

Introduction

Few activities are more satisfying than creating a community in which people grow intellectually and become life-long learners. Being in the company of people learning and being engaged with great ideas is an ideal way to spend time, but there's much more to teaching than just the time spent in a classroom, laboratory, studio or field site. Most of our attention focuses on time with students in scheduled meetings, but such contact time is only one component of teaching. We decide what the intellectual goals for learners will be, identify materials students can use, plan what to do during contact time, and create ways for students to learn on their own outside of class. Teaching occurs outside scheduled times and places, and advising is another feature of teaching. Whether through independent reading or discovery research, teachers provide feedback and structure that make learning richer and more focused. Teaching is more enjoyable when it's well constructed and well received, and we hope these materials support those aims.

We also create opportunities for learners to demonstrate their understanding, knowledge and skills through projects, papers, performances and answers to questions. Successful students can use ideas and skills in ways that weren't directly taught to them, and it's important to create variations in performance requirements that sample an ideal range of this transfer of learning to new situations. Once feedback is given to students, effective teachers examine patterns of learning to identify topics or skills that need different preparation in the next course offering.

Being a complex craft, teaching evolves over time, with additional layers of skill and nuance being added with successive offerings of a class. Even very good classes, successful in generating learning, continue to develop as teachers learn from how students respond to their instruction. It's good to start simply in teaching, by offering clear, interesting, and useful skills and knowledge to students. More features of learning and more complex measures of understanding can evolve over time, and iterative refinement in teaching is one important source of the enjoyment we experience. This guide allows teachers to find useful strategies for both framing a course initially and for refining it over time.

Overall, we hope we present an inclusive model of teaching that helps KU faculty members be effective in achieving their teaching goals.

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TEACHING AS SCHOLARSHIP

Anthropologist Mary Huber studied scholars to identify common elements of intellectual work. Scholars engage in inquiry that is informed by prior work, use methods characteristic of the field of study, and bring forward evidence appropriate to the question. Scholars also explicitly reflect on what is learned from their inquiry, and they make their work visible so colleagues can learn from, build upon and critique each other's findings.

Teaching can be conducted as an inquiry into learning if it follows this pattern. A scholarly teacher reads about teaching methods and results and implements practices that enhance learning. A scholar/teacher treats students' performance as evidence of how well the practices have helped students learn, and those results inform decisions about how to teach in the future. In a community of scholar/teachers, these examples of practices, results and reflections are visible objects of intellectual analysis. Scholarly discourse around effective teaching is an ongoing feature of such a community.

Just as with research, the best teaching is carefully analyzed and shared with colleagues. At its best, teaching is conducted as intellectual inquiry.

Using This Guide

This guide focuses on ways that college teachers provide maximum benefit to learners, so it's intended for an audience of university faculty members who will organize and offer courses. Teachers who are early in their careers will begin by considering the section on *Essential Practices*, as it describes some of the fundamentals of professional course delivery. An experienced teacher would also do well to look at this segment, using the topics as a reminder of those aspects of teaching that constitute the foundation of a good course. Not every course nor every instructor will always have all the features of that foundation, but it's a good model to keep in mind.

Many of us will be fortunate to have long careers in college teaching, and there will be time to offer a variety of courses and to develop some courses over many offerings. The section on *Beyond the Essentials* describes a variety of ways that learning can be promoted and that teaching can be enriched. It benefits us to have good ideas for continuing development of courses, as upgrades to practices help keep teaching fresh and enjoyable.

The next chapter, *KU Policies and Procedures*, provides an overview of this topic. The section begins with a discussion of civility and responsibilities for learning, and it includes excerpts of key policies from the *University Senate Rules and Regulations*.

All faculty members will find the section on *Representing Teaching* to be useful, as it offers an outline for efficient but rich ways to show others how we teach and how our students learn. We've tried to make this chapter similar to a workbook that allows the gradual development of a narrative about teaching and learning, using primarily materials that are existing products of courses delivered. This outline is useful for self-development as a teacher, but it also generates appropriate documentation useful in the context of KU's evaluation of teaching.

It's important to remember that there are mutual responsibilities for learning, with both students and faculty members participating in this process. For our part, faculty members have a responsibility to create learning environments with clear and appropriate intellectual goals and adequate resources to support learning. This includes identifying criteria for success in learning and maintaining well-crafted and up-to-date teaching practices that are known to optimize learning. Professional quality teaching must be more than merely making knowledge and skills available, as teachers should inquire to see how much learning is actually taking place. When we employ the best practices our profession provides, that doesn't diminish students' responsibility to engage fully in the learning opportunities we construct.

For their part, students must make available enough time to allow for full preparation and study in addition to required class, lab or practicum time. They have a responsibility to use that time to read, to inquire, to work with colleagues, to write, and to think about their work. Without that commitment, teaching will ultimately be unsuccessful, and even the best instructional design and effort will not generate meaningful understanding, skill or knowledge.

This guide focuses on the teacher's potential participation in the learning process, as that is the component of education that we control. At a minimum, faculty members can embrace the need to provide professional instruction, but we can also work with our larger community to promote the fullest engagement and participation in educating our students. When we all do our part, we create a richer academic community and a successful learning environment.