

COLLEGE TEACHING: Developing Perspective Through Dialogue

Michael W. Galbraith

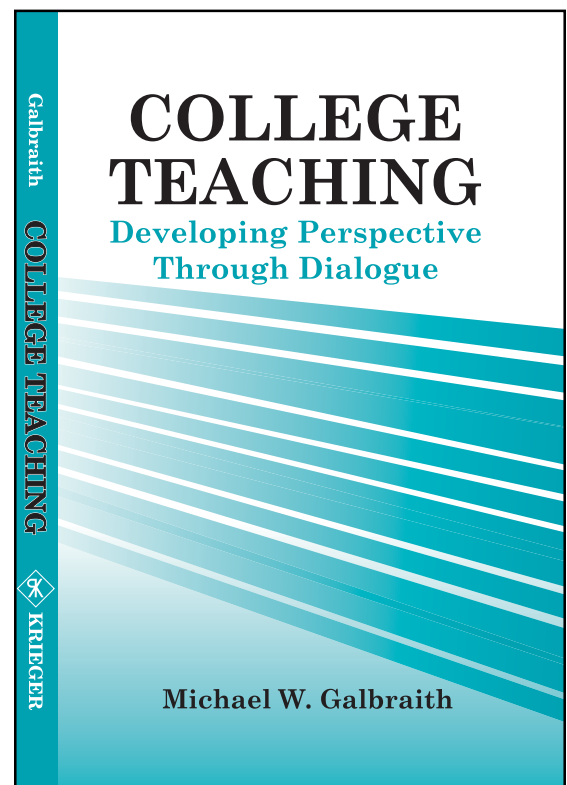
COLLEGE TEACHING: Developing Perspective Through Dialogue casts a wide net over the topic of teaching in college. It begins with the notion that to understand what it means to be a good college teacher, self-awareness is essential. From there it provides helpful guidelines for beginning teachers, as well as to more experienced ones, about the instructional process and the academic activities outside the classroom that are imperative for survival as a college teacher.

College Teaching uses a question-answer format to explore its nine parts:

- Gaining Some Insight on Self
- Preparing to Teach the Course
- The First Class Session
- Issues in the Classroom
- Teaching Methods and Techniques
- Teaching With Technology
- Evaluating and Grading
- Academic Advising
- Academic Activities Outside the Classroom

Readers of the book will find its conversational and personal tone to be a welcoming approach to exploring the complexities, dynamics, and joys of college teaching.

Michael W. Galbraith is a Professor of Leadership Studies at Marshall University Graduate College in South Charleston, West Virginia. Prior to his present position, he was a Professor of Adult Education at Florida Atlantic University, Temple University, University of Missouri-Columbia, and Oklahoma State University. He received his B.Ed. degree in social studies education and an M.Ed. degree in social foundations and gerontology from the University of Toledo and his Ed.D. in adult education from Oklahoma State University. He has been a college teacher for more than two decades and has written extensively in the areas of adult learning, mentoring, and improving college instruction. Galbraith was the founding Editor-in-Chief for the national book series *Professional Practices in Adult Education and Human Resource Development* by Krieger Publishing Company from 1990 to 2004. Under his editorship, the series produced 34 books on a variety of topics. He has served on various journal editorial boards such as *Mentoring & Tutoring: Partnership in Learning*, *Adult Education Quarterly*, *Adult Learning*, *PAACE Journal of Lifelong Learning*, and *Education Gerontology*. He has received numerous state, regional, and national awards for his leadership and service to the field of adult learning.



