

NEW DIRECTIONS FOR TEACHING AND LEARNING



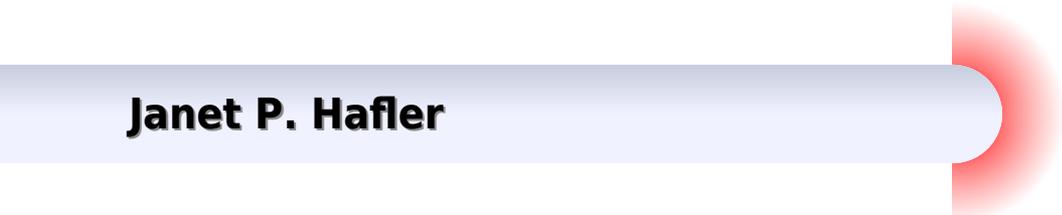
Using Consultants to Improve Teaching

Christopher Knapper, Sergio Piccinin
EDITORS

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Using Consultants To Improve Teaching

Janet P. Hafler



Using Consultants To Improve Teaching:

Using Consultants to Improve Teaching Christopher Knapper, Sergio Piccinin, 1999-10-21 With increasing calls for accountability of faculty the use of peers as teaching consultants could be the answer to how to monitor our own effectiveness as professionals This volume of *New Directions for Teaching and Learning* provides practical advice on how to use consultation to improve teaching both through faculty development centers and through peer consultation The authors give detailed descriptions of a variety of effective approaches to instructional consultation including classroom observation student focus groups small group instructional diagnosis faculty learning communities and action learning

Rethinking Teaching in Higher Education Alenoush Saroyan, Cheryl Amundsen, 2023-07-03 This book is intended for faculty and faculty developers as well as for deans chairs and directors responsible for promoting teaching and learning in higher education Intentionally non technical it engages readers reflectively with a process for developing teaching and details the planning necessary to apply this process to teaching within disciplines The book centers on McGill University's week long Course Design and Teaching Workshop that the contributors have offered together for more than ten years It follows the five day format of the workshop covering the analysis of course content conceptions of learning the selection of appropriate teaching strategies the evaluation of student learning and evaluation of teaching in a way that reflects the spontaneity of the debates it has engendered and the workshop's evolutionary changes The structure shows faculty members conceptualizing new courses or re examining their teaching of existing courses and translating the insights gained from the workshop to specific disciplinary content and learning outcomes In addition four previous participants of the workshop write about its influence on their personal thinking about the practice of teaching The final two chapters describe the structure and evolving role of McGill's Centre for University Teaching and Learning The authors describe its objectives in fostering an evidence based teaching culture and providing a practical support structure with limited resources They highlight achievements in disseminating teaching expertise across their campus and their vision for the future role of faculty development This book provides faculty developers and administrators with valuable non prescriptive models and challenging ideas that promote faculty development in general and university teaching in particular It engages faculty members in the process of course design in a way that is learning centered and can lead to deep student learning

Teacher Development in Higher Education Eszter Simon, Gabriela Pleschová, 2012 Concerns about the quality of teaching and learning in higher education have given rise to teacher development programs and centers around the world This book investigates the challenges and complexities of creating instructional development programs for present and future academics Using case studies from a variety of countries including Estonia Singapore the United States and the United Kingdom it examines issues that are important for higher education researchers as well as for higher education managers The book introduces different responses from around the world to the need to improve teaching in higher education demonstrates many different ways

success may be understood and investigates what factors may influence the results of instructional development Contributors use these factors as well as those found in the related literature to explain program success through theoretical frameworks This book also provides input for higher education managers by pointing out how the local context and both institutional and national policy making may help or hinder the effective preparation of professors for their teaching responsibilities

