

Articles Included in this Folder

Weimer, M. (Ed.) (March 1996).

Lessons From 10 Exemplary Faculty. *The Teaching Professor*, v.10 n.3, pp. 1-2.

Summary: Drawing on interviews with ten faculty recognized as the best, this article presents “ten guiding principles [that] shaped the world view and influenced the behavior” of those faculty.

Boice, R. (1991).

Quick Starters: New Faculty Who Succeed. *New Directions for Teaching and Learning*, v.48, pp. 111-121

Summary: Contains a synopsis of a study done on new faculty. While most of the teachers struggled at first, a few (5%-9%) met with immediate success. The article examines the characteristic behaviors of these “quick starters” and finds that they are largely teachable.

Wright, D. L. (2000).

The First Day of Class: Starting Well. *Focus on Faculty*, v.8 n.2, pp. 1-3

Summary: Contains advice from BYU for having a successful first day of class. While some of the ideas are directed at a BYU audience, there are many good tips that can be applied universally.

Harris, J. B. & Parkes, J. (2002).

The Purposes of a Syllabus. *College Teaching*, v.50 n.2, pp. 55-61

Summary: Highlights three major functions of a syllabus: contract, permanent record, and learning tool. It explores means to make your syllabus work in each of these ways.

Other Articles That May Be of Interest (They can be found at the LTC)

Dunn, J.L. (2001).

Assess Learning Styles for More effective Teaching. *The Teaching Professor*, v.15 n.6, p. 3
Call Number: LTC LIB 01-359.AB Length: 2 pages

Summary: Talks about ways to use the VARK inventory to tailor classroom activities to individuals' learning styles.

Caveats: Implementing the model from the article would require significant effort and time investment.

Angelo, T. A. (2000).

Classroom Assessment: Guidelines for Success. *Teaching Excellence*, v.12 n.4, pp. 10-11
Call Number: LTC LIB 00-348.BF Length: 2 pages

Summary: Speaks briefly to the benefits of using classroom assessment to improve students' learning. Includes guidelines for using classroom assessment successfully.

Caveats: Reads more like a teaser ad for the author's book on classroom assessment. Offers some genuine tips, but very little of the information comes as a revelation.

Flaherty, J. (1999).

Computers in the Classroom (?). *The Teaching Professor*, v.13 n.1, p. 3
Call Number: LTC LIB 99-RA Length: 1 page

Summary: Presents both good and bad aspects of the increased use of technology.

Caveats: Negative points may apply only in some cases.

Driver, R. G. (1999).

Whither: The Lecture. The Teaching Professor, v.13 n.1, p. 2
Call Number: LTC LIB 99-RC Length: 1 page

Summary: A defense of the benefits of the traditional lecture and its ability to keep students engaged. This is compared to a multimedia presentation using the latest technology.

Caveats: This is an opinion piece, and, while interesting, presents little to support the author's beliefs.

Frederick, P. J. (1986).

The Lively Lecture—8 Variations. *College Teaching*, v.34 n.2, pp. 43-50
Call Number: LTC LIB 86-39 Length: 8 pages

Summary: Presents eight ways of making lectures interesting and effective as a teaching method. Explores ways to keep students more engaged in the presentation of the material.

Caveats: Treats each variation superficially. Gives an example of each idea, but not much depth, especially as regards implementation.

Rendón, L. I. (1996).

Life on the Border. *About Campus*, v.1 n.5, pp. 14-20

Call Number: LTC LIB 96-330.AB

Length: 7 pages

Summary: “For many first-generation students, starting college means entering a new country, one where the culture, language, and habits are all unfamiliar. From personal experience and research, the author describes these students’ lives and some ways colleges can do a better job of reaching out to them.”

Caveats: The article is aimed at an institutional level and doesn’t speak to events inside the classroom. It is more of an administrative/systemic set of concerns.

Mitchell, T. N. (1999).

From Plato to the Internet. *Change*, v.31 n.2, pp. 17-22

Call Number: LTC LIB 99-RB

Length: 6 pages

Summary: Examines the theoretical foundations and core values of higher education and the ways in which schools, especially large universities, have lost sight of these goals.

Caveats: Speaks to a problem that Carleton doesn’t really have. Carleton’s ideals seems to be in line with what the author suggests for higher education, so the article doesn’t apply very directly.

Morganroth Gullette, M. (1992).

Leading Discussion in a Lecture Course. *Change*, v.24 n.2, pp. 32-36

Call Number: LTC LIB 92-139

Length: 7 pages

Summary: Presents reasons to incorporate discussion into a lecture to facilitate learning and ways in which to do this. Gives examples of ways this is done in practice.

Caveats: May sacrifice depth for the sake of breadth in examples. Again, the article is aimed at class environments slightly larger than are the norm at Carleton. The author seems to take as given that discussion is easy to achieve in classes of 15-20, but much of her advice is generally applicable.

Trosset, C. (1997).

Obstacles to Open Discussion and Critical Thinking.

Call Number: LTC LIB 97-342

Length: 5 pages

Summary: A sociological study of the Grinnell student body that reveals a surprising set of beliefs among the students, many of which may interfere with productive discussions.

Caveats: This article reports research done at Grinnell, and gives mostly the findings with little interpretation. Some of the behaviors and attitudes presented can be found among Carleton students, but not quite to the same degree. While interesting, the article is intended more to raise awareness of a potential problem than recommend a course of action or solutions.

Beaudry, M. L. (2000).

How Much Content? Are We Asking the Wrong Questions? *National Teaching and Learning Forum*, v.9 n.4

Call Number: LTC LIB 00-347.AD

Length: 2 pages

Summary: Explains how organization of material is key to students' ability to assimilate and remember it. Presents ways in which content may be organized for easier acquisition.

Caveats: Provides background theory, but little in the way of strategies for implementation. The examples given are only to make the theory more concrete and are not meant to be authoritative.

Brookfield, S. & Preskill, S. (1999).

Keeping the Discussion Leader's Voice In Balance. *National Teaching and Learning Forum*, v. 8 n.3

Call Number: LTC LIB 99-QO.AA

Length: 3 pages

Summary: Presents three models for discussion to demonstrate how differing levels of teacher control can affect the quality of the discussion.

Caveats: Focuses more on what to strive for than on how to accomplish it. Successful discussion leading will probably still take practice and experience.

Barr, R. & Tagg, J. (2000). From Teaching to Learning
In D. DeZure, (Ed.), *Learning from Change*
Sterling, Virginia: Stylus Pub.

Call Number: LTC LIB 00-347.AC

Length: 3 pages

Summary: Calls for a shift from a teaching to a learning paradigm, and presents differences between the two ideas.

Caveats: Speaks in vague, sound-byte language. Provides little to no evidence for the benefits of the shift. Tries to condense into three pages what should be hundreds of pages of background information.

Spence, L. D. (2001).

The Case Against Teaching. *Change*, v.33 n.6, pp. 11-19

Call Number: LTCD LIB 01-354.AC

Length: 8 pages

Summary: Presents a viewpoint in support of the move toward learning-centered education.

Caveats: More of an opinion piece than most of the other articles. Presents the information as unequivocally true when it seems as though there is still open debate. Recommendations are on the institutional level, and not especially applicable to a specific class.