

Annotated Bibliography
Exemplary College Teaching

Agbetsiafa, D. (2010). Evaluating effective teaching in college level economics using student ratings of instruction: A factor analytic approach. *Journal of College Teaching & Learning*, 7(5), 57-66.

There is a great deal of controversy regarding the validity and reliability of student evaluation of instruction in colleges. Some faculty feel that this information is merely screening data and should not be used in evaluation and others feel that it should be an integral part of the evaluation process. This paper discussed both sides of the controversy through literature review and then performed a factor analysis on students' perceptions of their economics instruction at a large Midwestern public university.

Allan, J., Clarke, K. & Jopling, M. (2009). Effective teaching in higher education: Perceptions of first year undergraduate students. *International Journal of Teaching and Learning in Higher Education*, 21(3), 362-372.

This article outlined a study performed in the UK where 161 total students participated. The participation took place in three phases. First 16 students were involved in a pilot focus group and then 65 students took part in principal focus groups to finally formulate a Likert-scale questionnaire. Eighty students actually completed the questionnaire comprised of 32 statements that had been validated by the focus groups.

Arnold, I. (2008). Course level and relationship between research productivity and teaching effectiveness. *Journal of Economic Education*, Fall 2008: 307-321.

This article examines the relationship between productivity in research and effectiveness in teaching economics courses in a four year program at Erasmus School of Economics at Erasmus University Rotterdam in the Netherlands. The study used a sample of more than 300 lecturers and 800 courses and student assessments. The researcher ran a regression analysis using the variables of research school and number of publications, defined as published work that is the result of scientific research and is aimed at an audience of researchers.

Baglione, S. L. & Nastanski, M. (2007). The superiority of online discussion: Faculty perceptions. *The Quarterly Review of Distance Education*, 8(2), 139-150.

This was a study conducted via on-line survey with a sample of 303 faculty who taught both traditional face-to-face and either completely on-line, or hybrid courses. There was a 40% response rate. In considering the results, the researchers took into consideration faculty preferences. Half of the respondents preferred teaching in both environments, 29% preferred the online over face to face and 21% preferred the traditional classroom. It was determined that faculty preference influences how respondents evaluate the traditional and online environment's ability to generate substantive discussion and how they evaluate online space.

Bembenutty, H. (2008). The teacher of teachers talks about learning to learn: An interview with Wilbert (Bill) J. McKeachie. *Teaching of psychology*, 35 (4), 363-372.

This is an interview with Bill McKeachie in regard to a course he developed and then convinced his faculty colleagues that he should be allowed to offer. The course, learning to learn, was offered as a psychology course that entailed more activity based learning than takes place in a traditional large lecture course. He accomplished this through breaking some of his lecture time into small discussion groups. In following a group of students, 50% who had taken his course and 50% who had not, he found that the students who had taken the learning to learn course did better in subsequent course work. The course provided cognitive learning strategies that would help students retain what they had learned.

Campisi J. & Finn, K. (2011). Does active learning improve students' knowledge of and attitudes toward research models? *Journal of College Science Teaching*, 40 (4), 38-45.

This was an interesting description of two teachers who required their students to complete an active, collaborative research study as part of their undergraduate Research Methods class. The study included 54 first year college students who were majoring in sports medicine in the spring of 2009. They randomly grouped the students in groups of three or four, and introduced the project in class both orally and in written form during the first class meeting. The students picked a research project from a list of topics provided, recruited and collected data on at least 40 subjects over a four week period, and put the data into a spreadsheet, performed basic statistical analysis and then generated a paper and poster which they presented to a campus wide student-research colloquium.

Clump, M. (2005). Changes to students' learning processes following instruction on the topic. *Journal of Instructional Psychology*, 32(4), 293-297.

This paper described a study done on 35 psychology students who were given an Inventory of Learning Processes at the beginning and at the end of the semester. This inventory measures students' learning style by examining the behaviors they use to process material. Twenty six of the students actually completed the inventory at the beginning and end of the semester. During the course of the semester, the students were taught about the various parts of the inventory and what they measured.

Coil, D., Wenderoth, M. P., Cunningham, M., & Dirks, C. (2010). Teaching the process of science: Faculty perceptions and effective methodology. *Life Sciences Education*, 9 (Winter 2010), 524-535.

