

Gili Marbach-Ad · Laura C. Egan · Katerina V. Thompson

A Discipline-Based Teaching and Learning Center

A Model for Professional Development

This book describes the design and implementation of a discipline-specific model of professional development: the disciplinary Teaching and Learning Center (TLC). TLC was born from a strong commitment to improving undergraduate science education through supporting the front-line educators who play an essential role in this mission. The TLC's comprehensive approach encompasses consultation, seminars and workshops, acculturation activities for new faculty members, and teaching preparatory courses as well as a certificate program for graduate students. At the University of Maryland, TLC serves biology and chemistry faculty members, postdoctoral associates, and graduate students. The Center is deeply integrated into the departmental culture, and its emphasis on pedagogical content knowledge makes its activities highly relevant to the community that it serves. The book reflects ten years of intensive work on the design and implementation of the model. Beginning with a needs assessment and continuing with ongoing evaluation, the book presents a wealth of information about how to design and implement effective professional development. In addition, it discusses the theory underlying each of the program components and provides an implementation guide for adopting or adapting the TLC model and its constituent activities at other institutions.

In this book, the authors describe how they created the highly successful discipline-based Teaching and Learning Center at the University of Maryland. This is a must read for anyone interested in improving higher education.

Charles Henderson, Co-Director, Center for Research on Instructional Change in Postsecondary Education, Western Michigan University

This book will provide a much-needed resource for helping campus leaders and faculty development professionals create robust programs that meet the needs of science faculty.

Susan Elrod, Interim Provost and Vice President for Academic Affairs, Chico State

The authors provide a road map and guidance for higher education professional development in the natural science for educators at all levels. While the examples are from the sciences, the approaches are readily adaptable to all disciplines.

Spencer A. Benson, Director of the Centre for Teaching and Learning Enhancement, University of Macau

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