



Instructional Guide for University Faculty

Faculty Development and Instructional Design Center



Northern Illinois University

June 2005 Version Edited by Faculty Development and Instructional Design Center Staff

***Faculty Development and Instructional Design Center
Contact Information***

Web site: <http://www.facdev.niu.edu/>

Email: Faculty and staff: facdev@niu.edu Teaching Assistants: tadev@niu.edu

Phone: 815.753.0595

Fax: 815.753.2595

Director: Murali Krishnamurthi, Ph.D.	815.753.6502
Assistant Director: Carol Scheidenhelm, Ph.D.	815.753.2690
Teaching Assistant Coordinator: Chigozie Achebe	815.753.0614
Multimedia Coordinator: Dan Cabrera, Ph.D.....	815.753.0613
Department Secretary: Amy Deegan.....	815.753.0595
Instructional Design Coordinator: Janet Giesen, Ed.D.....	815.753.1085
Program Coordinator: Brenda Hodges, Ed.D.....	815.753.3015
Online Technologies Coordinator: Jason Rhode	815.753.2475
Information Technology Coordinator: Michael Vannoy.....	815.753.3239

Foreword Northern Illinois University is a comprehensive university that prides itself on its effective integration of teaching and research. The university signals the importance in faculty careers of effectiveness in both teaching and the research and artistry in many ways. The university recognizes excellence in its faculty through both a Presidential Teaching Professorship and a Presidential Research Professorship, each annually awarded to up to three faculty members chosen through a rigorous selection process. Another three faculty annually win Excellence in Undergraduate Teaching Awards. Several colleges in the university have developed formal undergraduate research or artistry in which undergraduate students work with faculty researchers or artists on their current projects.

An examination of the achievements of Northern Illinois University faculty confirms the strength of the interrelationship between teaching and research. Many of the Presidential Teaching Professors are among the best publishers, exhibitors, or performers of our scholars and artists. Conversely, most of our Presidential Research Professors can be found in the undergraduate classroom, often teaching freshmen or general education students and providing them with an all-important introduction to their disciplines.

Our faculty are committed to and excel in both teaching and research. Undergraduate students at Northern have full access to faculty actively engaged in the scholarship of discovery. This institution values both teaching and research and artistry and encourages their extension to professional and public service.

Our graduate teaching assistants play an important role in supporting the teaching mission of the university. The opportunities, development programs, and support services they receive for teaching and related activities from academic units and Faculty Development and Instructional Design Center are designed to assist them in their roles as well as prepare them for successful teaching careers in the future. Faculty Development and Instructional Design Center recognizes their excellence in teaching through the annual Outstanding Graduate Teaching Assistant Awards.

The Division of Academic and Student Affairs under the supervision of the Provost's Office has increased the number of living and learning opportunities for students in residence halls, and collaborative activities have increased faculty and staff understanding of how much student learning takes place outside of the classroom. Faculty are always needed to serve as advisors to student organizations, and they contribute to student development and success when they work with students in these settings.

Northern Illinois University has made a major commitment to support your work at the university, especially through the expanded mission and staff of the Faculty Development and Instructional Design Center. You will find the Center and other offices on campus to be continuing resources for your development as teachers committed to student learning. I believe that you will find that this university, under the leadership of President John Peters, is an exciting place. You are part of an institution with a strong commitment to the comprehensive role that higher education plays in our society.

*J. Ivan Legg
Executive Vice President and Provost
Northern Illinois University*

Preface

It is our privilege to provide you with this Instructional Guide for University Faculty and Teaching Assistants. This guide is one of the many tools you can use to develop and strengthen your teaching effectiveness at Northern Illinois University. The information presented in this guide is general in content and broad in scope, and the guide is a work in progress as we plan to update it frequently and add more information. This guide is meant only to be a quick reference and not a comprehensive guide on all teaching-related topics. Use this guide as a framework to build your teaching excellence and as a supplement to the help and support you may receive from your colleagues, mentors, students, and the Faculty Development and Instructional Design Center.

