







Συγγραφέας:	Bagley, Carl, 1958- Cancienne, Mary Beth, 1968-
Τίτλος:	Dancing the Data  edited by Carl Bagley and Mary Beth Cancienne
Δημοσίευση/Διάθεση:	New York: P. Lang , c2002
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Σημειώσεις:	Includes 1 CD-ROM. Includes bibliographical references and index.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, NX180.C65D36 2002
Θέματα:	Communication and the arts - United States--Education - Research - United States


Συγγραφέας:	Barr, David, 1977-
Τίτλος:	ICT, Integrating Computers in Teaching: Creating a Computer-based Language-learning Environment 
Δημοσίευση/Διάθεση:	Oxford :, New York: P. Lang , c2004
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, P53.28.B37 2004
Θέματα:	Language and languages - Computer-assisted instruction


Συγγραφέας:	Barton, Angela Calabrese Osborne, Margery D.
Τίτλος:	Teaching Science in Diverse Settings: Marginalized Discourses and Classroom Practice 
Δημοσίευση/Διάθεση:	New York: P. Lang , 2001
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB1585.T44 2001
Θέματα:	Science - Study and teaching - Critical pedagogy - Postmodernism and education


Συγγραφέας:	Boice, Robert
Τίτλος:	First-order Principles for College Teachers: Ten Basic Ways to Improve the Teaching Process 
Δημοσίευση/Διάθεση:	Bolton, MA: Anker Pub. Co. , c1996
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB2331.B563 1996
Θέματα:	College teaching - Handbooks, manuals, etc


Συγγραφέας:	Bustle, Lynn S. , 1959-
Τίτλος:	Image, Inquiry, and Transformative Practice : Engaging Learners in Creative and Critical Inquiry through Visual Representation  edited by Lynn Sanders-Bustle
Δημοσίευση/Διάθεση:	New York: P. Lang , c2003
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB1067.5.I43 2003
Θέματα:	Visual learning - Critical pedagogy - Language arts

Συγγραφέας:	Carroll, Jude
Τίτλος:	A Handbook for Deterring Plagiarism in Higher Education 
Δημοσίευση/Διάθεση:	Oxford: Oxford Center for Staff and Learning Development , 2002
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, PN167.C38 2002
Θέματα:	Plagiarism - Cheating (Education) - Copyright, International - Intellectual property - Internet in education


Συγγραφέας:	Christensen, Carl Roland, 1919-
Συλλογικό Όργανο:	Harvard University, Derek Bok Center for Teaching and Learning
Τίτλος:	The Art of Discussion Leading: A Class with Chris Christensen 
Δημοσίευση/Διάθεση:	Cambridge, Mass.: Harvard University, 1995
Φυσική Περιγραφή:	1 videocassette VHS (30 min.), col., sd./1 DVD
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Ταξινόμηση LC:	LB2393.5.A77 1995
Θέματα:	Discussion - Seminars - College teaching


Συγγραφέας:	Chism, Nancy Van Note Stanley, Christine A
Τίτλος:	Peer Review of Teaching: A Sourcebook 
Δημοσίευση/Διάθεση:	Bolton, MA: Anker Pub. Co., c1999
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Ταξινόμηση LC:	LB2838.C49 1999
Θέματα:	Teachers - Rating of - Peer review


Συγγραφέας:	Grenfell, Michael, 1953- Kelly, Michael, 1946- Jones, Diana, 1973-
Τίτλος:	The European Language Teacher: Recent Trends and Future Developments in Teacher Education 
Δημοσίευση/Διάθεση:	Oxford; New York :P. Lang, 2003
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Γλώσσα κειμένου:	Αγγλική
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, P53.85.G738 2003
Θέματα:	Language teachers - Training of - Europe.


Συγγραφέας:	Grunert, Judith
Τίτλος:	The Course Syllabus: A Learning-Centered Approach 
Δημοσίευση/Διάθεση:	Bolton, MA: Anker Pub. Co. , c1997
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB2361.G78 1997
Θέματα:	Learning and scholarship - Outlines, syllabi, etc - Education, Higher - Curricula - Instructional systems - Design


Συγγραφέας:	Gullette, Margaret Morganroth
Τίτλος:	The Art and Craft of Teaching 
Δημοσίευση/Διάθεση:	Cambridge, Mass. : Harvard University Press , 1984
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB2331.A646 1984
Θέματα:	College teaching

Συγγραφέας:	Hanks, Sharon La Bonde, 1943-
Τίτλος:	Ways to Teach Biology: the Whys and Hows of Changing to a Process Approach 
Δημοσίευση/Διάθεση:	New York: P. Lang , c1989
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, QH315.H274 1989
Θέματα:	Biology - Study and teaching


Συλλογικό Όργανο:	Harvard University, Derek Bok Center for Teaching and Learning
Τίτλος:	The Art of the Lecture: Justice A Harvard University Course in Moral Reasoning 
Δημοσίευση/Διάθεση:	Cambridge, Mass. : Harvard University , 1989
Φυσική Περιγραφή:	1 videocassettes VHS (28 min.) / 1 DVD
Γλώσσα κειμένου:	Αγγλική
Σημειώσεις:	"A Harvard University course in moral reasoning" -- Container.
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Ταξινόμηση LC:	LB2393.A77 1989
Θέματα:	College teachers--Philosophy--Teaching--


Συλλογικό Όργανο:	Harvard University, Derek Bok Center for Teaching and Learning
Τίτλος:	Thinking Together: Collaborative Learning in Science 
Δημοσίευση/Διάθεση:	Cambridge, Mass. : Harvard University , 1992
Φυσική Περιγραφή:	1 videocassette VHS (18 min.)/ 1 DVD
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Ταξινόμηση LC:	BIB. ΚΕΔΙΜΑ, LB1032.T54 1992
Θέματα:	Science - Study and teaching - United States - Science - Study and teaching (Higher) - Team learning approach in education

Συλλογικό Όργανο:	Harvard University, Derek Bok Center for Teaching and Learning
Τίτλος:	What Students Want: Teaching from a Student's Perspective 
Δημοσίευση/Διάθεση:	Cambridge, Mass. : Harvard University , 1993
Φυσική Περιγραφή:	1 videocassettes VHS (24 min.) / 1 DVD
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Ταξινόμηση LC:	BIB. ΚΕΔΙΜΑ, LB2333.W52 1993
Θέματα:	Harvard University - Students - Student evaluation of teachers - Students - Attitudes


Συλλογικό Όργανο:	Harvard University, Derek Bok Center for Teaching and Learning
Τίτλος:	Race in the Classroom: The Multiplicity of Experience 
Δημοσίευση/Διάθεση:	Cambridge, Mass. : Harvard University , 1992
Φυσική Περιγραφή:	1 videocassette VHS (19 min.) / 1 DVD, 1 booklet
Γλώσσα κειμένου:	Αγγλική
Σημειώσεις:	Includes 1 facilitator's guide (Booklet).
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Ταξινόμηση LC:	BIB. ΚΕΔΙΜΑ, LC3727.R32 1992
Θέματα:	Race relations - Classroom environment - Multicultural education


