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Teaching Consultant Process Sourcebook Faculty Development Series

Kathleen T. Brinko, Robert J. Menges



Teaching Consultant Process Sourcebook Faculty Development Series:

The Training and Development Sourcebook Lloyd Baird, Craig Eric Schneier, Dugan Laird, 1983 **Higher Education:**
Handbook of Theory and Research J.C. Smart, 2006-01-18 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on twelve general areas that encompass the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains manuscripts on such diverse topics as research on college students and faculty governance and planning advances in research methodology economics and finance and curriculum and instruction The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world It encompasses Comprehensive reviews of contemporary and emerging issues in postsecondary education Hundreds of citations in a wide range of scholarly journals including all leading journals of higher education and many other social science and professional journals An indispensable resource for administrators researchers and policymakers Published annually since 1985 **The Teaching of Psychology** Stephen F. Davis, William Buskist, 2013-03-07 The Teaching of Psychology is centered around the masterful work of two champions of the teaching of psychology Wilbert J McKeachie and Charles L Brewer in order to recognize their seminal contributions to the teaching of the discipline The book's main goal is to provide comprehensive coverage and analysis of the basic philosophies current issues and the basic skills related to effective teaching in psychology It transcends the typical nuts and bolts type books and includes such topics as teaching at small colleges versus a major university teaching and course portfolios the scholarship of teaching what to expect early in a teaching career and lifelong learning The Teaching of Psychology also features Biographies of Bill McKeachie and Charles L Brewer Fourteen chapters written by leading authorities in the teaching of psychology which provide overviews of the latest psychological research and theories in effective college and university teaching These chapters cover lecturing classroom presence using humor in teaching pedagogy advising teaching critical thinking writing and technology and training graduate students to teach Useful advice to new teachers and seasoned veterans including qualities of master teachers understanding the many facets of working within the academy and teaching with technology Insights into teaching specific courses within the psychology curriculum including the history of psychology biological psychology statistics and research methods learning social psychology personality psychology of women cross cultural psychology industrial organizational psychology psychology of religion and environmental psychology A closing section containing Bill McKeachie's and Charles L Brewer's perspectives into the teaching of psychology and its history highlights and future This book is intended for academic psychologists who teach and

or train graduate assistants to teach at the college and university level All royalties from this book will be donated to the Society for the Teaching of Psychology Division 2 of the American Psychological Association which each year sponsors many activities across the country to promote the teaching of psychology

A Guide to Faculty Development Kay J. Gillespie, Douglas L. Robertson, 2010-02-18 Since the first edition of A Guide to Faculty Development was published in 2002 the dynamic field of educational and faculty development has undergone many changes Prepared under the auspices of the Professional and Organizational Development Network in Higher Education POD this thoroughly revised updated and expanded edition offers a fundamental resource for faculty developers as well as for faculty and administrators interested in promoting and sustaining faculty development within their institutions This essential book offers an introduction to the topic includes twenty three chapters by leading experts in the field and provides the most relevant information on a range of faculty development topics including establishing and sustaining a faculty development program the key issues of assessment diversity and technology and faculty development across institutional types career stages and organizations This volume contains the gallant story of the emergence of a movement to sustain the vitality of college and university faculty in difficult times This practical guide draws on the best minds shaping the field the most productive experience and elicits the imagination required to envision a dynamic future for learning societies in a global context R Eugene Rice senior scholar Association of American Colleges and Universities Across the country people in higher education are thinking about how to prepare our graduates for a rapidly changing world while supporting our faculty colleagues who grew up in a very different world Faculty members academic administrators and policymakers alike will learn a great deal from this volume about how to put together a successful faculty development program and create a supportive environment for learning in challenging times Judith A Ramaley president Winona State University This is the book on faculty development in higher education Everyone involved in faculty development including provosts deans department chairs faculty and teaching center staff will learn from the extensive research and the practical wisdom in the Guide Peter Felten president The POD Network 2010 2011 and director Center for the Advancement of Teaching and Learning Elon University

