

New Directions for
Teaching and Learning

Advancing Faculty Learning Through Interdisciplinary Collaboration

Elizabeth G. Creamer
Lisa R. Lattuca
Editors

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Advancing Faculty Learning Through Interdisciplinary Collaboration

Corey Champion, Aaron Angello



Advancing Faculty Learning Through Interdisciplinary Collaboration:

Advancing Faculty Learning Through Interdisciplinary Collaboration Elizabeth G. Creamer, 2005-08-16 This volume addresses the limitations of an instrumental perspective on collaboration and explores why stakeholders in higher education should refocus attention on collaboration as a source of faculty learning The chapters establish a theoretical basis for thinking about faculty learning and then use case studies to explore this topic in the context of service or outreach research and teaching Included as well are a meta analysis of the cases to demonstrate what they teach about contexts that promote faculty learning and a discussion of the implications of the analysis for higher education policy and practice including the evaluation of collaboratively produced work The framework and cases are useful to an audience of academic leaders committed to faculty development and to creating hiring promotion and tenure policies that reward the full range of scholarly pursuits They should also prove instructive to faculty embarking on interdisciplinary teaching research or outreach activities This is the 102nd issue of the Jossey Bass quarterly report series New Directions for Teaching and Learning

The SAGE Handbook for Research in Education Clifton F. Conrad, Ronald C. Serlin, 2011-06-10 The SAGE Handbook for Research in Education Pursuing Ideas as the Keystone of Exemplary Inquiry edited by Clifton F Conrad and Ronald C Serlin stimulates and encourages students faculty and educational practitioners including individuals in Pre K 16 education government and the private sector who conduct applied and policy oriented educational research to place the pursuit of ideas at the epicenter of their research from framing meaningful problems to identifying and addressing key challenges to the reporting and dissemination of their findings As well as supporting readers to place the pursuit of ideas as the keystone of exemplary inquiry the Handbook draws on the perspectives of scholars representing diverse fields within the field of education from pre kindergarten to elementary and secondary school to higher education as well as qualitative quantitative and mixed methods approaches to inquiry The chapters are punctuated throughout by the voices of authors who wrestle with the formidable challenges of framing and conducting and reporting meaningful inquiry

The Synergistic Classroom Corey Campion, Aaron Angello, 2020-10-16 Among the many challenges confronting the liberal arts today is a fundamental disconnect between the curricula that many institutions offer and the training that many students need Discipline specific models of teaching and learning can underprepare students for the kinds of interdisciplinary collaboration that employers now expect Although aware of these expectations and the need for change many small colleges and universities have struggled to translate interdisciplinarity into programs and curricula that better serve today s students Written by faculty engaged in the design and delivery of interdisciplinary courses programs and experiential learning opportunities in the small college setting The Synergistic Classroom addresses the many ways faculty can leverage their institutions small size and openness to pedagogical experimentation to overcome the challenges of limited institutional resources and enrollment concerns and better prepare students for life and work in the twenty first century Taken together the contributions in this

volume invite reflection on a variety of important issues that attend the work of small college faculty committed to expanding student learning across disciplinary boundaries Undergraduate Research for Student Engagement and Learning Joseph L. Murray, 2017-08-09 There is growing interest in undergraduate research given its benefits to students faculty members and the institution For higher education scholars faculty and administrators this book logically synthesizes the literature to demonstrate its impact on facilitation of learning and engagement and to chart a course for expanding and improving these opportunities This book provides a comprehensive overview of undergraduate research as a high impact practice in postsecondary education from its theoretical underpinnings and research base to student participation and faculty incentives This important resource offers analysis of the current state of undergraduate research explores challenges and unresolved questions affecting undergraduate research and provides implications for research and practice **Experiential Education: Making the Most of Learning Outside the Classroom** Donna M. Qualters, 2010 Educators at the cutting edge of the experiential learning movement share their insights and experiences at colleges and universities nationwide This book provides college faculty and administrators with strategies for the successful design construction funding and assessment of experiential education Featuring edited contributions written by educators at the leading edge of the experiential education movement nationwide it addresses the realities of experiential education while providing detailed descriptions of everything from the design of individual courses to entire programs The authors weigh the various pros and cons of the experiential approach and they offer pointers on how to engage colleagues and stakeholders to help them understand the manifold benefits of the approach *Shaping the College Curriculum* Lisa R. Lattuca, Joan S. Stark, 2011-01-11 *Shaping the College Curriculum* focuses on curriculum development as an important decision making process in colleges and universities The authors define curriculum as an academic plan developed in a historical social and political context They identify eight curricular elements that are addressed intentionally or unintentionally in developing all college courses and programs By exploring the interaction of these elements in context they use the academic plan model to clarify the processes of course and program planning enabling instructors and administrators to ask crucial questions about improving teaching and optimizing student learning This revised edition continues to stress research based educational practices The new edition consolidates and focuses discussion of institutional and sociocultural factors that influence curricular decisions All chapters have been updated with recent research findings relevant to curriculum leadership accreditation assessment and the influence of academic fields while two new chapters focus directly on learning research and its implications for instructional practice A new chapter drawn from research on organizational change provides practical guidance to assist faculty members and administrators who are engaged in extensive program improvements Streamlined yet still comprehensive and detailed this revised volume will continue to serve as an invaluable resource for individuals and groups whose work includes planning designing delivering evaluating and studying curricula in higher