Συλλογικό Όργανο:	Harvard University, Derek Bok Center for Teaching and Learning
Τίτλος:	Teaching in America: A Guide for International Faculty 
Δημοσίευση/Διάθεση:	Cambridge, Mass: Harvard University , 1993
Φυσική Περιγραφή:	1 videocassettes VHS (38 min.) / 1 DVD
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Ταξινόμηση LC:	BIB. ΚΕΔΙΜΑ, LB1775.T32 1993
Θέματα:	Teachers, Foreign.- College teachers


Συλλογικό Όργανο:	Harvard University, Derek Bok Center for Teaching and Learning
Τίτλος:	Women in the Classroom: Cases for Discussion 
Δημοσίευση/Διάθεση:	Cambridge, Mass. : Harvard University , 1996
Φυσική Περιγραφή:	1 videocassettes VHS (27 min.) / 1 DVD 1 booklet
Γλώσσα κειμένου:	Αγγλική
Σημειώσεις:	Includes 1 facilitator's guide (Booklet).
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Ταξινόμηση LC:	BIB. ΚΕΔΙΜΑ, LC1567.W65 1996
Θέματα:	Women - Education (Higher) - Women college students - Sex discrimination in education - Classroom environment


Συλλογικό Όργανο:	Harvard University, Derek Bok Center for Teaching and Learning
Τίτλος:	How to Speak: Lecture Tips for Patrick Winston 
Δημοσίευση/Διάθεση:	Cambridge, Mass. :Harvard University, 1999
Φυσική Περιγραφή:	1 videocassettes VHS (45 min.) / 1 DVD
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Ταξινόμηση LC:	BIB. ΚΕΔΙΜΑ, LB2393.H69 1999
Θέματα:	Lecture method in teaching - College teaching - Lectures and lecturing


Συγγραφέας:	Hativa, Nira Marincovich, Michele
Τίτλος:	Disciplinary Differences in Teaching and Learning: Implications for Practice 
Δημοσίευση/Διάθεση:	San Francisco: Jossey-Bass, 1995
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB2331.D55 1995
Θέματα:	College teaching - Universities and colleges - Curricula


Συγγραφέας:	Hativa, Nira
Συλλογικό Όργανο:	Stanford University, Center for Teaching and Learning Center for Teaching and Learning Stanford Instructional Television Network
Τίτλος:	Effective Lecturing: Engaging Students  Stanford University, Center for Teaching and Learning; Stanford Instructional Television Network ; produced by Dr. Nira Hativa
Δημοσίευση/Διάθεση:	Stanford, Calif.: Stanford University , 1996
Φυσική Περιγραφή:	1 videocassette VHS (56 min.) / 1 DVD 1 guide
Γλώσσα κειμένου:	Αγγλική
Περιεχόμενα:	Program 1. Actively engaging students Program 2. Getting students to think.
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB2393.E33 1996
Θέματα:	Lecture method in teaching - College teaching - Lectures and lecturing


Συγγραφέας:	Hativa, Nira
Συλλογικό Όργανο:	Stanford University, Center for Teaching and Learning Stanford Instructional Television Network
Τίτλος:	Effective Lecturing: Getting Students' Attention  Stanford University, Center for Teaching and Learning; Stanford Instructional Television Network ; produced by Dr. Nira Hativa
Δημοσίευση/Διάθεση:	Stanford, Calif. : Stanford University , 1996
Φυσική Περιγραφή:	1 videocassette VHS (67 min.) / 1 DVD, 1 guide
Γλώσσα κειμένου:	Αγγλική
Περιεχόμενα:	Program 1. Attention-getting content Program 2. Attention-getting teacher behavior.
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB2393.E34 1996
Θέματα:	Lecture method in teaching - College teaching - Lectures and lecturing


Συγγραφέας:	Hativa, Nira
Τίτλος:	Teaching for Effective Learning in Higher Education 
Δημοσίευση/Διάθεση:	Dordrecht ; , Boston : Kluwer Academic Publishers , c2000
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB2331.H38 2000
Θέματα:	College teaching - Learning

Συγγραφέας:	Hativa, Nira, 340 Goodyear, Peter, 1952-, 340
Τίτλος:	Teacher Thinking, Beliefs, and Knowledge in Higher Education 
Δημοσίευση/Διάθεση:	Dordrecht , Boston: Kluwer Academic Publishers , c2002
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB2331.T315 2002
Θέματα:	College teaching - College teachers - Attitudes


Συγγραφέας:	Hurren, Wanda, 1957-
Τίτλος:	Line Dancing: An Atlas of Geography Curriculum and Poetic Possibilities 
Δημοσίευση/Διάθεση:	New York : Peter Lang , c2000
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, G76.5.C3H87 2000
Θέματα:	Geography - Study and teaching - Canada - Semiotics


Τίτλος:	Journal on Excellence in College Teaching 
Δημοσίευση/Διάθεση:	Oxford, Ohio: Miami University , 1990-
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Συχνότητα:	Three times a year, [1998]-, Semiannual, 1994-, Annual, 1990-1993
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB2331.J68 v.15 (pt. 1-2), v.15 (pt. 3)
Θέματα:	College teaching - United States - Periodicals


Συγγραφέας:	Mikk, Jaan, 1939-
Τίτλος:	Textbook: Research and Writing 
Δημοσίευση/Διάθεση:	Frankfurt am Main ; :, New York : P. Lang , c2000
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB3045.5.M55 2000
Θέματα:	Textbooks - Authorship -Textbooks - Research -Textbooks - Evaluation


Συγγραφέας:	Miller, Judith E. Groccia, James E. Miller, Marilyn S., 1954-Marilyn Sue
Τίτλος:	Student-Assisted Teaching: A Guide to Faculty-Student Teamwork  Judith E. Miller, James E. Groccia, Marilyn S. Miller, editors
Δημοσίευση/Διάθεση:	Bolton, Mass.: Anker Pub. Co. , c2001
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB1031.5.S88 2001
Θέματα:	Peer-group tutoring of students - College teaching - Teacher-student relationships


Συγγραφέας:	Nilson, Linda Burzotta
Τίτλος:	Teaching at its Best: A Research-Based Resource for College Instructors 
Δημοσίευση/Διάθεση:	Bolton, MA: Anker Pub. Co., c2003
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB2331.N55 2003
Θέματα:	College teaching - Effective teaching


Συγγραφέας:	Obinna, Michael E
Τίτλος:	Learning and Teaching for Continuous Assessment 
Δημοσίευση/Διάθεση:	Berne; New York: P. Lang, c1997
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB3058.N6O25 1997
Θέματα:	Students - Rating of - Nigeria - Grading and marking (Students) - Nigeria