Resources in Education, 1998

Revitalizing Teaching Through Faculty Development Paul A. Lacey, 1983

Advancing the Culture of Teaching on Campus Constance Cook, Matthew Kaplan, 2023-07-03 Written by the director and staff of the first and one of the largest teaching centers in American higher education the University of Michigan's Center for Research on Learning and Teaching CRLT this book offers a unique perspective on the strategies for making a teaching center integral to an institution's educational mission It presents a comprehensive vision for running a wide range of related programs and provides faculty developers elsewhere with ideas and material to prompt reflection on the management and practices of their centers whatever their size and on how best to create a culture of teaching on their campuses Given that only about a fifth of all U S postsecondary institutions have a teaching center this book also offers a wealth of ideas and models for those administrators

who are considering the development of new centers on their campuses Topics covered include The role of the director
 budgetary strategies and operational principles Strategies for using evaluation to enhance and grow a teaching center
 Relationships with center constituencies faculty provost deans and department chairs Engagement with curricular reform
 and assessment Strengthening diversity through faculty development Engaging faculty in effective use of instructional
 technology Using student feedback for instructional improvement Using action research to improve teaching and learning
 Incorporating role play and theatre in faculty development Developing graduate students as consultants Preparing future
 faculty for teaching The challenges of faculty development at a research university In the concluding chapter to provide
 additional context about the issues that teaching centers face today twenty experienced center directors who operate in
 similar environments share their main challenges and the strategies they have developed to overcome them through
 innovative programming and careful management of their resources Their contributions fall into four broad categories
 institutional level challenges engaging faculty and students and supporting engaged pedagogy discipline specific
 programming and programming to address specific instructor career stages

Professional Development of Mathematics Teachers Berinderjeet Kaur, Oh Nam Kwon, Yew Hoong Leong, 2016-11-14 This book offers a counterpart to
 the extensive corpus of literature available on the same topic from a Western perspective It showcases innovative approaches
 to professional development of mathematics teachers in Asian countries and reports on both empirical and expository studies
 of teachers professional development in these countries It provides scholars from non English speaking and under
 represented Asian countries the opportunity to engage in discourse with other scholars in the field and is the first book to
 present substantial contributions from scholars in Asia on the professional development of mathematics teachers in their
 respective countries It includes perspectives that shed valuable light on how the approaches pursued in Asian countries
 resemble or differ from those in the West

Practically Speaking Kathleen T. Brinko, Robert J. Menges, 1997 The
 selections in this sourcebook offer a blend of research based principles and practical advice to the instructional consultant
 The first section Skills and Techniques of Instructional Consultation contains 1 The Interactions of Teaching Improvement
 Kathleen T Brink 2 Instructional Consulting A Guide for Developing Professional Knowledge L Dee Fink 3 The Creative Art of
 Effective Consultation Laura L B Border 4 The First Meeting with the Client Bette LeSere Erickson and Mary Deane
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Laboratory and Alliances for Change Richard Tiberius 14 Partners in Learning Breaking Down the Barriers around Teaching Myrna Smith 15 Small Group Instructional Diagnosis SGID Lisa Firing Lenze 16 Instructional Skills Workshop Program A Peer Based Model for the Improvement of Teaching and Learning Judy Wilbee 17 The Teaching Improvement Process Mary Deane Sorcinelli and 18 Consideration in Setting Up a Peer Consultant Program Michael Kerwin Part 3 The Context of Instructional Consultation contains 19 Higher Education in North America Charles Claxton 20 Local Variables That Affect Consultation Diane E Morrison 21 Variability among Faculty Mary Ann Shea 22 Faculty Face Student Diversity Milton G Spann Jr and Suella McCrimmon 23 Effects of Classroom Environments Gabriele Bauer 24 Identifying and Assessing Your Consultation Style Laura L B Border 25 Developmental Stages of an Educational Consultant Theoretical Perspective Richard Tiberius Jane Tipping and Ronald Smith and 26 A Personal Account of the Development of One Consultant David Way Part 4 Evaluating Instructional Consultation contains 27 Issues in Evaluating Consultation Glenn R Erickson 28 Evaluating a Teaching Consultation Service Glenn R Erickson and 29 Evaluating a Consultation Program for Part Time Adjunct Faculty Barbara J Millis The final section Training Instructional Consultants contains 30 Instructional Consultants as Reflective Practitioners Ronald Smith 31 Training New Consultants in the Connecticut Community Technical College System Bill Searle and Patricia A Cook 32 Training New Consultants in the Kentucky Community College System The Teaching Consultants Workshop Michael Kerwin and Judy Rhoads 33 Training TAs as Consultants at the University of Michigan Workshop for Peer Mentors Beverly Black and Bronwen Gates 34 Professional Development for Consultants at the University of Washingtons Center for Instructional Development and Research Jody D Nyquist and Donald H Wulff 35 Training New Consultants at Stanford University The TA Consultants Program Michele Marincovich 36 Reflecting on Practice Observing Ourselves Consulting Barbara Hofer Beverly Black and Linda Acitelli 37 Using Case Studies To Train Instructional Consultants Barbara J Millis and 38 Professional Organizations of Instructional Consultants Kathleen T Brinko Each source contains references

