



**Organizational
& Staff Development**

George Brown College
Teaching & Learning
Handbook

For Contract Faculty

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Table of Contents

<i>How to Use This Handbook</i>	2
Resources.....	2
Staff Development Workshops	2
Library Resources and Services	3
<i>Where to Start?</i>	3
Your first day.....	3
Start... at the end.....	4
<i>Teaching & Learning at GBC</i>	5
Learner-centered teaching.....	5
Outcomes-Based Learning	6
<i>Feedback, Assessment, and Evaluation</i>	11
Principles of Assessment	11
Not all assessments need to be for marks.....	11
Feedback is a two-way street.	12
Evaluations should be transparent.....	12
Evaluations should be aligned with learning outcomes.....	12
Evaluations should be authentic.	13
Feedback should be constructive.	13
<i>Fostering Student Engagement</i>	14
Engagement between students	14
Engagement between you and your students.....	14
Engagement between course content and students	14
Engagement between college and students.....	14
<i>Teaching & Learning Resources.....</i>	18

How to Use This Handbook

This handbook is designed to provide you with an overview of some of teaching principles and approaches adopted by George Brown College. It is also intended to give you some insight on things you can do to become the best possible teacher. It contains some quick tips and links to resources. This handbook may be the first place to look if you have questions about teaching and learning, but it should NOT be the last place you go if you want detailed information or advice on how to improve as a teacher.

Resources

Use this handbook in tandem with other resources and teaching supports. These are available from the Organization & Staff Development website under the “Contract Faculty” link. You can access the website at

<http://www.georgebrown.ca/staffdevelopment>

In addition to finding information to help you to negotiate and understand administrative details and deadlines that affect your teaching, you may find the following teaching resources particularly useful:

- “100 Things You Can Do in the First Three Weeks of Class”
- “101 Tips for Effective Teaching”
- Library Resources and Services for Faculty

Also, if you attended the College orientation session, you should have received the booklet, “**Gathering Student Feedback: A Teacher’s Guide**”, which was written by GBC’s Office of Academic Excellence and the Student Association, and Robert Magnan’s *147 Practical Tips for Teaching Professors*. These are short and highly accessible works that provide lots of practical advice on teaching and learning.

The appendix of this handbook contains references to valuable teaching and learning resources. The Staff Development office also has a library of books and other resources on teaching and learning.

Staff Development Workshops

Ultimately, books, articles and handbooks on teaching (even this one!) will be able to provide you with only a limited amount of guidance and support. Ideally, you should connect with the Staff Development Department. Our Department provides faculty with support and training through workshops and one-on-one consultations. Workshops are described on our website. To sign up for one, click on the “Calendar of Events” link. Though the offerings on the Staff Development calendar vary from time to time, there are some general themes that remain consistent to many of the workshops. The following workshops would be especially useful for new faculty:

- The Outcomes-Based Learning Series, which includes workshops on how to apply an OBL approach to writing outcomes, planning assessments, and writing lesson plans. (This series is consistently offered as it aligns with the College's approach to Student-Centred Learning);
- Principles and Practical Tips for Achieving Student Engagement;
- Classroom Management, which focuses on creating a positive learning environment and Responding to Difficult Students;
- Application of Authentic Assessment Principles.

Library Resources and Services

The college libraries support faculty teaching through a wide range of teaching and learning resources. To obtain a library card, present your GBC employment verification to the library circulation desk. Contact your Liaison Librarian for assistance with finding student and faculty research materials, with placing recommended readings on Reserve, with developing research assignments, and with arranging for library instruction sessions for you and your students. Librarians will also help you to ensure that media resources comply with copyright law, media licensing agreements, and Ontario legislation regarding accessibility for Ontarians with disabilities.

Library resources include over 75,000 books, 20,000 e-books, 4000 DVDs/videos, 40,000 periodical titles, and over 100 electronic databases.

Where to Start?

Your first day

You should keep in mind that your first day of class is your students' first day as well. There are certain important factors that affect any student's chances for success in school, including family and work obligations. Also, many students may have very lengthy commutes to and from school, which often affects their attendance and class participation. Some students may also have to contend with disabilities (visible and invisible). Thus, the first day of class can be an anxious experience for your students where they are faced with the challenge of juggling many tasks and responsibilities inside and outside of school. They will likely enter your class with at lots of questions, such as

- Is the class going to meet my needs?
- Is the teacher competent?
- Is the teacher fair?
- Will the teacher care about me?
- What does the teacher expect from me?
- What will I need to do to get a good grade?
- How will I juggle the workload for this course with my job and my family obligations?