Συγγραφέας:	Rasberry, Gary William, 1959-
Τίτλος:	Writing Research/Researching Writing: Through a Poet's I 
Δημοσίευση/Διάθεση:	New York: P. Lang, c2001
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, PE1404.R36 2001
Θέματα:	English language - Rhetoric - Study and teaching - Research - Poetry - Authorship - Study and teaching - Research-Creative writing (Higher education) - Research-


Συγγραφέας:	Reimann, Peter
Τίτλος:	Problem Solving Models of Scientific Discovery Learning Processes 
Δημοσίευση/Διάθεση:	Frankfurt am Main, New York: P. Lang, 1990
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, QC381.R45 1990
Θέματα:	Geometrical optics - Computer simulation - Refraction - Computer simulation - Problem solving - Computer simulation

Συγγραφέας:	Roth, John K., 340
Τίτλος:	Inspiring Teaching: Carnegie Professors of the Year speak / John K. Roth, general editor; [foreword by Robert Hochstein; introduction by Peter Buchanan] 
Δημοσίευση/Διάθεση:	Bolton, MA: Anker Pub. Co., c1997
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB1025.3.I57 1997
Θέματα:	Teaching - United States - Teaching - Canada - Effective teaching - United States - Effective teaching - Canada

Συγγραφέας:	Sarkisian, Ellen
Τίτλος:	Teaching American Students: a Guide for International Faculty and Teaching Assistants in Colleges and Universities 
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Δεν υπάρχει περίληψη
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB1738.S37 1997 c.1 & 2
Θέματα:	Teachers, Foreign - United States - Handbooks, manuals, etc - Graduate teaching assistants - United States - Handbooks, manuals, etc. - College teaching - United States - Handbooks, manuals, etc


Συγγραφέας:	Seldin, Peter
Τίτλος:	The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/ Tenure Decisions 
Έκδοση:	3rd ed
Δημοσίευση/Διάθεση:	Bolton, Mass: Anker Pub. Co. , c2004
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB2333.S46 2004
Θέματα:	College teachers - Rating of - United States - College teaching - United States - Evaluation - Portfolios in education - United States - Portfolios in education - United States - Case studies


Συγγραφέας:	Simon, Jamil , 300, 630
Συλλογικό Όργανο:	Harvard University, Derek Bok Center for Teaching and Learning
Τίτλος:	The Act of Teaching 
Δημοσίευση/Διάθεση:	Cambridge, Mass: Harvard University , 2001
Φυσική Περιγραφή:	2 videocassettes VHS (56 min.) / 1 DVD
Γλώσσα κειμένου:	Αγγλική
Περιεχόμενα:	Pt. 1. Theatre techniques for classroom presentations Pt. 2. Physical and vocal exercises.
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Ταξινόμηση LC:	BIB. ΚΕΔΙΜΑ, LB2331.A27 2001
Θέματα:	Teaching--


Συγγραφέας:	Simon, Jamil
Συλλογικό Όργανο:	Derek Bok Center for Teaching and Learning
Τίτλος:	Teaching Poetry  Helen Vendler / Derek Bok Center for Teaching and Learning, Harvard University ; produced and directed by Jamil Simon
Δημοσίευση/Διάθεση:	Cambridge, Mass: Derek Bok Center for Teaching and Learning, Harvard University , 2002
Φυσική Περιγραφή:	1 videocassette VHS (39 min.) / 1 DVD
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB1575.T42 2002
Θέματα:	Poetry - Study and teaching - Lecture method in teaching


Συγγραφέας:	Stanley, Christine A Porter, M. Erin
Τίτλος:	Engaging Large Classes: Strategies and Techniques for College Faculty 
Δημοσίευση/Διάθεση:	Bolton, Mass.: Anker Pub. Co. , c2002
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB2331.E65 2002
Θέματα:	College teaching - Class size - Effective teaching


Συγγραφέας:	Stein, Ruth Federman Hurd, Sandra N
Τίτλος:	Using Student Teams in the Classroom: A Faculty Guide 
Δημοσίευση/Διάθεση:	Bolton, Mass. : Anker Pub. , c2000
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB1032.G78 2000
Θέματα:	Team learning approach in education


Συγγραφέας:	Svinicki, Marilla D., 1946-
Τίτλος:	Learning and Motivation in the Postsecondary Classroom 
Δημοσίευση/Διάθεση:	Bolton, Mass.: Anker Pub. Co. , c2004
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB1065.S84 2004
Θέματα:	Learning, Psychology of - Motivation in education - College teaching


Συγγραφέας:	Tokarczyk, Michelle M., 1953- Παπούλη , Ειρήνη , 1954-
Τίτλος:	Teaching Composition/Teaching Literature: Crossing Great Divides  edited by Michelle M. Tokarczyk and Irene Papoulis
Δημοσίευση/Διάθεση:	New York : P. Lang , c2003
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, PE1404.T28 2003
Θέματα:	English language - Rhetoric - Study and teaching - Report writing - Study and teaching (Higher) - Literature - Study and teaching (Higher)

Συγγραφέας:	Van Esch, Kees St. John, Oliver
Τίτλος:	A framework for freedom: learner autonomy in foreign language teacher education  Kees van Esch, Oliver St. John, eds
Δημοσίευση/Διάθεση:	Frankfurt am Main, New York: P. Lang , c2003
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, P53.85.F73 2003
Θέματα:	Language teachers - Training of - Language and languages - Study and teaching - Learner autonomy - Multicultural education

Συγγραφέας:	Warford, Malcolm L., 1942-
Τίτλος:	Practical Wisdom: on Theological Teaching and Learning Malcolm L. Warford, editor 
Δημοσίευση/Διάθεση:	New York : Peter Lang , c2004
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, BV4022.P73 2004
Θέματα:	Theology - Study and teaching

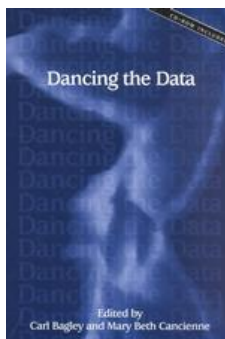
Συγγραφέας:	Widodo, Ari
Τίτλος:	Constructivist Oriented Lessons: the Learning Environments and the Teaching Sequences 
Δημοσίευση/Διάθεση:	Frankfurt am Main, New York: P. Lang , c2004
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, QC47.G3W54 2004
Θέματα:	Physics - Study and teaching (Higher) - Germany - Constructivism (Education) - Germany - Case studies -Lesson planning - Germany - Case studies

Συγγραφέας:	Winkelmes, Mary-Ann, 1964- Wilkinson, James D., 1943-
Τίτλος:	Voices of Experience: Reflections from a Harvard Teaching Seminar 
Δημοσίευση/Διάθεση:	New York: P. Lang , c2001
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB2331.V63 2001
Θέματα:	College teaching - Teacher-student relationships - College teachers