Orig. Ed. 2008 152 pp.
ISBN 978-1-57524-294-1 \$30.50



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***** Other Titles by Michael W. Galbraith *****

**ADMINISTERING SUCCESSFUL PROGRAMS FOR ADULTS:
Promoting Excellence in Adult, Community, and Continuing
Education**

by Michael W. Galbraith, Burton R. Sisco, & Lucy Madsen Guglielmino
Orig. Ed. 1997 204 pp. ISBN 978-0-89464-886-1 \$38.00

The authors offer practical advice to novice and experienced administrators on the day-to-day duties and responsibilities of organizing and administering successful programs in adult, community, and continuing education settings. *Administering Successful Programs for Adults* is designed to assist administrators in understanding various approaches to the administrative process, assessing clientele needs and interests, securing financing and developing budgets, selecting paid and voluntary staff, creating effective marketing and public relations strategies, evaluating learning, instructors, and programs, understanding legal and ethical administrative issues, and finally mapping out a professional development plan for remaining effective. Throughout this book, many practical and useful strategies, approaches, forms, and tips to assist the administrator to be more effective are provided. This book will prove to be a valuable resource for administrators who work in community-based adult, community, and continuing education organizations, deans and directors of continuing higher education, directors of adult and community school programs, trainers in business and industry, and educational consultants.

**EDUCATION IN THE RURAL AMERICAN COMMUNITY:
A Lifelong Process**

edited by Michael W. Galbraith

Orig. Ed. 1992 398 pp. ISBN 978-1-57524-029-9 Paper \$17.25
Orig. Ed. 1992 398 pp. ISBN 978-0-89464-383-5 Cloth \$28.25

Drawing on the expertise of some of the foremost leaders in rural education, this book presents a practical framework for understanding lifelong education and how various formal and nonformal educational organizations in the rural community enhance this process. It maintains that meeting the educational needs of youth and adult learners demands a new and broader perspective on ways of fulfilling their educational concerns in a changing environment. Part One provides an overview and conceptualization of lifelong education, the community, and their interaction. In Part Two, the formal and nonformal educational providers that comprise the lifelong education system and their uniqueness to the rural community are examined and analyzed. Part Three provides an in-depth description of available resources that educators and other professionals working in rural America can use to understand and enhance their practice. In addition, the final chapter provides a critical perspective on the future prospects for rural lifelong education.

**ADULT LEARNING METHODS:
A Guide for Effective Instruction, 3rd Ed.**

edited by Michael W. Galbraith

3rd Ed. 2004 498 pp. ISBN 978-1-57524-232-3 \$79.75

The third edition of *Adult Learning Methods*, with revisions, updates, and six new chapters, provides the educator of adults with ways to understand and facilitate adult learning. It is a clearly written guide to understanding the complex aspects associated with techniques and methods of the teaching and learning encounter. The book is comprised of two parts. Part One, "Understanding and Facilitating Adult Learning," contains 8 chapters that examine such topics as characteristics of a good teacher, understanding adults as learners, philosophical and teaching style orientations, designing instruction, motivation strategies, and ethical reasoning. Part Two, "Methods and Techniques," contains 14 chapters that describe in detail an array of methods and techniques to use in the classroom. The topics include selecting methods and techniques, case study, discussion, lecture, interactive television, distance learning methods, learning contracts, course portfolio, critical thinking techniques, demonstration, simulation, case study, forum, panel, symposium, mentoring, and learning communities in cyberspace. *Adult Learning Methods* is designed for the practitioner and is written from a practical "how-to" perspective. Its premise is that by acquiring a greater understanding of the process of helping adults learn and the methods that can enhance this process, teachers and adult learners can increase their chances of sharing a positive, meaningful, and developing educational experience.

FACILITATING ADULT LEARNING: A Transactional Process

edited by Michael W. Galbraith

Orig. Ed. 1991 234 pp. ISBN 978-0-89464-370-5 \$38.00

When teaching and learning are characterized by collaboration, challenge, support, risk taking, and reflectivity, they become a transactional process. This book provides a practical guide for those involved in helping adults learn to critically examine, question, and rethink the teaching and learning encounter. The authors detail the descriptive elements, skills, and guiding principles of the transactional, what it means to ground teaching in learning, how to individualize teaching and learning, and how to foster critical reflection. The book provides specific advice on adult learning methods and techniques most appropriate for facilitating the adult learning transactional process, how technology can be interactive and collaborative, numerous approaches for evaluating teaching and learning, and various strategies for improving instruction and resources for one's own professional development.

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