



BRIEFLY NOTED

 **An Instructor Development Videotape** has been produced by U.C.L.A. which may be useful to faculty at colleges such as ours, where there is a high percentage of students over the traditional age. The tape includes three segments, lasting from 14 to 24 minutes. By far the most interesting portion is Segment 2, "Making the Lecture Come Alive." The university's distinguished teachers demonstrate diverse teaching tactics ranging from the Socratic method to using chalkboard graphics. While the presentation is stimulating on its own, its greatest value might be to inspire our faculty to produce something similar. The tape is available on loan,

along with other books and materials on teaching, in the CETL director's office. — *Ed.*

 **Improving Student Evaluations:** *The Teaching Professor* (July, 1988) reports, "Research shows that when instructors receive feedback from students and have the opportunity to discuss those results with someone, subsequent evaluations are significantly higher." Based upon four separate research reports, indications are that there are three levels of improvement brought about by student evaluations. First, instructors who are shown the results of student evaluations experience more improvement on future evaluations than those who are not shown the results. Secondly, professors who are shown the results, then consult with a colleague improved dramatically when compared to those who discussed the results with no one. The most striking improvement of all,

however, was observed in the case of those instructors who 1) were shown the results of their evaluations, 2) consulted with a colleague and 3) received "augmented feedback," meaning they received input about their instruction from sources such as self-evaluation, peer-group discussion or videotaped analysis.

There is an added benefit to discussing student evaluations with a trusted colleague. He or she can help put things into perspective when one or two disgruntled students spoil an otherwise good evaluation. — *Ed.*

 **Learning in Groups**, edited by Clark Bouton and Russell Y. Garth (Jossey-Bass), is a collection of articles describing various group teaching strategies used on several different campuses in a variety of academic disciplines. Diverse problems are addressed by the contributors, all of whom are active teachers. A University of Washington math professor writes about overcoming student passivity in a class of 350 students. Seven New York colleges report that Scandinavian study circles work well in the United States. One author describes a successful writing program which uses peer tutors and group collaboration.

Most of the strategies described appear to be transferrable to other disciplines. Perhaps the main thrust of the book is summarized in Chapter 9, where the authors discuss the dissolution of the "Atlas Complex." Part of the burden of learning, they say, needs to be shifted from the professor's shoulders to the students' shoulders. Group learning contributes to this. — *Ed.*



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 November 15, 1988**. Please send all articles to Don Forrester in THE CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (CETL).

Giving guidance and vision to CETL is a Faculty Advisory Council made up of Kennesaw's "Distinguished Teachers" and the 1986-87 study group on "Taking Teaching Seriously." Members of the Faculty Advisory Council to CETL include:

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"Briefly Noted" is a brand new feature of *Reaching Through Teaching*, and one which we hope will invite even more faculty contributions. Its purpose is to provide a place to present thumbnail reviews of books, research articles, and other materials which pertain to college teaching. Please send these items, typed double-spaced, to the CETL office. The articles should not exceed 200 words. This promises to be an effective way of sharing ideas, but we need your incentive and writing skills to make the column work. Let us hear from you. 🍏