Συγγραφέας:	Zubizarreta, John
Τίτλος:	The Learning Portfolio: Reflective Practice for Improving Student Learning 
Δημοσίευση/Διάθεση:	Bolton, Mass: Anker Pub. Co. , c2004
Γλώσσα κειμένου:	Αγγλική
Περίληψη:	Για να δείτε την περίληψη πατήστε bookmark στην αριστερή πλευρά της σελίδας.
Θέση, Ταξ. αρ.:	BIB. ΚΕΔΙΜΑ, LB1029.P67Z82 2004
Θέματα:	Portfolios in education - Students - Self-rating of - Learning

ΠΕΡΙΛΗΨΕΙΣ

Dancing the Data



Dancing the Data and its interrelated CD-ROM, Dancing the Data Too, show the ways in which educational research and the visual and performing arts can embrace each other to engender a culture of feeling and meaning and in so doing evoke new ways of knowing, learning, and teaching. It draws on the artistic mediums of dance, collage, poetry, music, and drama and invites the reader to engage with the educational research endeavors of the contributors as they seek to move beyond the traditions of established approaches to represent and reflect on their work in artistic forms. Dancing the Data seeks to open up conversational beginnings with teachers, researchers, and students, and to tempt them to discuss and reflect on the ways in which established methodological and pedagogical boundaries might be crossed and new ways of seeing and doing valued and explored.

Contents: Carl Bagley/Mary Beth Cancienne: Educational Research and Intertextual Forms of (Re)Presentation: The Case for Dancing the Data - Celeste Snowber: Bodydance: Enfleshing Soulful Inquiry through Improvisation - Jim Mienczakowski/Lynn Smith/Steve Morgan: Seeing Words - Hearing Feelings: Ethnodrama and the Performance of Data - Dwight Rogers/Paul Frellick/Leslie Babinski: Staging a Study - Performing the Personal and Professional Struggles of Beginning Teachers - Terry Jenoure: Sweeping the Temple: A Performance Collage - Donald S. Blumenfeld-Jones: If I Could Have Said It, I Would Have - G. W. Rasberry: Imagine, Inventing a Data-Dancer - J. Gary Knowles/Suzanne M. Thomas: Artistry, Inquiry, and Sense-of-Place: Secondary School Students Portrayed in Context - Carol A. Mullen/C. T. Patrick Diamond: Showcasing Arts-Based Inquiries - Gene Diaz: Artistic Inquiry: On Lighthouse Hill - Susan Finley: Women Myths: Teacher Self-Images and Socialization to Feminine Stereotypes - Toby Daspit/Morna McDermott: Frameworks of Blood and Bone: An Alchemy of Performative Mapping.

«Simultaneously splintering and magnifying, this performative collection is compelling, aesthetically and pedagogically. A break-through book in art-based educational inquiry.» (William F. Pinar, St. Bernard Parish Alumni Endowed Professor, Louisiana State University)

«This is a wonderful project - innovative and bold. Richly imaginative, 'Dancing the Data' comes alive in the CD-ROM where the researchers literally dance and perform their interpretive work. This innovative aspect of the work allows the authors to show, and not tell, thereby showing educational researchers how to be artists, dancers, poets, and dramatists. The use of this technology takes qualitative inquiry into a new dimension.» (Norman K. Denzin, Professor, Institute of Communications Research, University of Illinois)

«'Dancing the Data' represents a lively challenge to regnant paradigms in the field of educational research. Utilizing the advances in dramaturgy, ritology, and performance theory, this book 'dances' its talk. At a time when genres of research are becoming more blurred, we are seeing welcomed shifts in empirical approaches to the world of data. This book breathes new life into this endeavor.» (Peter McLaren, Professor,

Graduate School of Education and Information Studies, University of California, Los Angeles)

The Editors: *Carl Bagley* is Director of the Bachelor of Arts Honors Degree (Childhood and the Arts) in the School of Education at the University of Durham, United Kingdom, where he also teaches. His research interests and publications are in the field of qualitative methodology and educational policy and is co-author of the book *School Choice and Competition: Markets in the Public Interest?*

Mary Beth Cancienne teaches in the Creative Arts in Learning Division at Lesley University, Cambridge, Massachusetts. Her research interests and publications are in the fields of curriculum theory, qualitative methodology, and teacher education. She explores movement and dance as a vehicle for theorizing, researching, and teaching.

ICT, Integrating Computers in Teaching: Creating a Computer-based Language-learning Environment

This book examines the role of computers in language learning and teaching in higher education. In particular, it considers the pedagogical and practical value of designing a language-learning environment around computer technology. Whereas considerable research has already been undertaken in analyzing the value of individual computer tools and packages (such as e-mail), the study gives a broad appraisal of their individual and collective value, without being too exhaustive.

Using quantitative and qualitative data, based on research visits to three universities, Ulster, Cambridge and Toronto, this study provides examples of effective practice in the area of the exploitation of Information and Communication Technology for language and teaching. It draws on the experience of these three institutions, as well as the findings of current literature in this area, in order to establish a set of essential criteria that institutions need to meet when creating a computer-based environment. Although these criteria are based on experience with language-learning environments, they are essentially generic in nature and may be applied to other computer-based learning environments.

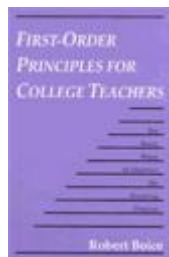
Teaching Science in Diverse Settings: Marginalized Discourses and Classroom Practice



The essays in this book draw from current debates concerning schooling and the need for liberatory education, the social construction of science and of identity, and systems of race, class, and gender oppression and domination. These works force us to confront such questions as, How can we shape practice and curriculum to address the needs of diverse learners? In what ways do the marginalized

discourses in theory and practice push us to fundamentally reformulate our conceptions of teachers/teaching, students/learning, and subject matter knowledge (science and what it means to know and do science) and the multiple relationships between and among these domains? In what ways do the marginalized discourses in theory and practice push us to fundamentally reformulate our conceptions of “science for all?” What it really means, in the day-to-day practice of teachers, to enact more liberating pedagogies? This collection serves to educate readers about the importance, history, and possibilities for marginalized discourses in science education and also to engage readers in multiple cases where contributors have systematically applied and examined what happens when these theoretical frames are brought to bear in classroom practice (K-12 science and science teacher education).

First-order Principles for College Teachers: Ten Basic Ways to Improve the Teaching Process



Based on his many years of teaching, training, and writing, the author has developed ten basic principles that together form a foundation for effective teaching. Practicing these empirically tested principles can bring faster success to classroom performances, can generalize to other tasks such as scholarly writing, and can provide a basis for making better use of traditional advice about teaching improvement – and they are effective and economical. Boice’s principles instruct teachers in the effective teaching process, rather than narrowly describing products. With the first-order principles, teachers learn to relax and manage their jobs and their own growth as teachers.

