



Teaching Concerns

Newsletter of the Teaching Resource Center for Faculty and Teaching Assistants

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>>> The 1995 "TEACHIES" <<< Best of TRC Videos

by Bill McAllister

The TRC has accumulated over 100 titles in its video collection, covering all manner of teaching-related issues. In order to bring more attention to this storehouse of valuable material, it seemed to me about time to hand out a few (spurious) awards.

Like any self-appointed film critic, I employ selection standards that embody my own idiosyncratic criteria. I have placed a premium on tapes that offer practical advice to teaching assistants and faculty. Additionally, since not all our venues are acoustically flawless, special attention has been paid to audibility. Please note that I have made no attempt to be comprehensive: owing to space restrictions, many excellent titles did not make the list. In general, videos run a little over one hour.

The April 1995 issue of Teaching Concerns describes five of my top picks. Here then, ladies and gentlemen, are the rest of the 1995 TEACHIE award winners!

***THE "GOOD SCOUT" AWARD: Teaching the First Days of Class, Vanessa Karahalios (August 1994).

If "be prepared" is your motto (or you'd like it to be), this flick is for you. Find out everything you ought to do at the start of the semester to ensure smooth sailing throughout. Whether you're teaching a large class or small, this classic can show you how to earn a "good teaching" merit badge from your students. (Also see Cone &

Gardner, August 1995.)

***THE "OVER THE TOP" AWARD: When Silence Is Not Golden: Facilitating Classroom Discussions, Bill McAllister (August 1994). Come along on this wacky, roller-coaster ride through the unpredictable world of discussion sections. Practical tips delivered in an excessively enthusiastic style. Not recommended for those with an aversion to humorous presentations. If you're in the mood for something less peripatetic, try Michael Smith's Leading Discussion Sections in Humanities and Social Sciences (August 1995) for a more sedate rendering of the same topic.

***THE "GETTING TO KNOW YOU" AWARD: Hints for International TAs: Communicating with American Students, Linda Krag (August 1991).

Do you ever find the behavior of American students puzzling? Can't figure out why encounters with them sometimes feel awkward? Follow this international team of detectives as they unravel the mystery. Discover what expectations American students bring to class and what they want from you. Native-born teachers are likely to find instructive revelations here as well.

***THE "READ TIDE" AWARD: Writing to Learn, Chris Carlsmith (January 1994).

Propagates the subversive idea that students can actually improve their writing by practicing regularly. This revolutionary manifesto provides the principles, applicable to any

discipline, for insinuating writing into all aspects of your classroom instruction. Best of all, most students won't even realize what you're doing!

They've not yet been reviewed by Mr. McAllister, but tapes of all sessions presented at the August Teaching Workshop are now available for checkout. (August 28 & 29, 1995)

>>> New in the TRC Library <<<

Thomas A. Angelo and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook for College Teachers*. 2nd Edition. San Francisco: Jossey-Bass Publishers, 1993.

Do you want to know what your students are learning and how effective you are as teacher? This handbook contains fifty Classroom Assessment Techniques (CATs). For each technique, the authors estimate the time and energy required for preparation, student response, and analysis. There are step by step instructions, plus a short discussion of the pros and cons of each technique. If you are unfamiliar with CATs, in part one, the authors provide a quick introduction.

Marilyn Lutzker. *Multiculturalism in the College Classroom: A Handbook of Strategies and Resources for Faculty*. Westport, CT: Greenwood Press, 1995.

Lutzker has written this book for teachers in all disciplines who want to incorporate multicultural concerns into their courses. She discusses specific, practical strategies for incorporating diversity into the syllabus.

R. McLaran Sawyer, et al., eds. *The Art and Politics of College Teaching: A Practical Guide for the Beginning Professor*. New York: Peter Lang Publishing, Inc., 1992.

This collection of essays provides practical and at times candid advice to new faculty members. Essays discuss what is expected of new faculty

at a broad range of institutions, including research universities, small liberal arts colleges, and public universities. Other contributors consider issues ranging from the job search, to promotion and tenure, to benefits.