These are important questions that you should consider when meeting with your students the first time. While it's important to be clear with your students about policies and procedures during your first meeting, this class will also set the tone for the kind of interaction you have with your students and they have with each other for the rest of the semester.

There are a number of things you can do to make this a successful introduction. Here are only a few suggestions:

- Come to the classroom before it starts to meet informally with students as they arrive.
- If possible, before students arrive, arrange the classroom to encourage and facilitate active participation. (But be sure to return the tables and chairs to their original position when you leave!)
- Try an icebreaker activity. A selection of interesting activities for different sized groups can be found at <http://www.icebreakers.ws/>
- Discuss mutual expectations with your students. What do the students expect from the class? What you expect from the students?
- Share your background and experience, and ask the students to share theirs.
- Conduct a pre-test to determine your students' knowledge about the material in the course.
- Encourage student participation.
- Learn your students' names.

Start... at the end

At some point during the semester, you will receive a package from the Office of Academic Excellence that contains a set of Student Feedback Questionnaires (SFQ). You will receive one of these packages for every section that you teach. Once completed by your students, these questionnaires will provide you and your department with valuable feedback, reflecting the students' impressions about the course and how you taught it.

For this reason, it may be useful to look over one of these questionnaires at the very beginning of your teaching assignment to find out some of the criteria that will be used to evaluate you. Next, determine how you will address these questions.

For example, **Question #27** asks students to rank your overall effectiveness as a teacher. It summarizes your students' impressions of you as a teacher, and your score on it is compared with the college's and your department's averages. But if you're new to teaching and haven't received any student evaluations yet, it'll be difficult to base your preparation for your teaching assignment on this question. Other questions of the SFQ regarding course management, course delivery, and content may provide more guidance.

Question #14 asks students if they think the feedback you've given them was helpful. Feedback should also be timely. It is a crucial element in the dialogue between teachers and students, so it's important provide students ample opportunities throughout the semester for students to provide you with feedback on how you're teaching (not just at the end of the term on the SFQ). These and other tips about giving and receiving feedback are provided in the handbook "**Gathering Student Feedback: A Teacher's Guide**".

Question #18 of the SFQ asks whether or not you have directed students to appropriate resources such as libraries, peer-tutoring, etc. It might, therefore, be helpful for you to familiarize yourself with the services and resources available to students. Some of these are listed in the companion orientation handbook to this one and can also be found on the college's website and below in the section on fostering [Student Engagement](#).

These are just some examples. Read over the SFQ carefully to figure out how you can use the questions as tips to guide your teaching.

Teaching & Learning at GBC

The College has developed an academic strategy that is based on making "excellence in teaching and learning the hallmark of a George Brown College education." To this end, we have adopted two main approaches to teaching that rely on and support each other.

Learner-centered teaching

Learner-centered teaching emphasizes the personal development of the whole student, organizing class sessions around the desire to help students develop as individuals along all dimensions. The aim here is to improve the students' analytic skills as well as their ability to use their intuitive, non-verbal powers.

According to Maryellen Weimer (2002), a learner-centered teacher focuses attention on the learning process, concentrating on the following areas:

- What the student is learning?
- How the student is learning?
- The conditions under which the student is learning
- Whether the student is retaining and applying the learning?
- How current learning positions the student for future learning?

Thus, there is a distinction between the teacher-centered and student-centered approaches. In learner-centered instruction, the action focuses on what the students are doing not what the teacher is doing. This approach that features students, "accepts, cultivates and builds on the ultimate responsibility students have for their own learning." Teachers cannot do it for students. Instead, they must set

the stage and help out during “rehearsals” where students practice and apply what they learn. The final “performance” is something the students must do.

Outcomes-Based Learning

The use of an outcomes-based approach to curriculum development and delivery is an integral component of the academic strategy at George Brown College. In keeping with this strategy, OBL workshops offered by the Staff Development Department will enable you to increase your effectiveness in the classroom by helping you to design curriculum that assists students to achieve measurable and achievable goals.