The first-order principles, each building on the last, are

1. Moderate classroom incivilities with prosocial immediacies
2. Wait
3. Begin before feeling ready
4. Work and teach in brief, regular sessions
5. Stop
6. Moderate overattachment to content and overreaction to criticism
7. Moderate negative thinking and strong emotions
8. Let others do some of the work
9. Welcome learning and change
10. Build resilience by limiting wasted efforts

Boice describes each principle and provides practices to achieve it. In separate section, he provides fundamental strategies for efficient writing and correlates the writing and teaching processes.

Image, Inquiry, and Transformative Practice: Engaging Learners in Creative and Critical Inquiry through Visual Representation

This anthology crosses disciplines to explore the use of images as modes for creative and critical inquiry. Researchers in the fields of literacy, physical education, and special education describe and critique how they have used images with students of various ages and backgrounds to evoke personal interpretations, deconstruct cultural messages, examine processes of oppression, and imagine alternative ways of acting in the world. Through this book, the contributors hope to inspire educators to explore the use of images in critical and creative pedagogy as well as in their personal lives and to encourage researchers to push methodological boundaries through the use of “multiple forms of representation.”

A Handbook for Deterring Plagiarism in Higher Education



This comprehensive book suggests ways to deal effectively with the growing incidence of plagiarism in colleges and universities in the UK and around the world. There are chapters on:

- Course design Assessment
- Teaching students the necessary skills
- Detecting and punishing offenders, and
- Reviewing institutional policies.

It provides teachers with the information and advice they need to deal with specific issues. In addition, it is full of exercises and tried-and-tested activities to inform and interest students and academics.

The Art of Discussion Leading: A Class with Chris Christensen



"A class session in which Harvard professor C. Roland "Chris" Christensen leads a group of students in a discussion of how to lead a discussion".

Peer Review of Teaching: A Sourcebook



This concise yet comprehensive book is for *administrators*, particularly deans and department chairs, who wish to develop a strong peer review component to add to their system for evaluating and improving teaching, and for *faculty* who will be engaged in the system, as both evaluators and as subjects of evaluation. It consists of two parts: the first details a framework for designing and implementing peer review, the second provides guidelines, protocols, and forms for each task involved in an effective system of peer review.

Part One includes the following information about peer review:

- Developing a rationale
- Identifying the focus
- Understanding the roles and goals
- Developing policies
- Setting up a system: institutional, college, and departmental leadership
- Benefits and possible objections
- Formative and summative uses
- Responsibilities of administrators, reviewers, and reviewees
- Characteristics of an effective process

Part Two includes the following reproducible forms and materials:

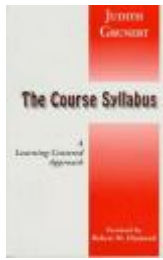
- For peer review of course materials
- For classroom observations
- For gauging contributions of scholarship of teaching and department teaching efforts
- For reaching portfolios

The European Language Teacher: Recent Trends and Future Developments in Teacher Education



This book presents the European language teacher of tomorrow. It deals with recent trends and future developments in the training of second language teachers in Europe. Based on an EU-commissioned study of thirty-two countries, the book sets out the current provision of language teacher training across the age phases. Both pre-service and in-service teacher training is covered. Fifteen case studies of innovation and good practice are also presented. This detail is used to provide a needs analysis of training, on the basis of which a series of policy-orientated recommendations is developed. Finally, a professional profile of the European language teacher is constructed which lists the likely range of training and experience of tomorrow's teachers. These features are described in terms of *organization*, *content* and *structure*. The book is framed by coverage of the contextual background to the study, both in terms of national priorities and EU policies, and a theoretical consideration of the issues in language teacher training.

The Course Syllabus: A Learning-Centered Approach



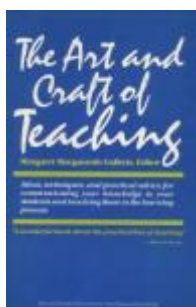
This practical manual presents why and how to construct a syllabus that shifts from what you will cover (the traditional syllabus) to one that reflects what tools and information you can provide students to help them learn (the learning-centered syllabus). The book's underlying assumption is that good teaching helps students understand how to actively acquire, use, and extend knowledge in an ongoing process of learning. The book's goal is to assist anyone interested in designing a learning-centered syllabus to plan and construct one.

Contents include:

- Definition of a learning-centered syllabus.
- Planning of the syllabus, starting with developing a rationale.
- Eight principles of designing a course that fosters critical thinking.
- Checklist for the content of a learning-centered
- Syllabus.
- Using e-mail, listservs, and the WWW.
- Samples of contents of a learning-centered syllabus: Letter to students; purpose of course; course descriptions, goals, and objectives; resources for students; readings; evaluation and self-evaluation; learning contract form; learning style inventory; purpose of syllabus; how to study for this course
- Samples from successful syllabi.
- Helpful references and suggested readings.

This concise, practical, and straightforward guide is an immediately applicable resource for those who are constructing or revising a syllabus that focuses on student learning. It is a valuable resource for the newest to the more experienced teachers.

The Art and Craft of 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.

Good teaching does not come naturally or easily to anyone, even to those who seem to have a gift for it. This concise and lively guide—developed from the faculty seminars of the Harvard-Danforth Center for Teaching and Learning—contains hundreds of insights into the fine and difficult art of leading students to demand more of

themselves, find new ways of solving problems, and awaken unsuspected talents. Filled with useful suggestions for improving teaching skills, *The Art and Craft of Teaching* offers solutions to problems that every instructor faces and suggests strategies that will enrich the classroom for both beginning and experienced teachers and their students.

Includes expert advice on-

- Preparing for the first day of class
- Effective lecturing
- Stimulating discussions
- Questioning
- Leading sections
- Teaching essay writing
- Grading and evaluations
- Using the rhythms of the semester
- Plus! Suggestions for beginning teachers

Ways to Teach Biology: the Whys and Hows of Changing to a Process Approach



This book demonstrates a unique synthesis of solid, up-to-the-minute learning theory with practical teaching strategies. The text melds across the curriculum, collaborative learning, student empowerment and cognitive development, with experienced classroom teaching. Specific focus is placed on the works of Perry, Williams, Parker and Belenky. The text's transformational approach emphasizes learning rather than teaching and the result in a totally integrated system. The content includes an innovative method of teaching laboratories.

The Art of the Lecture: Justice A Harvard University Course in Moral Reasoning



"Much can be learned about the construction and delivery of a good lecture by witnessing one. A traditional lecture style can be successfully combined with a more interactive approach to teaching. Three lectures by Michael Sandel, professor of Government at Harvard, are presented as paradigms of effective lecturing. The professor helps one class to reflect on the strengths and limits of utilitarianism. Another class is lead in debate on whether to teach creationism or evolution in the public school. A third class is lectured on the practice of affirmative action. In each course he helps his students to discover the philosophical foundations which underlie contemporary issues".

Thinking Together: Collaborative Learning in Science



"Thinking together presents three models of collaborative learning in Harvard classrooms: an introductory physics lecture, a lesson in celestial navigation, and a section in a physical chemistry course. The classes were taped and their participants interviewed without a script or rehearsal. In each class, students discuss problems and devise solutions with the help of their instructors. For them, learning becomes more than memorization. When they leave the course, as one instructor notes, "They feel they can actually teach the subject" -- Container.