SLD **The Academic Chairperson's Handbook** ,1990-01-01 Between 1990 and 2004 universities and colleges will compete fiercely for 335 000 new faculty members That is just one challenge looming for chairpersons whose domain has been transformed by changing departmental missions Until now the academic chair has received little guidance not only in dealing with new trends but in the daily running of a department The Academic Chairperson s Handbook is an important resource book for leaders who can make a positive difference This handbook draws on interviews with two hundred successful academic chairpersons from seventy campuses who discuss their solutions to typical problems that occur in bridging the relations between faculty administration students and the public The first of its two parts presents fifteen strategies for developing a department exercising leadership and reaching out to faculty The second part applies these strategies to the everyday business of improving teaching performance and promoting scholarship hiring and dealing with personnel conflicts Based on a national project supported by TIAA CREF The Academic Chairperson s Handbook will be

indispensable to department heads at colleges and universities of all sizes throughout the United States *The Complete Grants Sourcebook for Higher Education* David G. Bauer, 1995 A resource for faculty and administrators who are seeking funding for research or other projects Part I is a concise primer of grantsmanship Parts II III and IV are the heart of the volume and include detailed profiles of grantfunding sources This updated edition adds two new appendices a list of all five locations of the Foundation Center and libraries throughout the country that carry Foundation Center materials and additional grant searching resources including computer research services Government Reports Announcements & Index, 1980-07 **Behavior & Society**, 1980 **Teaching Alone, Teaching Together** James L. Bess, 2000-05-05 A series of scholars address the current organizational methodology of teaching and discuss how team teaching can match the different talents of faculty members with the differentiated tasks of teaching **ERIC Information Analysis Products, 1975-1977** Educational Resources Information Center (U.S.), 1978 **Writing Spaces 1** Charles Lowe, Pavel Zemliansky, 2010-06-18 Volumes in Writing Spaces Readings on Writing offer multiple perspectives on a wide range of topics about writing much like the model made famous by Wendy Bishop's The Subject Is series In each chapter authors present their unique views insights and strategies for writing by addressing the undergraduate reader directly Drawing on their own experiences these teachers as writers invite students to join in the larger conversation about developing nearly every aspect of craft of writing Consequently each essay functions as a standalone text that can easily complement other selected readings in writing or writing intensive courses across the disciplines at any level Topics in Volume 1 of the series include academic writing how to interpret writing assignments motives for writing rhetorical analysis revision invention writing centers argumentation narrative reflective writing Wikipedia patchwriting collaboration and genres **Designing Teaching Improvement Programs**, 1978 **Writing Spaces: Readings on Writings, Vol. 1** Charles Lowe, Pavel Zemliansky, Volumes in Writing Spaces Readings on Writing offer multiple perspectives on a wide range of topics about writing much like the model made famous by Wendy Bishop's The Subject Is series In each chapter authors present their unique views insights and strategies for writing by addressing the undergraduate reader directly Drawing on their own experiences these teachers as writers invite students to join in the larger conversation about developing nearly every aspect of the craft of writing Consequently each essay functions as a standalone text that can easily complement other selected readings in writing or writing intensive courses across the disciplines at any level *Assessing the Teaching of Writing* Amy E. Dayton, 2015-03-15 Although fraught with politics and other perils teacher evaluation can contribute in important positive ways to faculty development at both the individual and the departmental levels Yet the logistics of creating a valid assessment are complicated Inconsistent methods rater bias and overreliance on student evaluation forms have proven problematic The essays in *Assessing the Teaching of Writing* demonstrate constructive ways of evaluating teacher performance taking into consideration the immense number of variables involved Contributors to the volume examine a range of fundamental issues including the political context of

declining state funds in education growing public critique of the professoriate and demands for accountability resulting from federal policy initiatives like No Child Left Behind the increasing sophistication of assessment methods and technologies and the continuing interest in the scholarship of teaching The first section addresses concerns and advances in assessment methodologies and the second takes a closer look at unique individual sites and models of assessment Chapters collectively argue for viewing teacher assessment as a rhetorical practice Fostering new ways of thinking about teacher evaluation Assessing the Teaching of Writing will be of great interest not only to writing program administrators but also to those concerned with faculty development and teacher assessment outside the writing program Research in Education ,1969

The Enigmatic Realm of **Teaching Consultant Process Sourcebook Faculty Development Series**: Unleashing the Language is Inner Magic

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