As the name suggests, outcomes-based learning emphasizes outcomes, that is, knowledge and skills students can demonstrate at the end of a course, rather than “inputs” or resources (facts and content) available to students. The outcomes (what students should be able to accomplish) for each course are detailed in the course outline.

Because the stress falls on the end goal of teaching, it’s always a good idea to plan backwards. Think about what you want your students to be able to do by the end of the course and then build your lesson plans accordingly.

You can download an OBL Lesson Plan Checklist from the Staff Development website, which can also help you to accomplish the goal of incorporating outcome-based learning into your lessons.

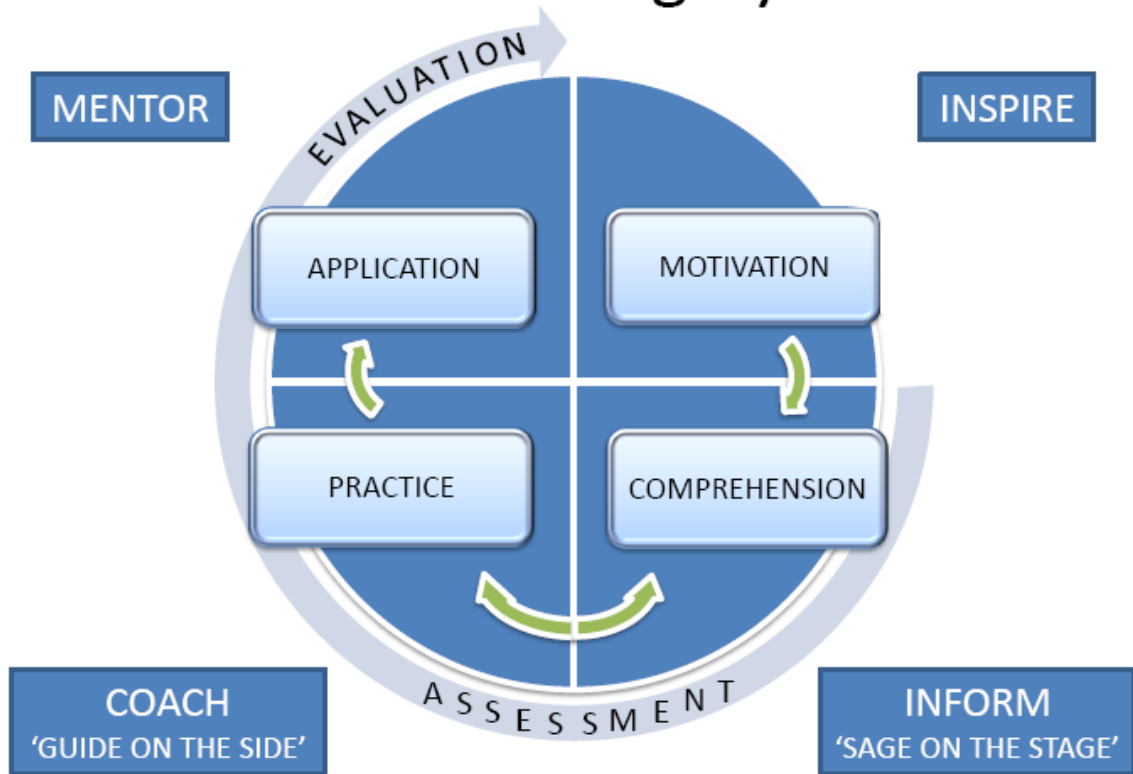
The Learning Cycle

As teachers, we have to do our best to accommodate the different learning styles of our students, and we can do this by organizing each lesson in a way that not only provides students with new knowledge and information but also engages and motivates them to learn. Each lesson should provide students time for comprehension, practice, and the application of their knowledge. The learning cycle described in the illustration below can help you to organize the content of your lessons and create effective lesson plans.

Each stage of the process connects with the succeeding stage. Notice, however, that the connection between comprehension and practice is a little more fluid. It’s a good idea to move back and forth between comprehension and practice to ensure that students have understood the new material you’ve presented them while at the same time giving them time to practice and apply their knowledge.

Notice also that your role as teacher changes at each stage of the learning cycle. In this approach lecturing alone for the duration of the class time will not offer any active learning opportunities for students. And students might lose interest and become distracted quite easily.

