

College Teaching

A.C.T. FOR EQUAL TREATMENT

11 min; color; h,c

1/2" VHS **EC2572,VH**

Shows several situations in which a female college student becomes the object of inappropriate behavior and unwanted sexual advances from a professor and offers possible actions students might consider to confront such situations. Suggests victims of sexual harassment use the 3-step A.C.T. process: Ask for equal treatment, Call on others for support and Talk to officials about the episodes. Repeats the above sexual harassment situations with the student implementing the A.C.T. steps. (NOILLU;c1991)
Sexual harassment; Universities and colleges

ALTERNATIVES TO THE LECTURE, PART 1 (TEACHING EXCELLENCE CONFERENCE)

80 min; color; c,a

1/2" VHS **EC2552,VH**

Defines active learning and provides several examples of different ways to involve students in class. Two video inserts illustrate collaborative learning techniques used in science courses. (BROOKCO;NCTLA;c1991)

Teaching; Universities and colleges

ALTERNATIVES TO THE LECTURE, PART 2 (TEACHING EXCELLENCE CONFERENCE)

80 min; color; c,a

1/2" VHS **EC2553,VH**

Offers practical suggestions to help college teachers use active learning strategies to overcome student passivity. Video inserts explore active learning in three humanities courses. (BROOKCO;NCTLA;c1991)

Teaching; Universities and colleges

ANALYZING TEACHING: THREE SCENES FROM THE CLASSROOM

23 min; color; c,a

1/2" VHS **EC2571,VH**

Offers three brief teaching episodes, two at the college level and one at the middle school level. Designed to reflect key research on subtle classroom bias, to increase analytical skills, and to refine classroom coding techniques. (SADAMY;NAKPROA;n.d.)

Education—Study and teaching; Teaching

THE ART OF DISCUSSION LEADING: A CLASS WITH CHRIS CHRISTENSEN

30 min; color; c,a

1/2" VHS **EC2875,VH**

A class session in which Harvard Professor C. Roland "Chris" Christensen leads a group of students in a discussion of how to lead a discussion. (SIMONJA;ANKERPC;c1995)

Discussion techniques; Teaching; Universities and colleges

ART OF THE LECTURE: JUSTICE

28 min; color; c,a

1/2" VHS **EC2605,VH**

Observes Michael Sandel, a professor of government at Harvard, to show how a traditional lecture style can be successfully combined with a more interactive approach to teaching. He involves students in their own learning by giving them a voice. Students find his lectures elegant, witty, and articulate. (HARU;DEBOCHA;c1989)

Teaching; Universities and colleges

ASSESSING AN E-COMMERCE COURSE: HOWARD ROSENBAUM

color; c

1/2" VHS **EC3025,VH**

Scholarship of Teaching and Learning Series - In a lecture presented on November 1, 2001, in the Scholarship of Teaching and Learning series at Indiana University-Bloomington, Howard Rosenbaum of the IU-B School of Library and Information Science, shares his experiences in teaching a course that involves students in designing e-commerce businesses. Using grants from Ameritech and Sun Systems to develop the course, he explains how the course involves collaboration technologies, problem-based learning, and simulation. Students work in groups on one problem throughout the semester, developing a business model and simulating start-up of a business selling real digital products to students at other schools. Some of the products "sold" include online gaming, informational services, recipes and articles about food, and subscription services to databases. Grades are tied to performance: who has the most money and who gets the most traffic on their web site. Students evaluate their own work, and Rosenbaum assesses their knowledge before starting the class and after completing it. (INUISS;c2001)

Commerce; Education—Experimental methods; Universities and colleges

BALANCING CONSTRAINTS VERSUS FLEXIBILITY: PLUCKER

color; c

1/2" VHS **EC3023,VH**

Scholarship of Teaching and Learning Series - In a September 22, 2000 presentation in the Scholarship of Teaching and Learning series at Indiana University-Bloomington, Jonathan Plucker, professor of educational psychology in the IU-B School of Education, discusses his research on improving the critical thinking abilities of college students. He discusses the difficulty for freshmen in adapting to the less-constrained environment of college after the very structured high school experience. Through experiments with his students, Plucker has determined that in order for students to work up to their full potential, it is important to give them some structure and direction, but not too much: if given an almost entirely open-ended problem, they have tremendous difficulty getting started; with too much structure, they easily become frustrated. (INUISS;c2000)

