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Fieldguide for Teaching in a New Century

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Fieldguide for Teaching in a New Century

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Preface

One of our challenges in trying to bring a comprehensive set of materials to college and university teachers was how to sort out the plethora of issues, perspectives, and tools that mark the borders of higher education. After struggling with a range of formats and types of materials, we decided on the present division of labor. The *Handbook* targets issues and perspectives along the landscape of higher education, and the *Fieldguide* provides practical tools and “pointers” to navigate the terrain successfully. We have tried to cross-reference the two volumes to provide a link between theory and practice.

We have organized the hundreds of pieces along the journey from our preconceptions of the teaching enterprise, to our initial impressions of classroom and students, to the rhythm of the semester or quarter, to an evaluation of the trip and preparations for the next voyage. We also have set up the *Fieldguide* to be in a user-friendly computer format so that the overall journey can be surveyed and special points of interest picked up. Because many of the materials may be useful in classrooms or for teaching workshops, we decided on a diskette format so that pieces can be reproduced.

All of us searched our own files from classes, from our teaching dossiers and portfolios, and from meetings and workshops we had attended. We asked our colleagues, called teaching and learning centers across the country, and scoured the literature including general and disciplinary-based teaching journals, newsletters, and books on higher education, very broadly defined. We ended up with thousands of pages of interesting and useful material. Even with the computer format, we were limited to what could be included. In the end, we decided to use the *Fieldguide* as part resource to hands-on materials and part “pointer” to resources. To that end, we often use a page from a wonderful book or a list from an article with a brief introduction. In so doing, we hope not to have done major injustice to the

works. The purpose of including these excerpts is twofold. First, we want to introduce college and university teachers to the wide and rich range of sources available, even if providing only a glimpse of each. Second, we hope that this diversity leads teachers to consult the full book (*Handbook*), the ongoing periodicals, the presses that have book series on teaching and learning, and the like. Too often, these are compartmentalized by discipline, and this project, in total, was designed to escape that insulation.

We have so many people to thank in getting this done—our editorial and advisory boards, colleagues, directors of teaching centers, librarians, journal and newsletter editors, authors, and college teachers. In particular, we thank Joan Middendorf, director of the Teaching Resources Center, College of Arts and Sciences, Indiana University; and Carla Howery, director of the Teaching Service Program of the American Sociological Association. We also thank those who produced these materials, both authors and journal/newsletter editors, for granting permission to use them in “pieces.” Special thanks go to Ed Kain, who provided us with a thorough and insightful review of an early draft. We acknowledge Indiana University (including the participants of the Faculty Colloquium for Excellence in Teaching) for its support of this project and its attention to issues of teaching and learning. Mary Hannah, our secretarial whiz, labored over every phase of getting these materials in shape for Pine Forge Press. She became expert in contacting and getting permissions, scanning in materials, cleaning them up, proofing, and (not least) nudging us to get things done. This book could not have happened without her. Finally, we thank Steve Rutter for his long-standing support for this unusual project (and unusually long process) and Jean Skeels, Windy Just, and Sherith Pankratz at Pine Forge for their assistance all along the way.

How to Use This Fieldguide

The *Fieldguide* is designed along a Microsoft Windows Explorer format to facilitate searches on the diskette by topic. It also can be printed out, in total, to create a full, integrated document. This flexible format permits the *Fieldguide* to serve a number of purposes.

Part of our own thinking emerged from the sequence of courses that are taught in the Preparing Future Faculty Program in Sociology at Indiana University. Our first course, the “nuts and bolts,” discipline-oriented course, is designed for first-time teachers and focuses on basic issues and tools. The second course gets beyond introductions to syllabi construc-

tion, assessment, and basic learning theories and introduces teachers to the wider debates and the critiques of what we do, how we do it, and why. It places issues of teaching and learning in larger context. It serves, in essence, to introduce individuals to issues intimately tied to but beyond their own classrooms, disciplines, and even higher education itself. Four possibilities follow:

1. Using the *Handbook* as a follow-up to the *Fieldguide* by considering the work that college teachers do once they have classroom experience and have the time after new “preps” to reflect on teaching and learning in larger perspective
2. For first-time teachers, using the *Handbook* initially to anchor individuals’ decisions in their own agreement or disagreement with the diversity of perspectives presented, followed by the *Fieldguide* to prepare materials
3. Using the *Fieldguide* as an accompanying volume to the *Handbook*, facilitating the interchange between thinking and doing, and between theory and practice, in college teaching (to that end, it can be used in integrated course work)
4. Taking parts of the *Handbook* and *Fieldguide* that address similar issues and using these segments/parts in seminars, “brownbags,” and workshops.

An explicit purpose of the *Fieldguide* is to provide materials that can be used to enhance college teaching. To that end, they can be reproduced under limited conditions. We have, of course, acquired permissions for every piece in the *Fieldguide*, and all copyright policies apply, including the fair use of materials for educational purposes.

Acknowledgment

Grateful acknowledgment is made to all of the contributors to this volume and for special permission to use their materials. All rights are reserved.