What Students Want: Teaching from a Student's Perspective



"The Derek Bok Center for Teaching and Learning asked over forty undergraduates questions regarding what they find exciting and frustrating in the classroom, or how they believe they learn best to find out what students want of the classroom experience".

Race in the Classroom: The Multiplicity of Experience



"This video depicts moments when race and culture become major factors in the classroom dynamics. It includes vignettes based on real incidents reported by students and teachers in a university environment".

Teaching in America: A Guide for International Faculty



"Advice is given to new international faculty and teaching fellows on how they can encourage their students to participate actively in their classes. The advice is taken from veteran international faculty and teaching fellows who also discuss how they prepare for classes and what they find surprising about American students. Other topics include: Breaking down barriers, being accessible to students, and the language problem".

Women in the Classroom: Cases for Discussion



"Series of short videotaped vignettes depicting moments in teaching and learning in which the role of women is an issue, either because of the gender of the teacher or students, or because of the topic under discussion. Based on observed classroom experiences".

How to Speak: Lecture Tips for Patrick Winston



"MIT professor Patrick Winston gives advice on how college faculty members and teaching assistants can present an effective lecture. He both verbally describes the principles of an effective lecture and demonstrates how to put the principles into practice".

Disciplinary Differences in Teaching and Learning: Implications for Practice



This volume of *New Directions for Teaching and Learning* increases our knowledge and understanding of the causes and consequences of disciplinary difference in the patterns of teaching and learning, in the instructional strategies to increase teaching effectiveness, in the culture and environment in which teaching takes place, and in faculty and students' attitudes, goals, beliefs, values, philosophies, and orientations toward instruction. Despite their practical and pervasive influence, disciplinary differences have been subjected to relatively little systematic study, especially in their effect on the quality of teaching and learning in higher education. The volume both provides new summaries of important studies on disciplinary differences and points out promising directions for further research.

Effective Lecturing: Engaging Students



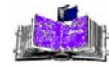
Purpose is to promote and expand the general pedagogical knowledge of college and university instructors. The programs list and demonstrate tools and techniques for effective lecturing with video clips of actual classroom lectures by Stanford University professors.

Effective Lecturing: Getting Students' Attention



Purpose is to promote and expand the general pedagogical knowledge of college and university instructors. The programs list and demonstrate tools and techniques for effective lecturing with video clips of actual classroom lectures by Stanford University professors.

Teaching for Effective Learning in Higher Education



Research on teaching in higher education shows that students who are well taught learn more than students who are poorly taught, and there are some teaching behaviours and strategies that are consistently associated with good teaching. The book identifies these strategies and presents them within a theoretical framework that explains how they promote students' active and meaningful learning. By presenting teaching as a logical structure of interconnected behaviours whose contribution to student learning is based on theory and research, the book promotes teachers' pedagogical knowledge and their perception of teaching as scholarly intellectual work.

The book addresses college and university teachers of all subject domains, faculty developers and researchers of teaching in higher education. It provides extensive practical advice that is based on the vast experience of the authors as an instructional consultant and on research on accomplished teachers, taken from the domains of education, psychology, and speech communication. The practical ideas are separated from the theoretical part in a way that they are easily identifiable.

The book also puts forth the voice of the students through authentic comments that they wrote in thousands of instructor-evaluation forms that the author collected over many years.

Teacher Thinking, Beliefs, and Knowledge in Higher Education



This book brings together an international team of leading researchers in the field of higher education to address the important problem of understanding good university teaching. It focuses on the thinking, beliefs and knowledge, which accompany teachers' actions. It draws on research from North America, Europe, Australia and South East Asia to identify similarities and differences in teachers' conceptions of, and approaches to, teaching and learning. The book combines these perspectives with related research on the evaluation of teaching and on teacher reflection and improvement – all set within the increasingly important and complex domain of higher education. *Teacher Thinking, Beliefs, and Knowledge in Higher Education* is the first book to address this area and it promises to become a landmark volume in the field – helping us understand a complex area of human activity and improve both teaching and learning.

The intended readers for this book are education researchers, including PhD students researching aspects of higher education, staff/faculty developers and educational developers.

Line Dancing: An Atlas of Geography Curriculum and Poetic Possibilities



The underlying premise of Line Dancing is that how we write the world (through geography or curriculum) affects and reflects in the same instant how we understand and live in the world – our words and worlds perform a mingling dance of signification. Various textual practices in Line Dancing demonstrate the performative possibilities of words on a page. Poststructural semiotics, the blurring of the line between reading and writing, recent critiques within academic and curricular geography, and an inclusion of embodied knowing all play a part in the line dancing within this atlas. The words, legends, maps, postcards, and poems in Line Dancing present possibilities for embodied approaches to (re)writing the world of curriculum theory.

Journal on Excellence in College Teaching



The Journal on Excellence in College Teaching provides a written forum for discussion by faculty about all areas affecting teaching and learning, and gives faculty the opportunity to share proven, innovative pedagogies and thoughtful, inspirational insights about teaching.

The Journal is published by and for faculty universities and two- and four-year colleges to increase student learning through effective teaching, interest in and enthusiasm for the profession of teaching, and communication among faculty about their classroom experiences.

Textbook: Research and Writing



...Professor Jaan Mikk has provided a highly useful book for several kinds of readers. Each of the following can find helpful information: one planning to write a textbook; another wishing to evaluate a textbook for appropriateness to given readers; and still another considering research in the area of textbook effectiveness. And each will find in this book a thorough review of work that has been done, along with interpretations of the practical significance of the work...

Professor Mikk has provided readable and useful information in other difficult areas. Statistics and statistical explanations, where he also qualifies as an expert, provide one example; another is what he terms the “value forming aspects of textbooks.” ...Professor Mikk does not hesitate to provide guidelines for the effectiveness of

textbooks in this area because, as he says in the Introduction, textbooks are the “future of a nation.” Perhaps no more important reason can be found to read *Textbook: Research and Writing...*

George R. Klare,
Professor emeritus, Ohio/USA

Student-Assisted Teaching: A Guide to Faculty-Student Teamwork



This innovative book provides a range of models for undergraduate student-assisted teaching partnerships to help faculty, faculty developers, and administrators make learning more student-centered, more effective, end more productive.

Each of the 31 models included in this volume is supported with practical details and focuses on four main aspects of a specific peer-assisted learning environment: 1) implementation, 2) evidence of effectiveness and learning benefits, 3) analysis of time and cost expenditures, and 4) suggestions for replication.

The chapters present a range of approaches, applications, disciplines, institutions, and contexts, and demonstrate that student-faculty partnerships can be adapted to meet diverse needs in a variety of situations. Extensive appendices aid implementation by providing concrete examples of hiring documents, training syllabi, teaching materials, and evaluation methods.