An online survey was sent to 450 life science faculty from a broad range of institutions of higher education, including large research institutions, private baccalaureate institutions and community colleges. The survey included 22 life science process skills and asked faculty to rate the most important skills students should have attained by the time they had graduated with a four year degree. 159 faculty responded and a trend emerged that emphasized three most important skill categories:

1. problem solving/critical thinking
2. data interpretation
3. communicating results, oral and written

de la Rosa, P. (2007) Self-enhancement strategies, self-view and school environment as building blocks for college teachers' expertise. *Asia Pacific Education Review*, 8(3), 386-396.

The author conducted a qualitative study using a purposeful sample of 15 professors from different academic units of a high profile, comprehensive university in Metro Manila. The participants chosen had to be tenured, have an MA, MS or PhD, were highly rated by their students, and had to be involved in research activities. A life history method was used. The purpose of the study was to determine how college teachers self-view, work environment and professional development activities impacted their maintenance of their expert status in teaching.

Dutta, D. (2005) Nurturing an education: Acknowledging what we do. *College Quarterly*, 8 (2), 1-9.

This is a very interesting article where the author compares teaching and counseling. He starts with a literature review that outlines the evolution of the teacher as well as the evolution of the students in higher education and the trend toward less traditional students. Dutta then takes this analysis one step further and talks about the teacher as a model for the student. As teachers we need to care, guide, encourage, support and model, and this created this dual role of educator-nurturer. He compares this to the counselor's "dual relationship" with patients.

Elton, L. (2006). The nature of effective or exemplary teaching in an environment that emphasizes strong research and teaching links. *New Directions for Teaching and Learning*, 107, 35 – 43.

This was an interesting read which didn't really provide new information. The author began with a historical perspective on higher education as it evolved from a time when students were either "scholarship boys" or those for whom university was a finishing school to a time where the university is seen as mass education where they have a responsibility to all of their students.

Fluckiger, J., Tixier y Vigil, Y., Pasco, R. & Danielson, K. (2010). Formative feedback: Involving students as partners in assessment to enhance learning. *College Teaching*, 58, 136-140.

This article, written in April 2009, provides examples of formative assessments by four college professors from various disciplines. Each of the four describes the type of assessments that they give during the course of their class and provides evidence of increased student satisfaction and learning as a result of having participated in these assessments.

Fraknoi, A. (2011). Seven concepts for effective teaching. *Astronomy Education Review*, doi: 10.010401-103847/AER201108

Seven tips for teaching science classes, particularly Astronomy: 1. Learning is not a spectator sport – involve students in small-group collaborative hands-on activities; 2. Collaboration beats competition – encourage students to work together and support each other; 3. Everything takes longer than you think – be cognizant of the additional time to use collaborative activities effectively; 4. Less is more – don't worry about teaching everything, consider what you want your students to take away; 5. New knowledge must connect with prior conceptions – new content must connect meaningfully with prior knowledge. Assess the knowledge base of your students; 6. Give and get immediate feedback – give students a chance to demonstrate their knowledge and provide feedback; 7. Don't give walnuts to beggars who have no teeth – take the time to find out and consider the level of preparation of the students – don't teach above them.

Gray, T. & Madson, L. (2007). Ten easy ways to engage your students. *College Teaching*, 55(2), 83-87.

This was a nice easy read authored by a Psychology professor and the director of the Teaching Academy at New Mexico State University. There was really nothing new, just a good reminder of the types of techniques and interactive approaches to which students respond positively. It was interesting in terms of the way they categorized these techniques into things to do *always, sometimes and daily*.

Henshon, S. (2010). A journey toward excellence: An interview with Bruce. M. Shore, *Roeper Review*, 32 (2), 74-77.

This was a really fun read. Bruce Shore is a Professor of Education Psychology at McGill University in Montreal. His career has focused on working with gifted students. Shore cites his piano teacher with his most important lesson: "...we have succeeded as teachers when our student's performance exceeds our own" This was only an interview and not an actual study, but I thought it provided good insight.

Jackson, M. (2006). Great classroom teaching and more: Awards for outstanding teaching evaluated. *International Journal of Educational Management*, 20(4), 261-278.

