Table of Contents

THE CLASSROOM	5
Introduction	6
Part One: Student Voices	7
Gender, Power and Silence in the Classroom: Our Experiences Speak	
for Themselves	
Fog and Frustration: The Graduate Student Experience "Dissertation Dementia": Reflections on One Woman's Graduate	
Experience	21
Part Two: Teachers' Voices	25
Power in the Classroom	25
The University Classroom: From Laboratory to Liberatory Education	40
Diversity in the Classroom: Engagement and Resistance	45
Responsibility and Respect in Critical Pedagogy	
Feminist Pedagogy: Paradoxes in Theory and Practice	58
Teaching "Women and Men in Organizations": Feminist Pedagogy in	
the Business School	
Empowering Students Through Feminist Pedagogy	
Heterosexism in the Classroom	
DisABILITY in the Classroom: The Forgotten Dimension of Diversity?	
Teaching Students with Learning Disabilities	85
Avoiding the Retrofitted Classroom: Strategies for Teaching Students with Disabilities	89
Adult Students	93
English-as-a-Second-Language Students	95
SECTION II: THEORIES AND MODELS OF STUDENT LEARNING	97
Introduction	98
	70

Teaching Styles/Learning Styles: The Myers Briggs Model	99
The Gregorc Model of Learning Styles	105
Student Development: From Problem Solving to Problem Finding	110
Using Theories about Student Learning to Improve Teaching	118
SECTION III: COURSE DESIGN	127
Introduction	128
Course Planning: From Design to Active Classroom	129
Developing and Teaching a Science Course: A Junior Faculty Member's Perspective	
The Dialectic of Course Development: I Theorize, They React and Then?	136
Beyond Bare Facts: Teaching Goals in Science	139
"Why Didn't He Just Say It?": Getting Students Interested in Language	
SECTION IV: WORKING WITH GRADUATE STUDENTS	145
Introduction	
Graduate Supervisory Practices	147
Working Together: The Teaching Assistant-Professor Relationship	153
Working with Teaching Assistants	157
Issues for International Teaching Assistants	159
SECTION V: ACADEMIC HONESTY	161
Introduction	162
Academic Dishonesty	163
Plagiarism and Student Acculturation: Strangers in the Strange Lands of our Disciplines	166
Plagiarism and the Challenge of Essay Writing: Learning from our Students	171
Honesty in the Laboratory	
Electronic Plagiarism: A Cautionary Tale	
SECTION VI: TEACHING AND LEARNING STRATEGIES	181
Introduction	182
Part One: Lecturing	184
Effective Lecturing Techniques	184
Improving Large-Class Lecturing	188
Improving Student Learning in Lectures	197

	Part Two: Class Participation	200
	Dead SilenceA Teacher's Nightmare	200
	Evoking and Provoking Student Participation	202
	Resistance in the Classroom	206
	Computer-Mediated Communication: Some Thoughts about Extending the Classroom	210
]	Part Three: Seminars, Tutorials and Small-Group Learning	215
	Study Group Guide for Instructors and Teaching Assistants	215
	Warm-Ups: Lessening Student Anxiety in the First Class	225
	Small is Beautiful: Using Small Groups to Enhance Student Learning	227
	Integrating Group Work into our Classes	231
	Scrapbook Presentations: An Exercise in Collaborative Learning	235
	The Field Walk	241
	Teaching with Cases	244
	Stages in Group Dynamics	247
	The Joy of Seminars	249
	The Office Hour: Not Just Crisis Management	252
	Negotiating Power in the Classroom: The Example of Group Work	255
SE	CTION VII: ASSIGNMENTS AND EVALUATION	267
]	Introduction	
	Introduction	268
	Introduction	268 270
	Introduction	268 270 270
	Part One: Reading	268 270 270 272
	Part One: Reading	268 270 270 272 274
]	Part One: Reading	268 270 270 272 274 279
]	A Strategy for Encouraging Students to do Readings Telling a Book by Its Cover The Sherlock Holmes Approach to Critical Reading (Or How to Help Students Become Good "Detextives")	268 270 270 272 274 279 282
]	Part One: Reading	268 270 272 274 279 282
]	Part One: Reading	268 270 270 272 274 279 282 282
]	Part One: Reading When No One Has Done the Reading. A Strategy for Encouraging Students to do Readings Telling a Book by Its Cover The Sherlock Holmes Approach to Critical Reading (Or How to Help Students Become Good "Detextives") Part Two: Research Essays and Other Writing Assignments Sequencing Assignments An Experiment in Writing and Learning Groups Paper Chase: The Sequel	268 270 272 274 279 282 285 288
]	Part One: Reading	268 270 272 274 279 282 285 288 291
]	Part One: Reading When No One Has Done the Reading. A Strategy for Encouraging Students to do Readings Telling a Book by Its Cover The Sherlock Holmes Approach to Critical Reading (Or How to Help Students Become Good "Detextives") Part Two: Research Essays and Other Writing Assignments Sequencing Assignments An Experiment in Writing and Learning Groups Paper Chase: The Sequel Working with Students' Writing What Happens After You Say, "Please Go to the Writing Centre"?	268 270 272 274 279 282 282 285 288 291 295
]	Part One: Reading When No One Has Done the Reading. A Strategy for Encouraging Students to do Readings Telling a Book by Its Cover The Sherlock Holmes Approach to Critical Reading (Or How to Help Students Become Good "Detextives") Part Two: Research Essays and Other Writing Assignments Sequencing Assignments An Experiment in Writing and Learning Groups Paper Chase: The Sequel Working with Students' Writing What Happens After You Say, "Please Go to the Writing Centre"?	268 270 270 272 274 279 282 285 285 291 295 298
]	Part One: Reading When No One Has Done the Reading. A Strategy for Encouraging Students to do Readings Telling a Book by Its Cover The Sherlock Holmes Approach to Critical Reading (Or How to Help Students Become Good "Detextives") Part Two: Research Essays and Other Writing Assignments Sequencing Assignments An Experiment in Writing and Learning Groups Paper Chase: The Sequel Working with Students' Writing What Happens After You Say, "Please Go to the Writing Centre"? Part Three: Grading and Evaluation Evaluating Student Writing: Problems and Possibilities	268 270 272 274 279 282 285 288 291 295 298
]	Part One: Reading When No One Has Done the Reading. A Strategy for Encouraging Students to do Readings Telling a Book by Its Cover The Sherlock Holmes Approach to Critical Reading (Or How to Help Students Become Good "Detextives") Part Two: Research Essays and Other Writing Assignments Sequencing Assignments An Experiment in Writing and Learning Groups Paper Chase: The Sequel Working with Students' Writing What Happens After You Say, "Please Go to the Writing Centre"?	268 270 272 274 279 282 285 288 291 295 298 303

My Students	316
SECTION VIII: DEVELOPING AND ASSESSING YOUR TEACHING	319
Introduction	320
Part One: Classroom Assessment	321
Improving Student Learning Through Feedback: Classroom Assessment Techniques	321
The One-Minute PaperTwo Success Stories	
Developing the One-Minute Paper	
Part Two: Mid-Course Evaluation	330
Formative Evaluation Surveys	330
Facilitating Student Feedback	333
Feedback Strategies	336
Part Three: Collegial Consultation	338
Peer Pairing	338
Peer Pairing in French Studies	
Part Four: Teaching Evaluation Guide	344
Part Five: Teaching Documentation Guide	361
CONTRIBUTORS	369