Contents include discussions of working with undergraduate partners in several areas:

- Programs for first-year students.
- Difficult courses.
- Special groups.
- Courses and programs for all students.

Faculty development.

Teaching at its Best: A Research-Based Resource for College Instructors



This best-selling handbook is an essential toolbox – a compilation of hundreds of practical teaching techniques, formats, classroom activities, and exercises. It is now newly revised and expanded to cover more on the topics relevant to today’s classroom such as technology and the Internet, problem-based learning, 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.

Rich with quick tips on a wide range of current issues, this is a guide that all instructors will continuously refer to for development and support of their teaching.

Contents include 31 chapters on relevant topics such as:

- Understanding your students.
- The complete syllabus.
- Your first day of class.
- Making the most of office hours.
- Motivating your students.
- Teaching to different learning styles.
- Getting your students to do the readings.
- Writing-to-learn activities and assignments.
- Teaching students to think and write in the disciplines.
- Science in the laboratory.
- Assessing students' learning in progress.
- Test construction/preparing students for tests.

Evaluating and documenting teaching effectiveness.

Learning and Teaching for Continuous Assessment



Learning and Teaching for Continuous Assessment offers functional help within the classroom setting to all educational practitioners. It is a positive and direct effort to focus the attention of both educators and learners on successful learning. By working on problems the learner encounters during the process of moving from one related structured behaviour to another until the objective is attained, mastery is encouraged. This book shows how educators and learners can achieve better results.

Writing Research/Researching Writing: Through a Poet's I



This book will be of interest to those whose lives include writing, particularly when that writing is attached to a life that also includes teaching and learning; it seeks to engage with those who have a passion for words and for wordmaking—for those who are curious about how these curricular acts become inextricably tangled in ways that are both maddening and hopeful. Moving backward and forward, between the lives particulars of a group of preservice teachers' writing practices in a workshop-styled setting and the writing practice of a researcher/teacher educator/poet curious about the acts of learning and teaching, writing and researching, this work attempts to live with the necessarily tangled relationships among literacy, aesthetic practice, and the

ongoing production of subjectivity in teacher education and our educational researchings of teacher education.

Problem Solving Models of Scientific Discovery Learning Processes



Generation and testing of hypotheses are central aspects of the process of scientific discovery. In instructional contexts, students can acquire a basic understanding of these concepts by means of scientific discovery learning. In order to study the mechanisms that underly students' ability to generalize from specific observations and to use these hypotheses to derive predictions, observations on students working in a computerized discovery learning environment for geometrical optics are analyzed. In addition, cognitive simulation programs taking the form of production systems are developed to capture the central aspects of students' discovery learning strategies. These task-specific models are discussed within the framework of general computational theories of human inductive learning.

Inspiring Teaching



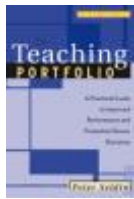
Inspiring Teaching is a fascinating and often profound collection of essays written by 19 Carnegie Professors of the Year from a variety of colleges and universities across the U.S. and Canada. The book's chapters range from the pragmatic to the philosophical as they explore the personal and professional attributes that shape what goes on in the classrooms of award-winning teachers. Contents include:

- Active teaching and learning
- The art of involvement
- Classroom atmosphere
- Community service
- Creating global classrooms
- Developing an honors program
- Learning communities
- Managing discussion in large classes
- Motivating and mentoring
- Teaching portfolios

A final chapter reports the results of a study designed to bench mark professors of the year for characteristics of outstanding teachers.

Inspiring Teaching is a valuable resource for anyone in the higher education community who is interested in analyzing what underlies and inspires good teaching and learning. It is at once a professional guide and a personal companion.

The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/ Tenure Decisions



Since the publication of the first edition of this best-selling guide, tens of thousands of faculty have used it to prepare teaching portfolios. This new edition continues its focus on self-reflection and documenting teaching performance, and has also significantly revised and expanded. Its straightforward approach, practical suggestions, step-by-step instructions. And field-tested recommendations will prove invaluable to those involved in evaluating and improving teaching.

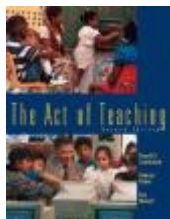
Now organized into five parts, this edition includes new information on web-based teaching portfolios, descriptions of how seven colleges and universities have actually implemented portfolios, and 22 new sample teaching portfolios from an array of disciplines and institutions. All were developed under the guidance of a skilled portfolio mentor.

This new edition also includes:

- Time-tested strategies and proven advice for getting started and then maintaining the most effective use of portfolios.
- How portfolios can be used for promotion and tenure decisions.
- How portfolios can be used to improve teaching.
- Helpful answers to frequently asked questions.

Field-tested suggestions for improving portfolios.

The Act of Teaching



Nancy Houfek, Head of Voice and Speech for the American Repertory Theater at Harvard University, directs a workshop intended to help teachers improve their presentation skills. In pt. I, she instructs a group of teachers on how to convey ideas more powerfully by using some of the same techniques that actors use. The workshop participants practice the skills and demonstrate the effectiveness of the techniques. In pt. II, Houfek leads the participants in warm up exercises designed to improve mobility and reduce nervousness.

Teaching Poetry

"How does a master teacher introduce students to poetry? What are the critical choices that she makes to help students experience literature with greater pleasure and understanding? As part of the Bok Center series Reflections on Teaching, poetry critic and scholar Hellen Vendler of Harvard University suggests answers as she guides

students through a reading of William Butler Yeats's masterpiece "Among Schoolchildren (1928)" -- Container.

Engaging Large Classes: Strategies and Techniques for College Faculty



Large classes are a fact of life in higher education. With 100 or more students in fixed seating, how does a faculty member structure the class to promote student learning? How does one manage the logistics of such a class? Are there alternatives to the lecture format? Are there actually advantages to the large class? *Engaging Large Classes* addresses these and many other questions.

Experienced teachers of large classes across a wide range of disciplines and institutions offer instructional strategies and advice for both new and experienced faculty members. What many of the contributors have learned is that large classes can be just as stimulating and rewarding as small ones, and that the large size can yield surprisingly positive opportunities.

Contents include:

- Part I: Twelve chapters that identify and discuss major issues in the teaching of large classes such as course design, planning and assessment, promoting civility, active and collaborative learning, classroom technology, working with TAs, and a review of research.
- Part II: Seventeen essays-written by teachers of large classes from various institutions- that describe strategies and techniques they have used to successfully promote learning in large classes. Disciplines include agriculture, business, clinical sciences, education, engineering, English, law, math, sciences, and social sciences.
- A final chapter that summarizes the strategies and key points.

A Topic Location Guide that allows readers to see at a glance where particular topics are covered.

Using Student Teams in the Classroom: A Faculty Guide



Teamwork builds cooperation, problem solving, active learning, and responsibility, all of which are increasingly important in both the classroom and in the workplace. *Using student teams in the classroom* is a helpful guide for all faculty who want to actively engage students with both the material and on e another by using teamwork.

