

Preface

University teachers have four main responsibilities. The first responsibility is teaching, which includes spreading knowledge, educating students, and releasing them from suffering; the second is researching, which includes creating knowledge, exploring the unknown, cultivating their mind, improving, and perfecting themselves; the third is doing administrative work inside the university, which means serving and devoting themselves to other people; and the fourth is serving society, which refers to fulfilling social missions and contributing to the development of society.

Therefore, what is the most central or important responsibility of the university teacher? The answer is no doubt teaching, or cultivating talents. However, in reality, the teaching techniques in universities have long been neglected by university administrations. And research in teaching methodology should no longer be completely ignored. Generally speaking, the determining element of the success of teaching is in the attention to detail. Some teachers prepare thousands of pages of PowerPoint presentations, and read them for a total of 60 teaching hours, while students are required to merely sit and listen. Then it is not surprising that students would go to sleep or be daydreaming in class. Actually, even a donkey would fall asleep listening to their dull teaching. And most students are able to pass the final exam by studying only what the teacher tells them will be covered in the exam.

Some critics say that if university teachers do not know much and rarely research, what could they teach? That's quite true. They have nothing left if they do not have anything to teach. However, there are learned teachers who do not know how to teach who will also bungle the job. It is far from enough to know a lot about the course. Teaching methodology plays an important role in university teaching. Therefore, "what to teach" and "how to teach" are both serious issues. A university teacher should have something to teach and teach well. Other critics say that university students gain knowledge not from teachers teaching but from their own learning. Yet how could they learn without teachers teaching? As the Chinese saying goes, "teachers open the door, but you must enter by yourself." Here it is the teacher's job to "open the door." People are likely to neglect unconsciously the role of "opening the door" by just focusing on learning.

Basic rules for university teaching do exist. Those learned scholars with rich research findings would not be qualified for teaching jobs in universities if they did not follow these rules. For a long time large numbers of university teachers were allowed to teach without being equipped with university teaching theories and skills.

For whom are the universities? For whom are the classrooms? The only answer is the students. Learning is a process of self-renewal, and a state of active and animated development. Thus teachers are to help students' self-renewal and enter the state of development. They are helpers. In reality, while some teachers can help, others cannot, and even make things much worse.

Comparing university classes with K-12 classes, we find something really interesting. Teachers in K-12 education may burst into anger when they find students sleeping in class, or at least feel worried, and immediately try to stop them sleeping. Such a response shows dignity, responsibility, and professional ethics of the K-12 teachers. However, in a similar situation in university, when finding most students not listening, university teachers often turn a blind eye to it, and go on teaching from the book, completely ignoring the students' existence. This shows such an irresponsible attitude towards work which will lead to their loss of self-esteem. In addition, when faced with teaching problems, some university teachers may feel at a loss because of their poor teaching competence. Some teachers take research and teaching as a means to achieve fame and fortune, turning the university campus into a "vanity fair."

What is the reason for the uninspiring teaching in universities? It is not easy to answer this question for there are actually several reasons. These include the teachers' lack of subject knowledge, independent opinions and thoughts, cheerful and genial personalities, wisdom of teaching, or sense of humor. Conversely, in order to attract students' attention and promote their motivation to learn, some teachers emphasize too much on being interesting, and their humor becomes vulgar, which will inevitably lead to deviation from the teaching content and goals. In fact, university teachers are not clowns on the stage. After all, students enter the class with an aim to use their head and train their thinking. So even if the teacher gives a monologue in class, it is good teaching as long as it can provoke students' active thinking.

Even to this day, the questions of "how to teach" and "how to learn" have not been answered yet. There are still students not knowing how to learn and teachers not knowing how to teach. Some critics say that the teaching profession is not specialized, and it seems everyone can be a teacher; they may have subject knowledge yet have no teaching skills. Yet through teaching practice we see that teaching is a highly specialized profession, the most specialized in the world, and not just anyone can be qualified as a teacher. If a scholar gives a lecture now and then in a university, he or she does not need to pay special attention to teaching methodology; if he or she teaches in a university as a regular job, he or she must study teaching techniques, and take teaching as a specialized profession. Some of the terrible results of teachers not knowing how to teach may appear immediately, while others may emerge over time. While the harm may be long lasting, having a

pernicious effect on students' intellect, body, and attitudes, it will also negatively affect their future development. Students have limitless potential for development, bringing original creativity and curiosity to the world. Yet such precious qualities disappear gradually under the influence of poor teaching strategies. The present education system is far from satisfactory, as it cannot foster or even protect creativity in students. To some degree, it is damaging their originality. In teaching, if we consider the philosophy of 'first do no harm', hurting one's spirit and potential is the worst thing to do.