education This is an extraordinary book that offers not a particular curriculum or structure but a comprehensive approach for thinking about the curriculum ensuring that important considerations are not overlooked in its revision or development and increasing the likelihood that students will learn and develop in ways institutions hope they will The book brings coherence and intention to what is typically an unstructured haphazard and only partially rational process guided more by beliefs than by empirically grounded substantive information Lattuca and Stark present their material in ways that are accessible and applicable across planning levels course program department and institution local settings and academic disciplines It s an admirable and informative marriage of scholarship and practice and an insightful guide to both Anyone who cares seriously about how we can make our colleges and universities more educationally effective should read this book Patrick T Terenzini distinguished professor and senior scientist Center for the Study of Higher Education The Pennsylvania State University

A Toolkit for Mid-Career Academics Vicki L. Baker,Aimee LaPointe Terosky,Laura Gail Lunsford,2024-04-09 Mid career faculty are the backbone of the college and university workforce and represent the largest population of faculty in the academy yet they face myriad challenges that hinder career satisfaction and advancement This book offers action oriented tools to engage or re engage mid career programming at the individual faculty institutional consortial and grant funded levels Bringing together leading scholars and practitioners engaged in research and practice this edited volume offers solutions to two driving questions faced by mid career faculty what s next and how to navigate This focus on both what and how highlights critical issues and challenges associated with mid career coupled with specific tools and strategies to successfully navigate from diverse stakeholder perspectives Jargon free and rich with stories from the field each chapter can serve as a stand alone resource be read in order as presented or be read non sequentially based on the reader s specific needs Mid career faculty including non tenure track and community college academics will welcome the resources tools and strategies featured throughout this book the pocket professional development mentor to help create more inclusive and equitable programming at multiple levels **Journal of Higher Education Outreach and Engagement** ,2008

Curriculum Development in Higher Education: Faculty-Driven Processes and Practices Peter Wolf,2007 This issue focuses on two new perspectives The first is a more international perspective from the very active and thriving faculty development work being done in Canada The second is curriculum design The authors attempt to blend the very real need for institutions to engage in regular curriculum practice as a growth experience and the important role that faculty can lay in the process In addition they propose the idea of a scholarship of curriculum practice to complement the scholarship of teaching and learning They pose the interesting challenge Shouldn t everything we do in the academy be done in a scholarly manner

Educating Integrated Professionals: Theory and Practice on Preparation for the Professoriate Carol L. Colbeck,KerryAnn O'Meara,Ann E. Austin,2008-04-11 There is a need for doctoral students to broaden their perspective on their own education so that they value teaching and service professional and community equally with research This volume

explores two interrelated paths to that goal The first path encourages doctoral students and their faculty mentors to take advantage of the synergies among their teaching research and community service roles Involving students in research conducting research about one s teaching or collaborating with community partners and students to investigate and solve real world problems can enhance the effectiveness and efficiency of academic work The second path emphasizes connections between professional and academic aspects of faculty work Faculty members who integrate their disciplinary and professional work become adept at recognizing and solving ill defined problems skilled at understanding and responding to ethical questions and able to discover teach and apply knowledge with colleagues students and community partners Topics discussed include Professional Identity Development Theory and Doctoral Education Applying Lessons from Professional Education to the Preparation of the Professoriate Graduate Education and Community Engagement Networking to Develop a Professional Identity A Look at the First Semester Experience of Doctoral Students in Business Lost in Translation Learning Professional Roles Through the Situated Curriculum Strategies for Preparing Integrated Faculty The Center for the Integration of Research Teaching and Learning Career Preparation for Doctoral Students The University of Kansas History Department The authors consider the successes and failures of their case studies in the light of theories of identity development professionalization apprenticeship socialization mentoring social networks situated curriculum concurrent curricula and academic planning They illuminate some of the drawbacks of current education for the professoriate and at the same time point toward current programs and new possibilities for educating doctoral students who will begin their faculty careers ready to integrate teaching research and service This is the 113th volume of the Jossey Bass higher education quarterly report series New Directions for Teaching and Learning offering a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and on the latest findings of educational and psychological researchers

As the Spirit Moves Us Katherine Grace Hendrix,Janice D. Hamlet,2009 Chronicles the experiences of a racially diverse group of Christian professors of communication Page 3

