



BRIEFLY NOTED



 **Effective Classroom Questioning**, by Stephanie S. Goodwin et al. (Office of Instructional Resources, University of Illinois at Urbana-Champaign).


Published as a photocopy of a typescript, this interesting 35-page booklet provides much insight into the process of questioning as a teaching technique. In the *Foreward*, the authors state, "A timely, well-phrased question can capture students' attention, arouse their curiosity, focus upon important points or even occupy a student's thoughts after the class has ended. Students' responses to questions reveal their perceptions and comprehension of the material, levels of experience with the topic being presented and attitudes about

the material or course in general."

Too often, we ask the wrong questions, according to the authors, and when the "correct" answer is not forthcoming, we can't resist providing it ourselves from the wealth of our own expertise.

This little volume gives some valuable directions about 1) levels and types of questions, 2) planning questions at strategic points in the class presentation, 3) developing interaction skills, and 4) methods for assessing our questioning techniques.

Because of its "homemade" look, this little book is likely to be disregarded by academicians, but its contents may well stir up our thinking about a little-considered phase of our teaching styles. — *Ed.*

 **Teaching and Learning with Computers** by Barry Heermann (Jossey-Bass, 1988)

Heermann's audience is twofold: faculty and administrators who are


thinking about adopting computers in the classroom or who want to use them more effectively. His purpose, though, is not to champion categorically the use of computers in higher education. Rather, it is to present information and raise key questions that will help faculty and administrators make intelligent decisions about using them.

Heermann pretty even-handedly evaluates practical applications, the problems along with the promise. He hopes this "concise handbook" will maximize the promise and minimize the problems. (At over 230 pages, however, the book hardly seems "concise.")

Even practiced hands at CAI should find at least parts of the book useful, especially the last chapter, which looks into the next decade's technological developments as they might affect CAI.


At the end are a basic glossary, a list of sources of academic computing information, and perhaps most valuable, a ten-page bibliography, impressively current.

In short, the book provides a wide-ranging overview of what computers have done, can do, and cannot do in meeting some of the challenges of teaching in higher education. — *Tim Ransom, Assistant Professor of English, Developmental Studies.*

 **Turning Professors Into Teachers** by Joseph Katz and Mildred Henry (ACE/MacMillan, 1988.)

Far from being an "ivory tower" book, this volume is the result of two projects conducted between 1978 and 1987 involving fifteen colleges and universities. Several of its nine chapters are based upon interviews with students and faculty, classroom observation and responses to questionnaires.

The opening chapter examines current research in faculty development and student learning styles, and makes a strong case for new approaches to teaching undergraduates. The work provides as detailed a look as is currently available into the almost sacrosanct private relationship between professors and their classes.

The late Joseph Katz was senior fellow at Woodrow Wilson National Fellowship Program and Director of the New Jersey Master Faculty Program. Mildred Henry is Academic Vice President of New College in California in San Francisco. Both authors are nationally recognized for their writing about the improvement of higher education. — *Ed.* 

REACHING THROUGH TEACHING

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