The examples in this book are drawn from a wide variety of fields, including architecture, biology, ceramics, engineering, and English. The range of imaginative teaching strategies-all of which include students in groups-is evidence of

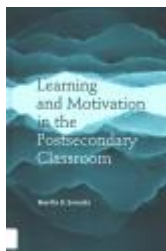
the wealth of ways in which cooperative learning can be incorporated in college classrooms. The authors bring together diverse examples and interesting applications and combine them with a solid explanation of some of the caveats of cooperative learning and deep respect for the ways in which such pedagogical changes will challenge long-held beliefs and practices.

Contents include:

- Teamwork theory and discussion
- Technology and teamwork
- Resolving conflicts
- Team evaluation
- Teaching tips
- Teamwork in the disciplines-examples from 20 disciplines

Articles and resources pertaining to small group performance, connecting students and problems, and cooperative learning.

Learning and Motivation in the Postsecondary Classroom



While there is much available research and theory about learning and motivation, until now there has been no resource that translates esoteric findings into everyday language and examples that can be readily applied in college classrooms. This book brings the findings and theories of educational psychology to classroom faculty, helping them to adopt a scholarly approach to understanding their students' learning problems.

Nine clearly written chapters demonstrate how learning theories can be successfully adapted to the classroom, and a useful appendix succinctly outlines the theories: cognitive, concept learning, social learning, constructivism, and motivational.

- **Chapter 1** presents an overview and purposes of learning and motivation theories for postsecondary settings, and discusses the value of being a reflective practitioner and grounding instructional decisions in research and theory about learning.
- **Chapter 2** examines the findings from the cognitive theory of learning and how instruction can be developed to help students master basic information,
- **Chapter 3** discusses teaching for understanding. To be able to really use information they are learning, students have to understand it at more than a surface level.
- **Chapter 4** explores social learning theory to introduce ways of helping students master new skills.
- **Chapter 5** examines what is known about transfer and how to promote it.
- **Chapter 6** discusses self-regulated learning and presents strategies for students to master in order to become independent learners.
- **Chapter 7** introduces some of the wide variety of theories that have been proposed as explanations of learner motivation and synthesizes them into a set of practical strategies for instructors to follow.
- **Chapter 8** discusses some practical differences in learners that can inform instructional design more meaningfully.

Chapter 9 illustrates how the theories can be combined into an instructional design process that is truly based on solid research.

Teaching Composition/Teaching Literature: Crossing Great Divides



Most faculty members of college and university English departments would acknowledge frequent interdepartmental tensions between faculty members who specialize in literature and those who specialize in composition. Yet many literature faculty regularly teach composition and/or have administrative responsibilities in writing programs and writing centers. *Teaching Composition/Teaching Literature: Crossing Great Divides* is an anthology of articles by faculty who reject the low status commonly assigned to composition and articulate ways to combine literature and composition as teachers and scholars. Ultimately, these essays signal possible ways to repair the rift between the divisions.

A framework for freedom: learner autonomy in foreign language teacher education



Can learner autonomy as a pedagogical approach improve the quality of foreign language learning? How can this approach be constructed so that it empowers foreign language learners to increase their learning independence and create the conditions for continuing progress? This book seeks to contribute to a longstanding and yet ongoing debate around such as these. It has been written by teacher trainers from several different European countries for foreign language teacher trainers and for teachers in training. The authors are committed to building a theoretical framework for the development of learner autonomy as well as working out its practical implications for foreign language teaching. The first three chapters of the book aim to help trainers and teachers understand the theory which is relevant to learner autonomy and the principles which support it. The last three chapters present practical ways of fostering learner autonomy in order to facilitate intercultural competence as well as develop listening, reading speaking and writing skills in a foreign language.

Practical Wisdom: on Theological Teaching and Learning



Contemporary theological education is facing profound changes. Fundamental shifts in both church and society have established a volatile context for theological teaching and learning. Seminaries are struggling with the growing diversity of their students, faculties, and institutional commitments. This book addresses these issues both contextually and historically, engages the nature of theological teaching and learning,

and offers educational practices that strengthen the vocation of teaching and enhance the school as a place conversation.

Constructivist Oriented Lessons: the Learning Environments and the Teaching Sequences



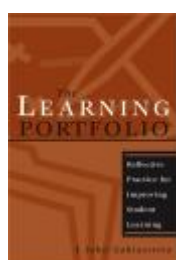
The study presented in this book is embedded within the “Video Study of Physics Lessons” conducted by the Institute for Science Education at the University of Kiel. The study aims at analyzing whether physics lessons taught by a sample of German physics teachers meet key characteristics of constructivist learning environments and constructivist teaching sequences as identified in the literature. Classroom learning environments are assessed using a category system called the Constructivist Oriented Science Classrooms (COSC), while teaching sequences are assessed using a category system called the Constructivist Teaching Sequences (CTS). This book presents the results of the analyses as well as the correlations between the appearances of the characteristics of constructivist-oriented lessons and students’ achievement and students’ interest.

Voices of Experience: Reflections from a Harvard Teaching Seminar



The authors of *Voices of Experience* are members of a rapidly growing population of academics who focus their efforts as seriously on teaching as they do on scholarship. Their essays grew out of a seminar at the Derek Bok Center for Teaching and Learning, which was devoted to topics that teachers early in their academic careers wanted to explore with their colleagues: effective teaching techniques, students’ and teachers’ motivation, discussion in the classroom, collaborative learning, lecturing, diversity, grading and feedback, and balancing teaching and professional concerns. “*Voices of Experience*” offers the reader an opportunity to share the results of this interdisciplinary exchange.

The Learning Portfolio: Reflective Practice for Improving Student Learning



The learning portfolio-grounded in a process of reflection, evidence, and collaboration- is a rich, flexible document that engages students in continuous, thoughtful analysis of their learning. The portfolio may be paper, electronic, or another creative medium, but at its center, the [power of writing and reflection combine in the portfolio with

purposeful, selective collection and assessment of learning endeavors and outcomes to improve learning.

Straightforward and easy to understand, this book offers readers both an academic understanding of and rationale for learning portfolios and practical information that can be custom tailored to suit many disciplinary, pedagogical, programmatic, and institutional needs. The Learning Portfolio reflects the intellectual growth and excitement that both professors and students have experienced in developing learning portfolios.

Organized into four parts, this book includes:

- A foundation for and review of the value of reflective practice in student learning and how learning portfolios support reflection, sound assessment, and collaboration.
- Diverse contributions by practitioners in two- and four-year institutions in the U.S. and Canada who implement portfolios in a variety of ways, including the use of digital technology. The array of specific models of how to use portfolios across disciplines, course, and programs provides many practical ideas that can work on different campuses.
- Fourteen practical and adaptable examples of actual student learning portfolios.

A wealth of assignment sheets, guidelines, criteria, evaluation rubrics, and other materials used in developing print and electronic learning portfolios from across disciplines, programs, and types of institutions in higher education.