This guide is a compilation of information from several sources, including instructional guidebooks from other institutions, journals, and contributions from master teachers and academic support units at NIU. I would like to express my sincere appreciation to Faculty Development and Instructional Design Center staff for compiling the information and editing this guide. Without their effort and dedication this guide would not have been possible. I would like to express my gratitude to all the contributors for their willingness to share their expertise and help us develop this guide.

Teaching is an exciting, challenging, rewarding, multi-faceted profession. As a teacher you also take on the role of facilitator, mentor, tutor, and advisor to young people at critical moments in their lives. Your role as a teacher is the essential element in the path to success of every student you meet, as you engage them in the learning process, provide the feedback and guidance they need to improve their academic performance, and motivate them to pursue life-long learning.

This guide provides ideas and resources to help you explore new approaches to teaching and assess old ones. We hope you will find the time, energy, creativity, commitment, and enthusiasm to use what is presented in the guide and find the additional information you may need to continue to improve your teaching.

Faculty Development and Instructional Design Center is proud to support Northern Illinois University's commitment to excellence in teaching and we wish you the very best success and enjoyment in your teaching career.

*Murali Krishnamurthi, Director
Faculty Development and
Instructional Design Center*

Acknowledgments

This *Instructional Guide* has been a virtual collaboration with instructional and faculty developers across the country, who have graciously shared their expertise. The articles that were incorporated into this guide have retained their original language style, content and format. Many parts of this guide were adapted from materials available from:

- Center for Access-Ability Resources (CAAR), Northern Illinois University
- Center for Instructional Development and Research, University of Washington
- Center for Teaching Excellence, The University of Kansas
- Office of Faculty and TA Development, The Ohio State University
- Office of Faculty Development, University of Pittsburgh
- Teaching & Learning Center, University of Nebraska – Lincoln
- University Judicial Office, Northern Illinois University

I also wish to thank the following individuals for their professional generosity in allowing us to adapt their materials for our specific use:

- Dr. R. Cliffe, College of Engineering and Engineering Technology, NIU
- Dr. C. Sorensen, College of Education, NIU
- Dr. D. House, Office of Institutional Research, NIU
- Dr. M. Krishnamurthi, Faculty Development and Instructional Design Center, NIU
- Dr. M. Marincovich, The Center for Teaching and Learning, Stanford University
- Dr. S. Ronkowski, Office of Instructional Consultation, University of California Santa Barbara
- Dr. R. Wheeler, Interim Vice Provost, NIU

Many thanks go to Dr. Carol Scheidenhelm for her encouragement, ideas, and editing skills; to Laura Miller for campus photographs; and to Dr. Brenda Hodges and Amy Deegan for their help in coordinating the production and distribution of this guide.

Thanks to all the campus units at NIU that provided additional source material to help customize the content of this guide for our faculty needs.

*Faculty Development and
Instructional Design Center Staff*

Table of Contents

Section A: Where To Start	A-1
Profile of Students at NIU	A-2
Enrollment by class level	A-2
Undergraduate enrollment by Race/Ethnic	A-2
Off Campus Head count.....	A-3
Total Head Count	A-3
Undergraduate Age Distribution	A-3
County of Origin	A-4
Type of Institution Transferred	A-4
Retention and Graduation Process	A-4
Mean ACT Composite score.....	A-5
High school seniors in NIU market Area.....	A-5
Mean Credit Hours Loads by degree Level and Location	A-5
Mindset of First Year Students	A-6
NIU Student/Department Accomplishments.....	A-9
Prominent Alumni	A-10
 Section B: Foundations of Effective Teaching	 B-1
Research on Successful New Faculty	B-2
The Teaching Self B-5	
Role of Feedback.....	B-9
Documenting Effective Teaching	B-14
We're Here to Help: Instructional Resources	B-16
 Section C: Learner-Centered Teaching	 C-1
How Students Learn.....	C-2
Cognitive Styles and Teaching Strategies.....	C-12
Teaching Activities that Support Different Aspects of the Learning Cycle	C-13
Teaching Techniques to Address All Learning Styles.....	C-14
Motivating Students and Creating a Good Classroom Environment.....	C-16
Suggestions for Helping ALL Students Succeed.....	C-18
Tips on Interacting with Persons with Disabilities	C-21
Learning (Dis)Abilities/Differences (LD).....	C-22
Blind/Visually Impaired.....	C-23
Deaf and Hard of Hearing	C-24
Speech Impairments	C-26
Persons Who Use Wheelchairs	C-27
Unacceptable vs. Acceptable (Dis)Ability Language	C-28
How Can I Get Students to Talk to Me About Their Accommodation Needs?.....	C-29
Teaching Inclusively	C-30

Continued on next page

Table of Contents (cont.)