This article explained a study done on the value of teaching awards, as given through the Outstanding Teaching Award Program at the University of Sydney. The study involved a questionnaire to the recipients of the awards, to applicants who were unsuccessful, to chairs of Faculty Teaching Committees and to members of the University section committee for the award.

Hativa, N., Barak, R., & Simhi, E. (2001). Exemplary university teachers: Knowledge and beliefs regarding effective teaching dimensions and strategies. *Journal of Higher Education*, 72(6), 699-729.

This article outlines a study of four university teachers from Tel Aviv University, who have been rated exemplary by their student evaluations. The methodology of the study included pre and post interviews with each teacher, video taped lectures and student interviews. All of these focused on four main dimensions of effective teaching: lesson organization, clarity of information presented, interest/student engagement and positive classroom climate. These areas were chosen based on the authors' previous literature reviews as well as previous research done by Hativa.

Kardos, S. (2007). On their own and presumed expert: New teachers' experience with their colleagues. *Teachers College Record*, 109(9), 2083-2106.

This article really references the reason for teacher turn-over in the public schools and a survey of teachers in four states, California, Florida, Massachusetts and Michigan. Although this was a study of public school teachers, it had some interesting insights that I believe may be true of college teachers. The author notes three specific cultures in schools: veteran oriented, novice oriented and integrated professional. Teachers seem more likely to stay in the profession when there is interaction among colleagues, their needs are recognized and there is shared responsibility for the school and its students.

Khandelwal, K.A. (2009). Effective teaching behaviors in the college classroom: A critical incident technique from students' perspective. *International Journal of Teaching and Learning in Higher Education*, 21(3), 299-309.

This article explains a study that was completed using the CIT (Critical Incident Technique) with a sample of 60 female students taking an undergraduate humanities course in a women's college in Delhi, India. They all came from an upper middle class socio-economic background, and ranged in age from 18 to 21 years. The one characteristic that seemed to emerge as unique to this study is that there was such a strong belief among the students that the rapport with the teacher was instrumental to their learning. Previous studies have not indicated that rapport with students was a major characteristic connected to their perceptions of learning.

Lang, J. & Kersting, M. (2007). Regular feedback from student ratings of instruction: Do college teachers improve their ratings in the long run? *Instructional Science*, 35: 187-205.

Although there has been a great deal of study done on the short-term impact of student ratings on changes in teaching, the authors asserted a gap exists in the literature regarding student ratings of instructors over time. To this end, this article summarizes a study completed on student feedback over the course of four semesters on psychology faculty of a large German university. These teachers had not collected student feedback prior to this study, so it was determined that this study would provide valid baseline data.

Ludwig, T. D. & Ludwig, D. J. (2010). Teaching with purpose: An interview with Thomas E. Ludwig. *Teaching of Psychology*, 37 (1), 69-76.

This was an excellent read where three brothers all teach psychology and two of the brothers interview the other on his evolution as a psychology teacher. The interview first focuses on the issue of balance between teaching and research at a university and how Thomas became disheartened early on when he was told that "good teachers are a dime a dozen. What we want is someone who can publish consistently and boost our national visibility." As a result of this comment, he ended up at Hope College which places as much value on teaching as research.

McClenney, K. (2006). Benchmarking effective educational practice. *New Directions for Community Colleges*, 134 (Summer 2006), 47-55.

This article outlines the definition and use of the benchmark data gathered through the Community College Survey of Student Engagement, a national data gathering survey of community colleges which is now being administered by approximately 36% of all community colleges in the nation.

McElwee, R. O. (2009). Facilitating students' preparation for class: Discussion of and evidence for effective participation preparation assignments. *Journal on Excellence in College Teaching*, 20 (4), 105-120.

This was a very interesting little article about a teaching strategy used by McElwee in an attempt to get his students to better prepare for classes. The strategy he named PPA for Participation Preparation Assignments. He began using these PPA's based on evidence that the student centered classroom climate helps to engage learners. This was discussed in a study by Richlin, Wentzell and Cox (2008). This PPA was an exercise to help student focus their attention on material that would be used in the subsequent class. It required students to read a portion of the textbook and then address a particular question or model. When the students come to the next class, they are responsible for presenting their portion of the material to the class. This takes the presentation of the model from the teacher and puts it into the hands of the student in terms of presenting to the class

Marsh, H. (2007). Do university teachers become more effective with experience? A multilevel growth model of student's evaluations of teaching over 13 years. *Journal of Educational Psychology*, 99(4), 775-790.

