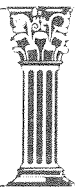




# BRIEFLY NOTED





 *Teaching and Learning in the College Classroom*, by Wilbert J. McKeachie et al. Ann Arbor: The University of Michigan, 1986.

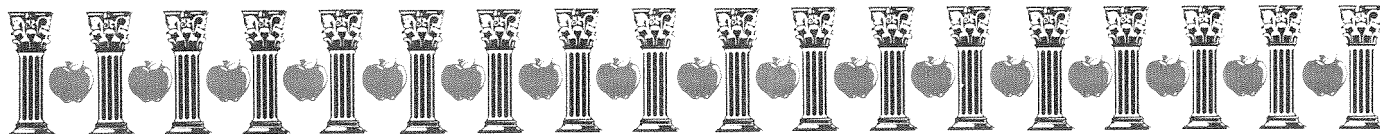
This review of the research literature on college teaching covers topics such as instructional methods, student motivation and student characteristics. Particularly interesting is a brief (too brief) chapter discussing common traits shared by effective teachers of all disciplines and all nationalities.

 *Classroom Assessment Techniques*, by K. Patricia Cross and Thomas A. Angelo. Ann Arbor: The University of Michigan, 1988.

Prepared for the National Center for Research to Improve Postsecondary Teaching and Learning (NCRITL), this handbook provides descriptions of thirty assessment techniques for the college classroom. Three sections are included, the first of which covers techniques for assessing academic skills and intellectual development. The second part deals with methods of assessing students' self-awareness as learners and self-assessments of learning skills. The final section discusses techniques for assessing student reactions to teachers and teaching methods, course materials, activities, and assignments.

 *The Teaching Professor*, Edited by Maryellen Weimer. Magna Publications, Inc., 2718 Dryden Drive, Madison, WI 53704-3086.

Are you familiar with this excellent little publication for the college professor? Published monthly, except July and August, it provides mercifully brief, readable and useful articles on all aspects of teaching and academic life. At \$39 per year, it is high priced by most anyone's standards, but the articles are of consistently high quality. Maybe department chairs would consider subscribing and then circulating the monthly issues (photocopying is allowed, but only by paying a fee). *These and many more books and materials are available in the CETL Office (Library 472-473), and may be checked out by faculty members.* 



# 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 January 12, 1990**. Please send all articles, typed double-spaced, to Don Forrester in THE CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (CETL).

Giving guidance and vision to CETL is a Faculty Development Committee including the following:

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*Ethics (continued from page 9)*

think descriptively (thinking along the lines of determining what we — others — think) and call that ethical? What is academia? A field, a building (actually it is both) or is it something having to do with the advancement of knowledge (or is it wisdom we want to advance)? So many interesting possibilities emerge when we relate ethics and academia. Some of the possibilities are exciting, e.g., what if we actually set ourselves to the task of making ethics a part of our educational endeavors and began at the beginning with some critically examined and appropriated notions about what ethics is? What if we abandoned the approach of constantly reminding ourselves that we are ethical and that we teach ethics, when in fact we do not even know what we mean? What if we genuinely set ourselves to the task of liberating our students? Are we afraid of truth? Some of the possibilities are frightening, e.g., how do we open ourselves to a critical examination of our own disciplinary biases (what else can we call them?) that stand as clearly defined lines of demarcation between darkness and light (to use Plato's metaphors).

Whether exciting or scary, or both, it is risky business, huh? Interested in giving it a try? 