The Learning Cycle



Step One: Motivation

Like a well-structured speech that captures the audience's attention at the start, using an interesting "hook" at the beginning of a class can motivate your students' interest in the topic of the lesson. This can be anything from an icebreaker exercise to a short video followed by a class discussion. This element should always be related to the topic of the lesson, and it should try to develop cohesiveness in the class.

Your role here is to inspire them to learn by piquing their interest.

Step Two: Information

Next, clearly state the learning outcomes for the class. Write them on the board or incorporate them in your slide presentation. In this stage, too, you will develop your students' understanding of the course content and material. You can use lecture or group work here or a combination of the two. It's important to note, however, that you should spend only about 15-20 minutes of a three-hour class at this stage.

Your role here is to impart new material.

Step Three: Practice

After introducing new ideas and concepts to your students, give them time to practice with them. This should be the participatory or active learning component of the lesson. This can be accomplished through a variety of instructional techniques such as using case studies, group work, etc.

While students are practicing to develop their understanding of the new material, monitor their progress by making contact with them and participating in their discussions. You should devote no more than 30 minutes to this step. At the end of this time,

Repeat Steps Two and Three

Continue to introduce new material and ideas to the students, giving them time to practice as well.

Often a teacher will devote too much time during a class lecturing and too little class time for students to practice the ideas or skills that have been imparted during the “comprehension” stage of the lesson.

Step Four: Application

Finally, it’s important that students apply the ideas they’ve learned in class. Try incorporating a post-test at the end of class that covers the material you just introduced. The application step can also be part of their homework and preparation for the next week’s class.

Below you will find a template that can help you to organize your teaching according to the OBL principles discussed above.

As mentioned before, if you have any questions about this approach or would like to know more about its application, you should register for the series of workshops on OBL that is offered by the Staff Development Department.

You should also be aware that the Library is another source of print and electronic sources of information related to teaching topics, and it should also be your first choice for media resources to be used for teaching purposes. Note, however, that GBC policy states that “all faculty members and staff will only show captioned media in the classroom and will only assign captioned media as a course requirement. The Accessible Media Coordinator can assist with arranging captioning.

Lesson Plan Template

Course Name:	Week:	Date:
Course outcome/s:		
Essential Employability Skills:		
Lesson objectives:		
Formative Assessment/s:		
Time:		
Summative Assessment:		
Time:		
Motivation:	Materials required:	
Time:		
Comprehension:	Delivery method:	
Time:	Materials/resources required:	
Practice:	Delivery method:	

Feedback, Assessment, and Evaluation

Principles of Assessment

When we assess our students' progress, we're providing them feedback on what *they've* learned about what *we've* been teaching them. Here are some guidelines about assessment that might provide some direction:

1. Assessment is not an end in itself but a vehicle for educational improvement
2. It is ongoing, not episodic
3. Assessment is not just a measurement of learning but an integral part of learning
4. Assessment provides an opportunity to apply learning in ways that are meaningful for the workplace and for life (authentic assessment)
5. Assessment works best when performance measures are clear and unambiguous
6. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
7. Outcomes should be measured in ways that provide meaningful feedback.
8. Through assessment, educators meet responsibilities to learner and to the public

Some of these points will be discussed in greater detail below.

Not all assessments need to be for marks.

It may be useful to think of assessment as a dialogue between teachers and learners. There are two types of feedback: Formative and Summative.

Formative

- Focuses on growth and development of learner and teacher
- Usually an un-graded activity
- Usually easy to review by teacher, even if in large numbers
- Designed to collect information about how the learner is learning
- Designed to give teachers feedback on their instructional strategies and their relationship to their learners

Summative

- Usually designed to be given a grade or a mark
- Focuses on the value of a completed project, product or activity
- A rubric is usually used
- Represents an achievement mark more than an opportunity to improve performance
- Can also be a means to help learner improve or become more self aware

- Can inform teachers of ways to change their curriculum or instructional strategies

Feedback is a two-way street.

While it is more common to think of feedback as something that we provide our students in terms of advice or grades, genuine opportunities for feedback should provide us with a sense of how we're doing as teachers. There are plenty of tips on how to accomplish this in the booklet "**Gathering Student Feedback: A Teacher's Guide**", which was written by GBC's Office of Academic Excellence and the Student Association.