This article discussed a study of student evaluations for a cohort of teachers who were evaluation continuously over a 13 year period to try to determine whether more experience leads to greater teaching effectiveness in the eyes of the students. The analysis confirmed that graduate student evaluations are indeed higher than undergraduate evaluations of the same teachers. However, this study did not show the decrease in teaching effectiveness over time. In fact, it showed very little difference in terms of student evaluations of teachers over the course of their career.

Marshall, S. J., Orell, J. Cameron, A. Bosanquet A. & Thomas, S. (2011). Leading and managing learning and teaching in higher education. *Higher Education Research & Development*, 30 (2), 87-103.

This article was a major disappointment. I was looking forward to really digging into how teachers manage teaching and learning, but what this article outlines is more about the role of administrators in managing teaching and learning.

Meyers, S. A. (2009). Do your students care whether you care about them? *College Teaching*, 57 (4), 205-210.

Meyers reviews literature regarding student perceptions of effective teachers. He cites student evaluation forms, Rate My Professor.com, student essays and other sources. Students tend to indicate two main factors or roles in effective teaching: the instructional role, which emphasizes their knowledge, preparation and clarity and their persona role, which addresses their concern for students, availability, respectfulness and willingness to answer questions and foster interactions.

Minott, M. (2009). The role of reflection in the differentiated process. *College Quarterly*, 12(1).

This author completed a literature review regarding the use of reflection in differentiated instruction. Although this article is more appropriate for secondary education, there were some very good points made regarding reflecting on the process of teaching and learning.

Minter, M.K. (2009). Actors in academia – roles professors play. *Journal of Colleg Teaching & Learning*, 6 (8), 53 – 58.

This article defines the roles of a college instructor and compares them to those of an actor. I found many interesting analogies with the teacher as actor, communicator, facilitator, manager...etc.

Munro, C. R. (2005). “Best practices” in teaching and learning: challenging current paradigms and redefining their role in education. *College Quarterly*, 8(3), 1-8.

This article presented a very interesting model that outlines a new paradigm for best practices in education. This model was based on the challenge posed as to whether successive use of standard teaching practices provides the most valid way to achieve learning objectives. The model presents three basic phases: 1. Conduct a needs assessment; 2. Develop a feedback system; 3. Personal reflection.

Murphy, T., MaClaren, I. & Flynn, S. (2009). Toward a summative system for the assessment of teaching quality in higher education. *International Journal of Teaching and Learning in Higher Education*, 20(2), 226-236.

This article was basically a literature review completed for the purpose of formulating a teacher evaluation system at the National University of Ireland Galway. It was determined by the authors that Fink (2008) provided a template in his assertion of four fundamental tasks of teaching and that using these criteria in conjunction with a teaching portfolio would provide a system of assessment needed at Galway.

Nelson Laird, T.F. & Garver, A. K. (2010). The effect of teaching general education courses on deep approaches to learning: How disciplinary context matters. *Research in Higher Education*, 51, 248-265.

This article explained a study that followed research in previous studies regarding deep approaches to teaching in general education courses compared to non-general education courses. The previous studies indicated that faculty who teach general education courses placed greater emphasis on deep approaches to learning, active classroom practices and diverse interactions among students relative to their colleagues who taught the non-general education course.

Onwuegbuzie, A. J., Witcher, A.E., Collins, K. M. & Filer, J. D. (2007). Students perceptions of characteristics of effective college teachers: A validity study of a teaching evaluation form using mixed-methods analysis. *American Educational Research Journal*, 44 (1), 113 – 161.

This study is an attempt to determine whether the students' perceptions and themes that emerged in the study were reflected in the TEF used by the university. Nine hundred and twelve college students attending a midsize public university in a mid-southern state were administered a questionnaire during class sessions. The participants were recruited and represented a cross section of students from all six colleges in the university. The students were asked to identify and rank between three and six characteristics they believed effective college instructors possess or demonstrate. They were then asked to provide a definition or description for each characteristic.