Over my years of teaching, I have gradually become more interested in university teaching methodology, and have found it ever more necessary for becoming an excellent teacher. The intention of editing this book originates from my persistent concern over teaching issues in universities, my enthusiasm for the profession, and reflection on the teaching strategies. Also the negative learning experience as a university student brought about by poor teaching, the embarrassment as a teacher of finding students absent-minded while I was teaching, and the suggestions given by dissatisfied students.

I would have a strong sense of frustration when seeing students not listening, and would feel a loss of self-esteem and competence as a teacher. The basic principle for me is to try to do everything well. My belief is that things should be done right or not at all, which comes from my sense of honor. I cannot endure the embarrassment of being looked down upon by students, and I do not want to waste students' precious time. Therefore, I have tried every means to make my class interesting. In fact, most students do not like theory teaching, because they lack the practical experience on which the understanding of theories depends. It is not the theory's fault, but the way of demonstrating them is not appropriate. It is quite necessary to make some changes to the "chalk and talk" way of teaching.

Through reading literature in this area, I am now aware of outstanding authors whose teaching research articles have been published in international journals. Thanks to the Internet it is also very convenient to communicate with them via e-mail. A teaching research community was established with an agreement from each of the professors. These professors teach in various university disciplines, but none of them majors in education. They deserve my respect and admiration for this alone. They are enthusiastic about teaching, constantly striving for excellence and perfection, and exploring effective teaching methods diligently. They are real educators.

Readers can receive inspiration for teaching methods and research in the authors' experience and exploration. This book is the result of international cooperative research, which includes 16 articles from university teachers in seven different countries around the world, exhibiting their latest findings in various aspects of teaching research. The themes of these studies, whether of a theoretical nature or teaching methods, are all hot topics in current university instructional research. Since they are from different disciplines, we suggest readers focus on teaching strategies while reading them. This book aims to provide readers with various practical teaching models, which will in turn provoke readers' own innovations in teaching methodology. Generally speaking, teachers tend to employ

analogy in their research on instructional situations. In other words, when met with difficulties in teaching activities, teachers think of what other teachers would do under similar circumstances, and learn from them.

Until now, many university teachers have taught only from the logic of teaching content, and have rarely done research into teaching methodology. Even if some of them make use of certain techniques, the usage is infrequent and incomplete. A typical example is that some teachers employ an exclusively lecturing technique, making use of language as the only form of communication. Many university teachers barely do any research in teaching methodology. In fact, the logic of university teaching practice includes that of the teaching content, and teaching methodology. Only when the two are in concert with one another, can the instructional process bring a positive experience to teachers and students, allowing students to enjoy learning.

The co-editor of this book is a well-known scholar, Dr. Zhao Yong, who is 4 years younger than myself and a good friend. He is presently working as a professor in the University of Oregon. We worked together on the framework of the book and the author list. Prof. Zhao's academic literacy and original thoughts set a good example for me to follow. And I am very grateful for the time he took from his busy schedule to help in the editing work.

This book is organized into seven parts and 18 chapters.

Part I examines subjectivity teaching, included in which is the chapter written by Mang Li, "Teaching Model Oriented towards Improving Teaching Ability in Pre-service Teachers." The purpose of this study is to overcome the long-standing problem of the teacher-centered teaching model in Chinese universities. To change the situation of dull, inefficient theory learning, to developing students' knowledge building and foster ways of thinking in a teaching career with a creative new teaching model, and to improve their teaching ability as a result.

In Part II we discuss refreshing lectures. It includes two chapters. "Beyond Survival: Using Games to Thrive in Lecture" is written by Whitney Berry and is directed against the fact that music theory is commonly taught in a traditional lecture format, guided by Theory Survivor, and makes use of games to reform traditional lectures. This strategy has an innate popular appeal and capitalizes on group cohesion, extrinsic rewards, and positive peer pressure as motivational factors. Another chapter is "Using Entertaining Metaphors in the Introduction of the Case Method in a Case-Based Course" written by Kavous Ardalan. This chapter shows one way of using entertaining metaphors in the introduction of the case method in the introductory session of a case-based course. Teachers should incorporate entertainment in the teaching and learning environment and make the world of education more attractive. Academicians can accomplish this by incorporating entertaining material in their courses.