Scholarship of Multicultural Teaching and Learning Matthew Kaplan,A. T. Miller,2007-10 The desire to continue a quest for multiculturalism in postsecondary education burns bright on campuses across the country New legal decision have made it possible for institutions to once again pursue a diverse student population at public universities As before faculty and administrators are searching for new and effective ways of infusing multicultural instruction into the everyday life of the institution This issue provides some very important innovative suggestions to support their quest Series editor Earth and Mind II Kim A. Kastens,Cathryn A. Manduca,2012 Articles refer to teaching at various different levels from kindergarten to graduate school with sections on teaching geologic time space complex systems and field work Each section includes an introduction a thematic paper and commentaries

Collaborations Across Educational Sectors Marilyn J. Amey,2007-10-05 Across the nation community colleges K 12 school districts and universities are collaborating with each other in creative ways that pool

resources increase access and achieve myriad educational goals Although not all partnerships include two year colleges these institutions serve as a bridge between public schools and four year colleges and between schools and the workforce Despite the perceived benefits of collaboration many partnerships fail to obtain desired results cannot be sustained or cease to benefit both parties In an era of increased accountability it is critical to understand why so many partnerships fall short of their goals and to identify the factors that contribute to the success or failure of a collaboration Highlighting important elements of educational collaboration chapters in this volume offer a means to evaluate the effectiveness and efficiency of partnerships This is the 139th issue of the Jossey Bass quarterly report series New Directions for Community College

Supplemental Instruction: New Visions for Empowering Student Learning Marion E. Stone, Glen Jacobs, 2006-07-24 This issue both introduces basic tenets of supplemental instruction to those who do not know it and brings those familiar with the method up to date on how far it has come and where it is headed in the future Jacket Faculty Careers and Work Lives: A Professional Growth Perspective KerryAnn O'Meara, Aimee LaPointe Terosky, Anna Neumann, 2008 This volume reviews and synthesizes recent research on faculty demographics appointment types work life and reward systems as well as major theoretical perspectives useful to researchers who study faculty work careers and professional development In doing so it advances and challenges current dialogue on faculty careers notably by exploring a narrative of constraint that underlies much contemporary research and reform in higher education Although highlighting the valuable ways whereby the narrative of constraint has illuminated the myriad barriers than can and too often do inhibit faculty careers the authors assert that the theme of constraint obscures possibility learning agency and growth In emphasizing constraint many contemporary research and reform efforts overlook faculty striving for growth The volume reintroduces growth as an important consideration in higher education discourses of policy and practice and with attention to four of its key aspects learning agency professional relationships and commitments The authors discuss current research on faculty demographics appointments work reward systems along with theories used in research relative to these four aspects of growth They also discuss how attention to faculty growth may open up new directions for policy public communication and future research on higher education faculty This is the third issue in the 34th volume of the Jossey Bass series ASHE Higher Education Report Each monograph in the series is the definitive analysis of a tough higher education problem based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication Spirituality in Higher Education Sherry L. Hoppe, Bruce W. Speck, 2005 This issue looks at spirituality in higher education through a number of lenses examining what many view as trend towards incorporating spirituality back into the lives of students faculty and administrators Questions about meaning and purpose are as old as humans and in the earliest days of higher education the search for truth was the ultimate journey of the student Over the decades though the academy has often shunned the

spiritual aspect of a student's education. Whether that is to avoid controversy or to protect from acknowledging that all is not known, there is a predisposition to avoid talking about spirituality in the academy. Regardless, the result is the creation of what T. S. Eliot called hollow men who live in this world but do not know why they are here and thus do not know how to live their lives. This book is responding to a reawakening of desire to avoid such creatures. The issue's purpose, at least in a cursory way, is to look at spirituality in academe through a number of lenses. Composed of chapters from both faculty and administrators, this volume offers insight into the critical need for spirituality in educating the whole student while recognizing that how spirituality is viewed and taught and experienced is intensely personal. The goal is not to prescribe how spirituality should be integrated but to offer multiple options and perspectives. Not only will readers learn about the complex and vital role of spirituality; they will also be reminded that the quest for truth and meaning, not the destination, is what is vitally important in shaping discussions about spirituality. This is the 104th issue of the Jossey-Bass quarterly support series *New Directions for Teaching and Learning*. **A Laboratory for Public Scholarship and Democracy** Rosa A. Eberly, 2006-04-10. This volume addresses the academy's increased interest in contributing to the public good in more than just a superficial way. The authors of this volume examine an alternative way of thinking that brings more than disciplinary expertise to bear on public issues. FROM THE SERIES EDITOR Neither White Nor Male Katherine Grace Hendrix, 2007. Given the state of information on the academic experience in general and on the pedagogical strategies and strengths of faculty of color, in particular, the scholars in this issue have come together to begin the process of articulating the academic experiences of female professors of color. While chronicling our challenges within academia as well as our contributions to the education of U.S. students, this collaborative effort will add depth to the existing literature on faculty of color, serve as a reference for positioning women of color within the larger context of higher education, moving us from the margin to the center, and lay a foundation for more inclusive future research. This is the 110th volume of the Jossey-Bass quarterly report *New Directions for Teaching and Learning*. **Journal of Engineering Education**, 2007.

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