Pattison, P., Hale, J. & Gowens, P. (2011). Mind and soul: Connecting with students. *Journal of Legal Studies Education*, 28(1), 39-66.

This was an excellent read! The introduction starts with the phrase "Excellent professors do not teach subjects or classes; they teach students"(p.39). This study focuses on the behaviors of teachers that communicate the desired characteristics that make excellent teachers. This is a follow-up to an earlier article by Pattison and Varca where they used the critical incidents technique to identify effective or ineffective performance in teaching.

Patterson, T. H. & Crumpler, T. P. (2009). Slow transformation: Teacher research and shifting teacher practices. *Teacher Education Quarterly*, 36 (3), 95 – 112.

This was a very interesting read about how Thomas Patterson undertook teacher research in his own classroom in an attempt to change pedagogy from instructor centered to student centered. Patterson has a lengthy background in high school teaching, but conducted his research in a community college literature course.

Perry, B., Edwards, M. (2005). Exemplary online educators: Creating a community of inquiry. *Turkish Online Journal of Distance Education*. 6 (2), 1-10.

This paper is about a study of an online nursing program. The study was qualitative in nature where students were asked why they considered certain online teachers as outstanding. A survey was developed online and mailed electronically to graduates from 2002 and 2003 one month after their graduation. Twenty three surveys were returned which constituted a 36% return rate.

Pogue, L. & AhYun, K. (2006). The effect of teacher nonverbal immediacy and credibility on student motivation and affective learning. *Communication Education*, 55(3), 331-344.

Immediacy and credibility have been examined as having a positive impact in the classroom in terms of student motivation and student affective learning. Positive immediacy, such as smiles, head nods and eye contact have shown to increase student information seeking strategies. Credibility has been shown to increase teacher influence on students in their creation of understanding. This study sought to look at how immediacy and credibility relate to one another in the classroom.

Preves, S. & Stephenson, D. (2009). The classroom as stage: Impression management in collaborative teaching, *Teaching Sociology*, 37(3), 245-256.

This is an interesting article written by two faculty who team taught for the first time. They compare the classroom to a stage, particularly with regard to establishing roles, such as lead actor and assistant as well as definitions of “front stage” and “back stage”. Both faculty kept journals of their experience during this semester and how some of the back stage issues were played out in front of the students and the ramifications of that happening.

Riebe, L., Roepen, D, Santarelli, B., & Marchioro, G. (2010). Teamwork: Effectively teaching an employability skill. *Education + Training*, 52(6/7), 528-539.

This article was a case study of an undergraduate business school, Edith Cowan University in Perth Australia, using the Tuckman model of team development to teach team building skills in students. The students were surveyed anonymously at the mid point of the project and at the end, through on-line surveys to determine their perception of the model.

Roman, T., Kelsey, K. & Lin, H. (2010). Enhancing online education through instructor skill development in higher education. *Online Journal of Distance Learning Administration*, XIII (IV), 134-144.

This was an interesting little read about programs of professional development to provide faculty in higher education with the skills and training necessary to become successful online instructors. There are apparently many of these programs that have evolved in the past ten years. Examples and descriptions were given of programs at University of Central Florida, Pennsylvania State University and University of Maryland University College.

Rudolph, A. L., Prather, E. E., Brissenden, G., Consiglie, D. & Gonzaga, V. (2010). A national study assessing the teaching and learning of introductory astronomy part II: The connection between student demographics and learning. *Astronomy Education Review*, AER, 9, 010107-1.

This article, was apparently part of a series of a national study being done on Astro 101 students to investigate if astronomy students do better in understanding concepts with interactive learning strategies. This part of the study was based on pre and post tests completed by 3729 students. Most of the study was trying to determine whether the researchers could rule out demographic factors in their findings of better performance. They determined that their sample was representative of college students as a whole. They conducted a series of multivariate regressing models. They found that the only demographic factor that was significant was gender where male students achieved an average gain of 9% points higher than females. Once they controlled for this, they created a series of models and determined that interactivity in the classroom did have the greatest effect on gain of all of the independent variables, and that the gain was the same regardless of all of the demographic factors.