Extraordinary Learning in the Workplace Janet P. Hafler, 2011-01-04 The contributing authors of this multidisciplinary text agree that workplace learning truly is extraordinary when it is marked by structural congruence and a positive synergy among the intended and formal preparation of professionals that tacit learning occurs within the hidden curriculum and that the subsequent demands both formal and tacit are embedded in subsequent workplace settings Thus for this text these authors explore research and practice literature related to curriculum instruction and assessment of professionals learning in the workplace and the implications for best practices But what makes this book truly unique is that the authors examine that literature in the context of four professions education nursing medicine and clergy at the point of those professions wherein students are learning during the degree program stages of their education Extraordinary Learning in the Workplace is broken into four main sections Part I explores curriculum both formal and hidden Part II focuses on conceptions and theories of learning and instruction and is intended to inform the work of educators with regard to components of professional education that occur in the practice settings of the workplace Part III covers assessment using medicine as its example to argue that assessment has remained largely unchanged for years thus making the multiple choice questions tests introduced in the 1950s the de facto gold standard for quality assessment And Part IV focuses on the training of the instructors visiting the three key themes of relationships activities or tasks and work practices

Designing Teaching Improvement Programs, 1978 **Resources in Education**, 1997 **Applying the Science of Learning to University Teaching and Beyond** Diane F. Halpern, Milton D. Hakel, 2002-03-26 It is sadly true that most of the way we teach and learn is uninformed by laboratory findings in human cognition Although researchers have made considerable progress in understanding the cognitive and social variables that mediate in the learning process very little of this basic knowledge has been translated into practice many research questions that are critically important for directing educational reform remain unanswered and few in the scientific community have been actively involved in the efforts to reform higher education This edited volume is among many recent attempts to build on empirically validated learning activities to enhance what and how much is learned and how well and how long it is remembered Thus the movement for a real Science of Learning has taken hold the application of scientific principles to the study of learning both under the controlled conditions of the laboratory and in the messy real world settings where most of us go about the business of learning This is the 89th issue of the quarterly Jossey Bass publication *New Directions for Teaching and Learning* **Strategies for Energizing Large Classes: From Small Groups to Learning Communities** Jean MacGregor, 2000-05-25 This volume describes the approaches these teachers have developed

from informal turn to your neighbor discussions that punctuate a lecture to more complex small group activities to ambitious curricular reform through learning community structures Their vision and accomplishments have deepened our belief that change and reform and increased student learning are possible even under the most challenging conditions Jacket

Current Index to Journals in Education ,1998-07 **Changing Practices in Evaluating Teaching** Peter Seldin,1999-08-15 Over recent decades the evaluation of teaching has undergone dramatic change In accessible language and supportive detail Changing Practices in Evaluating Teaching provides not only a cogent overview of these changes but also reflects on current developments to present several useful strategies for implementing new tools and methods in the evaluation of teaching The authors are all prominent educators who have performed seminal work in the improvement of teaching evaluation Written for university and college administrators as well as faculty this book is a complete guidebook that supplies a wealth of case studies examples tables Web sites and exhibits that further enhance its utility It explains how to Gain genuine faculty and administrative support Avoid common weaknesses in teaching evaluation by students peers and self Evaluate teaching by examining student learning Successfully combine disparate sources of data Establish a climate conducive to evaluation How to structure and use classroom visits rating forms electronic classroom assessment and teaching portfolios Changing Practices in Evaluating Teaching makes evident the compelling reasons why colleges and universities must institute fair teaching evaluation systems and explains how to do so With a notable focus on improving student learning this book offers readers the kind of research based and ready to use information required to foster truly effective and equitable teaching evaluation at their institutions **Journal of Health, Physical Education, Recreation** ,1961 MAA Notes ,1983 Clinical Teaching for Medical Residents Janine C. Edwards,1988 California. Court of Appeal (1st Appellate District). Records and Briefs California (State)., Education Victoria. Education Department,1929 Industrial & Engineering Chemistry ,1924 British Medical Journal ,1929 **Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant** , Report of the Minister of Education for the Year ... Victoria. Education Dept,1925 Practices that Improve Teaching Evaluation Grace French-Lazovik,1982

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