Section D: Preparing to Teach.....	D-1
Classroom Assessment of Learning and Teaching	D-2
Preparing a Course	D-4
Writing Effective Instructional Objectives	D-12
Instructional Systems Design for Successful Learning.....	D-14
Instructional Design Model by Dick and Carey.....	D-15
Textbook Selection Checklist	D-16
Syllabus Format	D-18
Put Variety into a Lesson: Various Ways That Learning Can Take Place	D-21
Introducing the Course: First Day of Class.....	D-23
Six Ways to Handle Nervousness	D-26
Checklist - Evaluating First Day Course Presentation.....	D-27
Section E: Instructional Strategies.....	E-1
The Value of Incorporating Active Learning Strategies	E-2
Leading Discussions.....	E-3
Checklist for Effective Discussion Leading.....	E-11
Lecturing a Large Class: It Can Be Enjoyable for Both Faculty & Students!	E-12
Checklist for Effective Lecturing.....	E-14
Teaching Tips: Interactive Communication.....	E-15
Teaching Tips: Questions! Questions!	E-16
Teaching Tips: Demonstrating Problem-Solving.....	E-21
Cooperative Learning: Effective Teamwork.....	E-23
Effective Design & Evaluation of Writing Assignments	E-28
Evaluating Tool to Make Your Life Easier.....	E-31
A Grammar Check-Sheet	E-32
Active Learning Strategies for the Classroom	E-33
Active Learning Strategies: A to Z	E-40
Integrating Technologies Projects Into Your Class	E-44
Section F: Evaluating Student Learning.....	F-1
Speaking the Same Language	F-2
Five Basic Guidelines of Assessment	F-3
Assessment Techniques - Online Resources.....	F-4
Testing and Grading.....	F-5
Course Grading	F-12
NIU Grading System.....	F-15
Withdrawal from Course.....	F-18
FERPA Guidelines for Faculty & Staff	F-19

Continued on next page

Table of Contents (cont.)

Section G: The Graduate Teaching Assistant Experience at NIU.....G-1

Introduction.....	G-1
Faculty Supervisors' Responsibilities in Preparing TAs	G-1
Balancing the Responsibilities of Being a TA	G-7
Training and Development.....	G-8
Managing the TA Classroom	G-9
Tips for Teaching Assistants.....	G-10
Maintaining Records	G-13
Peer and Faculty Observation	G-15
Interacting with Supervisors, Students and Peers	G-15
Preparing for Teaching-Related Support Responsibilities	G-16
Tips for International TAs in the U.S. Classroom	G-19
Wrapping Up Your Semester.....	G-20
Support Services Available for TAs at NIU	G-21
Recognition for TAs at NIU.....	G-22
Policies	G-22

Section H: Ethical Considerations..... H-1

Ethical Conduct.....	H-2
Academic Integrity.....	H-3
Plagiarism.....	H-10
Cheating	H-11
Concluding Remarks.....	H-13
References.....	H-14

Section I: Student and Classroom Conduct..... I-1

The Problem Student.....	I-2
Developmental Advising – Advising Students for Success.....	I-5
Counseling Students.....	I-7
Classroom Disruptions and Discipline Regulations.....	I-10
If You Suspect Academic Misconduct.....	I-13
Legal Representation and Indemnification	I-15

Section J: Readings on Teaching..... J-1

Active Learning.....	J-2
Adult Learning	J-3
Assessment.....	J-4
Enhanced Teaching Skills	J-4
Ethical Development.....	J-5
Group Discussion.....	J-5
Motivating Students	J-5
Multicultural Classroom.....	J-6
Primarily for New Teachers.....	J-7
Teaching and Research	J-7