In Part III we discuss "Learning Through Construction", and four chapters are included. "An Experiential Learning Approach to Teaching Business Planning: Connecting Students to the Real World" written by Manisha Karia, presents the results of an evaluation of a business planning course that departed significantly from the traditional lecture-style teaching approach to a more student-focused

experiential learning approach in order to acquire entrepreneurial knowledge and skills. The findings from this study have implications for curriculum designers, career planners, and potential entrepreneurs. “Case-Study Instruction in Educational Psychology: Implications for Teacher Preparation” written by Alyssa Gonzalez-DeHass and Patricia Willems shows that case study activity allows for social dialogue and exploration in an atmosphere of shared learning among peers and instructor. It also affords prospective teachers the opportunity to see how a teacher works jointly with other stakeholders in order to assist a student’s academic learning. Benefits associated with this method of teaching include pre-service teachers gaining an appreciation for the complexities involved in teaching, opportunities for scaffolding critical thinking skills, students being involved in authentic learning experiences in teacher decision-making, and student motivation to learn academic content. “Innovative Assessment and Collaborative Learning Using Problem-Based Learning. Learning Through Construction a Different Medium in Which to Excel?” written by Moira McLoughlin, presents the evaluation of using a modified triple jump for PBL as a summative assessment strategy within an undergraduate nursing curriculum. Findings demonstrated improved pass rates at first attempt, evidence of deeper learning, and the strengths and weaknesses of the assessment strategy from the facilitator perspective in this innovative assessment. “Enhancing Cooperative Education Through Action Learning Projects” by Jenny Fleming examines cooperative education and the learning theories that underpin work-integrated learning. The theoretical basis of action learning is discussed and a case study illustrates how action learning can be integrated into projects undertaken as part of a work-integrated learning experience. The case study exemplifies how action learning can enhance the student learning experience and provide opportunities to bring about change in practice in the sport and recreation industry.

Part IV examines “Learning Through Transaction”, which includes two chapters. “Examining Instructional Interventions: Encouraging Academic Integrity Through Active Learning Approaches” by Lucia Zivcakova and Eileen Wood, claims that academic integrity includes the preparation, completion, and submission of assignments and examinations, as well as the interactions that occur among students, and between educators and their students. A corresponding term ‘academic misconduct’ reflects situations where the general principles of ethical behavior have been violated. The chapter explores innovative programs designed to provide students with the information they need to determine what is and what is not ethical academic behavior, and to conduct themselves with integrity throughout their academic experience. “Peer Mentoring and Tutoring in Higher Education” by Janet W. Colvin suggests that in today’s world colleges and universities are implementing many different types of instruction to not only save money but to also increase student success and retention. Many of these implementations involve peer situations including peer tutoring and peer mentoring. While these peer situations have found much success there have also been problems. In order to increase the chances for success, students, mentors, and tutors, as well as instructors all need to understand the definition of the role being utilized,

the benefits and risks for all involved, and the implications of power and resistance. This chapter outlines each of those and also gives suggestions for implementing peer mentoring and tutoring programs.

Part V discusses “Transformative Learning”, and includes three chapters. “Learning and Transformation” written by Sabra E. Brock first describes the steps preceding trans-formative learning. Then, after reviewing the current transformative learning literature and the scholarly writing on college student learning, the chapter elaborates on the key transformative learning concepts, its incidence, the characteristics of those more likely to exhibit it, as well as the factors fostering it: instructional methods, life events, and types of people who stimulate it. Previously unreported verbatim comments from three original studies expand understanding of the process of transformative learning. “Using the Discovering Model to Facilitate Transformative Learning in Higher Education” by Michael Kroth and Patricia Boverie reclaims a Passion Transformation Model intended to help leaders and individuals create passionate work and passionate work environments. It also recalls a simple model that can be used to help discuss and to understand the transformational learning process and, as importantly, the role personal agency can play for individuals who wish to initiate the inquiry process themselves. The purpose of this chapter is to present this model which college faculty can use to help facilitate transformational learning experiences for their students. The authors draw here from earlier articles on techniques and expand the discussion to include transformational learning in higher education. “Transformative Learning Theory: Addressing New Challenges in Social Work Education” written by Peter Jones discusses the features of transformative learning and explores their application in integrating ecological concerns into social work education. The author claims that transformative learning theory has emerged as an educational approach concerned with understanding and facilitating profound change at both individual and societal levels. The congruence between the features of transformative learning and the central concerns of social work education suggest that this approach to learning may be beneficial as the profession addresses new challenges, including engaging with the global environmental crisis.

