




BRIEFLY NOTED




 **Classroom Communication: Collected Readings for Effective Discussion and Questioning.** Edited by Rose Ann Neff and Maryellen Weimer. Magna Publications, 2718 Dryden Drive, Madison Wisconsin 53704, \$22.50

This collection of ten articles by various authors is of obvious value to the new instructor, but even the veteran professor might find an idea or two. The work attacks no method of teaching, nor does it claim superiority for classroom discussion and questioning techniques. It merely provides a couple of substantial artillery pieces for the teacher's arsenal.

The first article, by Peter Frederick, sets the stage with the title itself: "The Dreaded Discussion: Ten Ways To Start." The author begins with a quote

from *The Education of Henry Adams* (p. 9), "The only privilege a student had that was worth his claiming, was that of talking to the professor, and the professor was bound to encourage it. His only difficulty was to get them to talk at all. He had to devise schemes to find what they were thinking about, and induce them to risk criticism from their fellows."


Six of the articles deal with classroom discussion, four with questioning techniques. The latter prompt the college teacher to weigh the relative learning values of input versus output. Ralph Thompson, author of "Learning to Question," claims that one of the shortcomings of our educational system is "too much emphasis upon the *didactic* and *deductive* approaches to instruction and too little upon the *hypothetical* and *inductive*; too much attention to *answers* and too little attention to *questions*; too much *passive* and *regulated* thinking and too little *active* and *reflective* thinking; too much *input* and too little *output*." (p. 63). 🍏

 **The Bright Idea Network.** Edited by John Andrews. POD Network, Teaching and Learning Center, University of Nebraska, 120 Benton Hall, Lincoln, NE 68588, \$5.00.

This booklet contains fifty-six ideas, submitted by teachers of every conceivable discipline.

The Grand Award winner, Larry Quinsland, of Rochester Institute of Technology, describes his method of teaching corporeal circulation to his anatomy/physiology classes (i.e. red blood cell in the left atrium of the heart, through the valve, ventricle etc.) He marks the location of the heart chambers on the floor with pieces of paper, then the students get out of their seats and become valves, arteries, veins and a red blood cell. He then talks the red blood cell through the system with each contraction, through valves to the lungs, to the heart, to the body. Students change roles twice during a fifteen minute session. His research using control and experimental groups demonstrated that, three days later, experimental groups demonstrated 2 1/2 times the retention of lecture students.

If corporeal circulation is not the topic that gives you heart palpitations, remember that this little book contains bright ideas about teaching everything from Astronomy to Zoology, and a number of general techniques. 🍏

 **On Teaching.** Edited by Mary Ann Shea. Faculty Teaching Excellence Program, University of Colorado at Boulder, 1987.

If the book's appellation seems matter-of-fact or uninspired, the titles of several of its articles make amends. "A Look Professors and Shy Students," by Patricia Nelson Limerick, for example, invites one to read about the very problems created by what the title suggests. Equally intriguing was "Teaching the Thundering Herd: Surviving in a Large Classroom," by Charles Middleton. But the most intellectually seductive title of all was Igor Gamow's "The Scientist as Story Teller," which, incidentally, is not just for science teachers. Seven articles make up this 114 page book. They are mostly readable, avoid simplistic solutions, and are delightfully thought provoking. 🍏

Editor's Note: All materials reviewed in this publication are available from the Center for Excellence in Teaching and Learning, Rooms 472-473 in the Library.

REACHING THROUGH TEACHING

Please share with us your ideas about teaching and the exciting strategies you use for making your classrooms successful. Our next **deadline for submissions is April 16, 1990.** Please send all articles, typed double-spaced, to Don Forrester in THE CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (CETL).

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