Skelton, A. M. (2009). A 'teaching excellence' for the times we live in? *Teaching in Higher Education*, 14 (1), 107-112.

This is a personal view of a definition of teaching excellence that evolved as a result of a debate that took place at University of Sheffield, UK. The debate was in response to the 315 million pounds that have been devoted to the UK's Centres for Excellence in Teaching and Learning which has produced conflict in terms of their perceived ability, or lack of ability, to produce increased effectiveness in teaching.

Strang, K. D. (2011). How can discussion forum questions be effective in online MBA courses? *Campus Wide Information Systems*, 28(2), 80-92.

This paper described a quasi-experiment with 103 on-line MBA students taking a Business Strategies course. The question was regarding on-line discussions. The researchers were trying to determine whether the Socratic method of questioning was more effective than the more traditional discussion board questioning where the teacher asks a question and the students respond to the teacher and to each other. The Socratic method involved the students responding to the teacher and then further questioning by the teacher.

Tang, T.L. & Austin, M.J. (2009) Students' perceptions of teaching technologies, application of technologies and academic performance. *Computers and Education*, 53 (4), 1241-1255.

This article outlines a study done via questionnaire distributed to 215 students in business related courses at a regional state university. The students volunteered to take the survey during class time. The purpose of the study was to determine students' perceptions on the use of technology in their courses. Specifically, the researchers looked at projector use, power point use, video use, internet use and lecture. The students were asked to determine enjoyment, learning, motivation and career application with regard to these methods. The bottom line question was: does the use of technology in courses enhance learning, from a student perspective.

Tobin, Lad (2010). Opinion: Self-disclosure as a strategic teaching tool: What I do and don't tell my students. *College English*, 73 (2), 196-206.

This is an interesting opinion paper written by an English teacher regarding how much of oneself to disclose to students. The discussion was prompted by a group of faculty who gathered regularly to discuss student essays and what to do when a student discloses something of a personal nature that causes concern for the teacher. The example that came out during one of these group sessions from a newer faculty member was about a student who disclosed the pain she was feeling in her mother's recent diagnosis of breast cancer. The younger teacher ask for guidance from her more senior colleagues as to whether she should share her own pain at finding out about her own mother's cancer.

Towes, M. & Yazedjian, A. (2007). The three ring circus of academia: How to become the ringmaster. *Innovative High Education*, 32: 113-122.

This was a bit of a strange read. The authors compare college teaching to a three-ring service where faculty need to balance research, teaching and service. According to the authors, research is similar to the high-wire acts, it is necessary and draws many people to the university. Teaching is analogous to animal tamers and is appreciated, but not sufficient to attain tenure. Service obligations are similar to the clowns, they are a distraction from the main acts but would be missed if they were not present.

Trinkle, D. A. (2005). The 361-degree model for transforming teaching and learning with technology. *Educause Quarterly*, (November 4, 2005), 18-25.

This article on technology and the model used by DePaw University is a bit dated, but has some good points about integrating technology successfully. It outlines ten strategies for success including focus technology use on learning outcomes , align IT with institutional mission and make technology fluency a liberal art, as well as others.

Woodson Day, B., Lovato, S., Tull, C. & Ross-Gordon, J. (2011). Faculty perceptions of adult learners in college classrooms. *The Journal of Continuing Higher Education*, 59: 77-84.

This study involved qualitative face to face interviews with eight faculty who met the study criteria for purposeful sampling. Faculty were invited to participate by email. They needed to have at least five years of college-level teaching experience, including teaching adult students (over age 25). Three faculty were from a four-year research institution and five were from a large community college, both institutions were located in south central Texas. The conclusion of the researchers was that the faculty participants enjoyed the challenge that adults pose in their classrooms but they were not prepared for these challenges. They saw adults as more focused, more mature, but less confident in assuming the student role.

Wright, M.C., Finelli, C. J., Meizlish, D. & Bergom, I. (2011). Facilitating the scholarship of teaching and learning at a research university. *Change the magazine of higher learning*, 43 (2), 50-56.

This is an article written by members of the Center for Research on Learning and Teaching from the University of Michigan. It outlined a process used by the center to encourage faculty to undertake systematic study of teaching and learning (SoTL) and investigate student learning (ISL).