Part VI discusses “Using Technology”. It includes three chapters. “Technology-Supported Design for Inquiry-Based Learning” written by Philippa Levy explores the role of digital technology in supporting higher education teachers to design for inquiry-based learning (IBL). Using a qualitative research approach, the project identified variations in teachers’ conceptions of IBL pedagogy and in their approaches to design for learning. LAMS, in the version used, was found to offer design affordances that are especially consistent with teacher-led, rather than student-led, approaches to IBL pedagogy. The issues arising from this research are of relevance to academic developers in higher education and to the further development and use of digital design tools for IBL. “Past, Present and Future of Podcasting in Higher Education” written by Vicenc Fernandez aims at developing a podcasting model that can establish the necessary guidelines for the use of podcasts. This model is key to defining control variables for sharing and incorporating research results on podcasting. “Blended Learning in English for

Tourism: A Case Study” written by Li Yan, aims at establishing a blended teaching and learning model, named “Tour around the World”, combining online and face-to-face instruction for English for Tourism course. A case study design using qualitative methods was taken in this study as the best means to collect in-depth data on design and implementations of blended language learning models. The findings of the study show that this model contributes to effective learning and student satisfaction as long as sufficient supports are provided.

In Part VII we examine “Assessment for Learning and Teaching”, and include three chapters. “Essay Question Formative Assessments in Large Section Courses: Two Studies Illustrating Easy and Effective Use” by Andrea A. Curcio proposes questions: Do formative assessments, via practice exercises accompanied by generalized feedback, make a difference in students’ final essay and short-answer exam performance? If so, does the practice help some students more than others? The author’s team seeks to devise a duplicable model for examining those same questions across disciplines, and hopes to develop an easily workable method to provide practice and feedback to large section courses without unduly burdening faculty. This chapter discusses the findings that practice exercises and generalized feedback formative assessments can be done in large section courses with minimal additional professorial work, and that the effects of that practice can be easily studied. Although practice exercises accompanied by annotated model answers and grading rubrics had a positive effect on students’ final-exam performance on essay questions and short-essay/short-answer test questions, the effects of the practice and feedback did not benefit all students equally—the students with the highest grade predictors received the greatest benefit from the formative assessments. “Learner-Centered Assessment in US Colleges and Universities” by Karen L. Webber points out that over the past two decades, US postsecondary faculty members have moved away from ‘sage on the stage’ to learner-centered instruction and assessment of learning. The assessment of student learning continues to be an important issue among educators and other constituents. This chapter discusses faculty member use of learner-centered assessment techniques in US colleges and universities, based on responses from the 1993 and 2004 National Study of Postsecondary Faculty (NSOPF). “Application of Formative Assessment in a Chinese EFL Course” written by Zheng Chunping and Li Chuhan, developed a tentative model for assessing learners’ public speaking competence by incorporating formative assessment practices with conventional summative assessment tools in a Chinese EFL public speaking course. An exploratory experiment indicated that the learners in the experimental group demonstrated significantly better performance in public speaking, particularly in terms of their delivery skills. The analysis of learning journals and post-experimental survey also showed learners’ positive perception of the tentative assessment model.

Any published book would be imperfect, leaving shortcomings and problems behind. Before the publication of this book, the most powerful force has not taken part in the writing of this book, this force came from the readers, especially those who are teachers with practical experiences. While reading this book, it would be appreciated if readers could give much thought and consideration to the book, and

give precious constructive suggestions. We are looking forward to receiving your response. My e-mail address: leemang@bnu.edu.cn.

Finally, our thanks go to Springer-Verlag for their planning and editing work. This international book of university teaching research would not have been published so smoothly without their professional and efficient work.

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