One of the easiest ways to get feedback from students is to ask students, perhaps once or twice a semester, to complete a "STOP, START, CONTINUE" form. At the end of a class, ask students to submit anonymously on a piece of paper a list of things they'd like you to stop doing, what they'd like you to start doing or do more of, and what they like you to continue to do.

At the beginning of the next class, review this feedback from your students. This will show them that you will be responsive to their requests and suggestions. It may also provide you with valuable insights on your teaching effectiveness.

Evaluations should be transparent.

An evaluation is transparent when students know and clearly understand when, why and how they will be assessed. You should at the very least let students know the format of the test, report or essay, how it will be graded, and its weight for their final mark. Surprise tests, surprises on tests, and pop quizzes generally only instill anxiety in students and aren't conducive to learning.

Perhaps one of the best ways to foster transparency in an assessment is to have the students themselves come up with some questions on a test or ideas for a writing assignment.

Evaluations should be aligned with learning outcomes.

An assessment should also be aligned with a learning outcome or outcomes. Successful demonstration of a learning outcome specified in the course outline is the best indicator of learning. Ensuring this is a big step toward making your evaluations relevant to the course content and the course content relevant to your students' learning goals. Thus, there should be no assessment without a learning outcome or goal.

One way to make sure your assignments are aligned with outcomes is to first familiarize yourself with the outcomes of the course, and then attach an assignment to that outcome.

Evaluations should be authentic.

An authentic assessment requires students to apply, rather than just regurgitate or repeat, what they've learned. Jon Mueller writes it is a "form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills." ([Jon Mueller](#))

Generally speaking, multiple choice tests are the least authentic form of assessment; in very rare situations in world of work will people be asked to do a multiple choice test. Some examples of authentic assessments that students can do are the following:

- Develop a portfolio
- Create a slide show
- Deliver an oral presentation
- Write a manual, with a dust cover, title page, table of contents, acknowledgements, author biography
- Develop a role play to demonstrate their understanding of an issue
- Create a blog that reflects students' learning and in which s/he can discuss key concepts or problems raised in your course
- Conduct an interview with an industry professional, and present findings to the rest of the class

Feedback should be constructive.

You will often have to provide feedback to students who did not perform to the standards you've set forth. These can be charged situations where students may want to speak to you directly about their performance. Here are some ways of ensuring that the feedback you provide them in these situations is constructive and takes into account the students' frame of mind:

- Pick the right time and place.
- Put adequate time aside for the meeting.
- Don't allow others to interrupt. Give the person your full attention.
- Start on a positive note. What have they done well?
- Always have a copy of the assignment(s) with your comments for mutual review if possible.
- Before the meeting, try to anticipate the reaction to feedback.
- Ask yourself, "What feedback have I given the student?"
- Decide what is worth giving feedback on.
- Focus on the facts, not the person.
- Be clear that you sincerely want him or her to succeed and be ready to offer suggestions.
- Ask if they need any clarification or specifics.
- Keep an open mind to any solutions put forth by the student on how s/he can improve.
- Use questions to illicit a two-way discussion instead of a one way criticism.

Fostering Student Engagement

The problem of student engagement is perhaps the most crucial that teachers and educational institutions face. There have been many studies published showing that the level of student engagement in the classroom has a direct impact on the college-wide rate of student attrition. Fostering effective student engagement takes, then, on a multi-faceted approach and occurs on many levels.

Engagement between students

There's a lot that you can do in your classroom to enable students to connect with each other. There are some ways to promote student-to-student engagement. Try to incorporate icebreakers at the start of every class. (Once again, you can find a large selection of icebreakers at the end of this handbook.) Simple things such as allowing for time and opportunities for students to learn each others' names and become acquainted with each other can make a big difference in the dynamics of the classroom. Incorporating group work in the classroom is another important way to allow for students to connect.

Engagement between you and your students

Effective student-teacher engagement is perhaps the most important relationship and supports much of the learning that takes place. There are two basic ways you can develop this rapport: First, provide lots of opportunities for formative feedback. Second, set up times outside classroom time when you can meet with students to discuss their progress and to answer questions.

