variety of areas important for teachers of adults in a wide range of continuing education programs. ([Description](www.alibris.co.uk) excerpted from [www.alibris.co.uk](http://www.alibris.co.uk))


This book features a tried and true plan for effective instruction; encompasses independent learning; integrates instruction, learning, and assessment into an effective model for teaching, and more! ([Description](www.amazon.com) excerpted from [www.amazon.com](http://www.amazon.com))


This book is a basic "how-to" guidebook for teaching at the college and university level. The essentials of course preparation, lecture and laboratory design, testing and assessment, class management and discipline, and writing and research are outlined. The author also discusses further some specific details related to teaching college students and bridging the gap between teaching and research. ([Description](www.compadre.org) excerpted from [www.compadre.org](http://www.compadre.org))


Learning is an inseparable part of human experience. Understanding how adults learn and applying that expertise to practical everyday situations and relationships opens the window on a broader understanding of the capacity of the human mind. Written for people preparing to become adult educators, this book provides background information
about the nature of adult learning and the characteristics that typify adult learners. This new edition will be quick to assert its place as the premier guide in the field. (Description excerpted from www.amazon.ca)

**Nilson, L (2003). *Teaching at its best: A research-based resource for college instructors (2nd ed.*)*. San Francisco: Jossey-Bass Inc.**

This handbook is an essential toolbox—a compilation of hundreds of practical teaching techniques, formats, classroom activities, and exercises. Covers topics relevant to today's classroom such as technology and the Internet, simulations and games, diversity, service learning, and faculty evaluation systems. While retaining the proven, practical information from the first edition, this revision also includes entirely new sections on teaching with laptops, course portfolios, three new sections on teaching problem solving, and a new chapter on getting your students to do readings. Other new sections include learning and adult learning, the learning-centered syllabus, the cognitive profile learning styles model, and newly written chapters on classroom management/incivility, academic honesty, and grading. (Description excerpted from back cover).


This book includes a collection of the top articles from *The Teaching Professor Newsletter*, a forum for discussion of the best strategies supported by the latest research for effective teaching in the college classroom. These top articles contain concise information and inspiration to help faculty members in all disciplines teach more effectively. (Description excerpted from www.magnapubs.com)