

# COLLEGE TEACHING: Developing Perspective Through Dialogue

*Michael W. Galbraith*

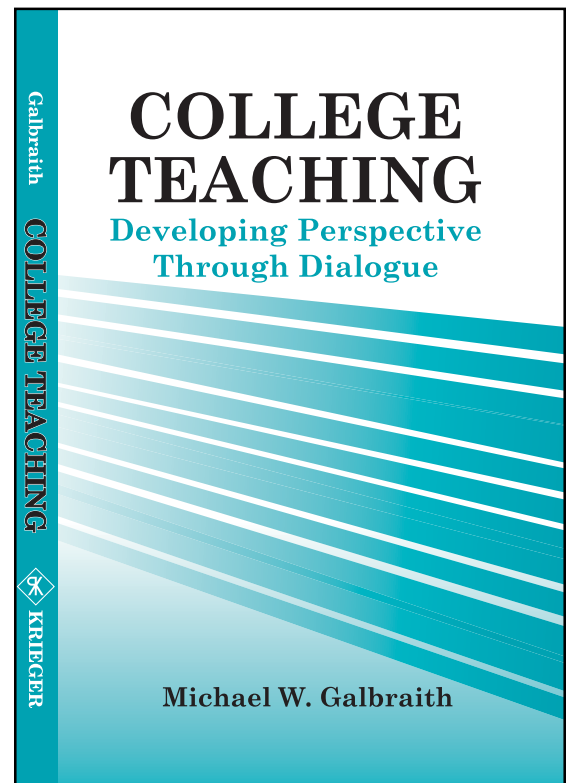
*COLLEGE TEACHING: Developing Perspective Through Dialogue* casts a wide net over the topic of teaching in college. It begins with the notion that to understand what it means to be a good college teacher, self-awareness is essential. From there it provides helpful guidelines for beginning teachers, as 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.



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