Engagement between course content and students

As experts in our respective fields, it is easy for us to feel intense interest and passion for the subjects we teach. We've devoted many years of our lives studying, researching, and practicing in our subject areas. As teachers, we think that our challenge is to cultivate the same level of interest we feel for our subjects in our students. It's important to consider that how you deliver the content of your course will affect the way students connect to it.

NOTE: Using videos and other media is a great way to foster students' interest in your course material, but if you're using non-library media, contact the Liaison Librarian for licensing, copyright, and accessibility information.

Engagement between college and students

You should also be aware of various other supports that the college offers to students. A number of academic and administrative departments and services have been developed to help them. It's important for you to know what some of these services are in case you have to offer students advice for remediation. Here are some of the support services available for students:

- The Tutoring and Learning Centre (TLC)

- The Peer Tutoring Program
- Peer Assisted Learning (PAL)

To find out more about these and other student support services, visit the following website:

<http://www.georgebrown.ca/peerlearning>

Teaching & Learning Resources

Websites for Teaching Resources

General Teaching and Learning

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm>

<http://www.education.world.com>

www.miracosta.cc.ca.us/home/gfloren/palmer.htm

www.newhorizons.org

<http://www.merlot.org/merlot/index.htm>

Ice-breakers/Motivators

<http://adulted.about.com/cs/icebreakers/>

<http://www.lcc.edu/ctc/resources/teachingettes/icebreakers.ht>

http://acadweb.snhu.edu/DE/Goddard_Gretchen/icebreaker%20activities.htm

<http://www.vark-learn.com/english/index.asp>

<http://www.icebreakers.ws/>

Graphic Organizers

<http://www.enchantedlearning.com/graphicorganizers/>

Assessment Strategies and Rubrics

<http://www.siue.edu/~deder/assess/catmain.html>

Rubrics

www.4teachers.org/Tech.along/RubiStar

www.rubrics.com

www.miracosta.cc.ca.us/home/gfloren/palmer.htm

www.newhorizons.org

www.rcampus.com

Useful Material For Online Courses

<http://www.learningcircuits.org?2000/mar2000/Longmire.htm>

http://cde.athabascu.ca/online_book/contents.html

<http://reusability.org/read/chapters/wiley.doc>

Resource for Course Discussion Boards

<http://www.emoderators.com/moderators.shtml>

Resource for Designing Discussion Questions for Learners

<http://www.emoderators.com/moderator/Muilenburg.html>

Sites useful in thinking about Webquest Design:

<http://webquest.org/>

<http://midgefrazel.net/lrnwebq.html>

PowerPoint ideas

<http://www.techtrekers.com/PP/>

Humour

www.oryxpress.com

<http://cagle.slate.msn.com/teacher/>

www.pelicanpub.com

Newsletters

www.indwes.edu/TheToolBox

The Teaching Professor, on Insite, under 'e-reads' in the Staff Development calendar
Library Resources on Teaching and Learning

The Library website features several faculty teaching "[Research Guides](#)" on Assessment, Co-Operative and Collaborative Learning, Copyright, Curriculum Development/Design, Faculty Services, Green Teaching and Learning, Lecturing, On-Line Learning, Part-Time Teaching, Problem-Based Learning, Teaching Strategies, and Test Writing. These are accessible through the following link:

<http://researchguides.georgebrown.ca/cat.php?cid=4716>.

Following is a list of selected books, e-books, e-journals, and databases:

St. James

Authentic Learning Environments in Higher Education LB2331 .A898 2006

Herrington, Anthony, Herrington, Jan

Creating Highly Motivated Classrooms for All Students: a LB1027 .G546 2000

schoolwide approach to powerful teaching with diverse learners

- Ginsberg, Margery, Wlodkowski, Raymond
Effective College and University Teaching: a practical guide LB2331 .B673 2006
Boyle, Eleanor, Rothstein, Harley
Engaging Large Classes: strategies and techniques for LB2331 .E52 2002
college faculty
Stanley, Christine, Porter, Erin
Enhancing Learning Through the Scholarship of Teaching LB2326.3 .M36 2007
and Learning: the challenges and joys of juggling
McKinney, Kathleen
Introduction to Direct Instruction LB1025.3 .I586 2004
Marchand-Martella, Nancy, Slocum, Timothy, Martella,
Ronald
Teaching at its Best: a research-based resource for college LB2331 .N55 2003
instructors
Nilson, Linda
Teaching for Understanding with Technology LB1028.3 .W569 2005
Wiske, Martha, Franz, Kristi, Breit, Lisa
The Elements of Teaching LB1025.3 .B35 1997
Banner, Jr. James, Cannon, Harold
The Judicious Professor: a learner-centered philosophy for LB2331 .G38 2007
teaching and learning in higher education
Gathercoal, Paul, Gathercoal, Forrest
Thinking About Teaching and Learning: developing habits LB2331 .L34 1999
of learning with first year college and university students
Leamson, Robert
Worksheets Don't Grow Dendrites: 10 instructional LB1025.3 .T393 2003
strategies that engage the brain
Tate, Marcia

BOOKS

- Casa Loma*
The Complete Idiot's Guide to Success as a Teacher LB1025.3 .F737 2005
Fredericks, Anthony
Concepts and Choices for Teaching: meeting the challenges LB2331 .T48 1996
in higher education
Timpson, William, Bendel-Simso, Paul
Teaching in the Knowledge Society: education in the age of LB1025.3 .H366 2003
insecurity
Hargreaves, Andy

Electronic Books and Journals can be accessed anywhere. For off-campus access you will need to log in using the number on the front of your library card and the last 4 digits of your home phone number. Please visit the library to ensure that your library privileges have been activated.

E-BOOKS

The Role of Self in Teacher Development
Lipka, Richard, Brinthaupt, Thomas

NetLibrary

e-JOURNALS

Title

Database

American School & University	Academic OneFile, Academic Search Premier, Expanded Academic ASAP, LexisNexis Academic, Factiva
Career World	Academic OneFile, Expanded Academic ASAP, Academic Search Premier
Careers & Colleges	Academic OneFile, Expanded Academic ASAP, Academic Search Premier
Chronicle of Higher Education	Academic OneFile, Academic Search Premier, Expanded Academic ASAP, LexisNexis Academic
College Teaching	Academic OneFile, Expanded Academic ASAP, Academic Search Premier
Community College Review	Academic OneFile, Expanded Academic ASAP, Academic Search Premier
Education	Academic OneFile, Expanded Academic ASAP, Academic Search Premier
Education in Canada	Academic Search Premier
Educational Studies	Academic Search Premier
Evaluation & Research in Education	Academic Search Premier
Higher Education Quarterly	Academic Search Premier
Inclusive Education Programs	LexisNexis Academic
Instructor	Academic OneFile, Expanded Academic ASAP, Academic Search Premier
International Journal of Inclusive Education	Academic Search Premier
International Journal of Instructional Media	Academic OneFile, Expanded Academic ASAP, Factiva
International Journal of Web-based Learning and Teaching Technologies	Academic OneFile
Journal for the Education of the Gifted	Academic OneFile
Journal of Education for Students Placed at Risk	Academic Search Premier
Journal of Instructional Psychology	Academic OneFile, Expanded Academic ASAP, Academic Search Premier, Factiva
Journal of Teacher Education	Academic OneFile, Expanded Academic ASAP
Journal of Technology and Teacher Education	Academic OneFile, Expanded Academic ASAP
McGill Journal of Education	CBCA Education
Research in Higher Education	Academic OneFile, Expanded Academic

Teacher Education Quarterly
Teachers and Teaching, Theory and Practice

ASAP, Academic Search Premier
Academic OneFile, Expanded Academic ASAP
Academic Search Premier

DATABASES

Name	Suggested Search Terms
Academic OneFile	Teaching Methods
Academic Search Premier	Teacher Effectiveness
CBCA Education	Teaching Methods
ERIC	Teaching Methods Teacher Effectiveness Teaching Styles Teaching Methods Educational Strategies Creative Teaching Teaching Models
Expanded Academic ASAP	Teaching Methods
Factiva	(teacher or teaching) and (methods or strategies or effectiveness)
LexisNexis Academic	Colleges and Universities -- (teacher or teaching) and (methods or strategies or effectiveness)

VIDEOS

<i>St. James</i> The Act of Teaching Houfek, Nancy	LB1738 .A28 2007
<i>Casa Loma</i> Classroom Strategies to Bring out the Best in All Students Kuykendall, Crystal	LB1025.2 .K87 1999

NOTES