Students; Teaching; Universities and colleges

BELL HOOKS: CULTURAL CRITICISM AND TRANSFORMATION

61 min; color; c,a

1/2" VHS **CC6178,VH**

Presents bell hooks' argument for the transformative powers of cultural criticism. Relates her experience that learning how to think critically was central to her self-transformation and suggests that critical thinking can help students in their quest for a sense of agency and identity. Uses footage from many films, music videos, and news reports as illustration. (FOUNMED;c1997)

Critical thinking; Mass media; Music, popular; Philosophy (CPI)

A BENTON MURAL IN WOODBURN HALL 100: THE PARKS, THE CIRCUS, THE KLAN, THE PRESS

6 min; color; c,a

1/2" VHS **CC5547,VH**

Describes the symbolism in two murals by Thomas Hart Benton in a classroom at Indiana University. Designed to be used by instructors teaching in this room to answer students' questions about the images depicted. (c1998)

Art—Study and teaching; Artists, American; Painting and paintings; Prejudices and antipathies; Universities and colleges

College Teaching

BERKELEY IN THE 60'S

117 min; color; h,c,a

1/2" VHS **CC4218,VH**

Shows the birth and development of the social protest movement at the University of California at Berkeley in the 1960s. Presents the decade in three parts, Confronting the University; Confronting America; and Confronting History. Uses archival film footage and interviews with former activists, faculty, and students to portray the era. (KITCHMA;CANEWSR;c1990)

U.S.—History: 1945-; Universities and colleges

BINGE DRINKING: THE FACTS

24 min; color; h,c,a

1/2" VHS **EC2919,VH**

Uses narration and interviews with physicians and college students to explain the effects and dangers of binge drinking. Discusses the physical effects of alcohol on the body, and examines the short and long term effects of alcohol abuse. Includes comments by college students who have had problems with binge drinking and acute alcohol intoxication. Presents the steps in helping someone who has acute alcohol poisoning. (HUMANRM;c1998)

Alcohol; Substance abuse; Universities and colleges

THE BLACK 14

60 min; color; c,a

1/2" VHS **CC5598,VH**

Explores the personal reflections of fourteen African-American football players who were kicked off the University of Wyoming football team on October 18, 1969, before a critical game against rival Brigham Young, a Mormon university. The players were removed because they planned to wear black armbands to protest what they considered to be racist policies of the Mormon Church. During the University of Wyoming's centennial football season in 1993, several members of the Black Fourteen returned to recount the events of 1969. Looks at the constitutional and legal decisions in question and the impact of the event on University of Wyoming athletics, African-Americans and the Mormon Church. (MCELRMI;UWTV;c1997)

Blacks; Censorship; Christianity; Civil rights; Prejudices and antipathies; Universities and colleges

BLACK AND WHITE AMERICA

26 min; color; h,c,a

1/2" VHS **CC4096,VH**

Currents Series - Explores the extent of race consciousness on university campuses in the United States. Interviews five students at Rutgers University in New Jersey—two black women, two white men, and one mulatto woman. Relates students' views on race relations, problems, what changes they think are necessary, and what they are doing to make those changes. (MANNINK;FFHS;c1987)

Prejudices and antipathies; Universities and colleges

BUILDING A SCIENCE OF TEACHING: EDWARD F. REDISH

96 min; color; c

1/2" VHS **EC3026,VH**

Scholarship of Teaching and Learning Series - In a February 21, 2001 presentation in the Scholarship of Teaching and Learning series at Indiana University-Bloomington, Dr. Edward Redish, a physics professor at the University of Maryland, talks about new research on teaching science courses. Suggests that improved science education is important because of new professions, shifting boundaries, and new technology. Points out that scientists bring experience in careful observation and in analysis and synthesis to research on teaching. Discusses the relevance of cognitive psychology to different ways of teaching, long-term learning, and visual systems. Provides examples of different learning styles with different kinds of puzzles. Claims that knowledge is associative, learning is productive/constructive, and that cognitive response is context-dependent. Compares different instructional environments—lectures, laboratories, and discussions. Discusses the University of Washington Tutorial Model, in which students engage in problems instead of just lectures. Points out that the Force Concept Inventory demonstrates that these tutorial models work well. Concludes with a question and answer session, followed by a response to the talk by George Walker, Vice President for Research, IU-B. (INUISS;c2001)

Science—Study and teaching; Universities and colleges

CHANGING NATURE OF WORK SERIES

UNIVERSITY PRESIDENT [EC2782]

CLASSROOM RESEARCH: EMPOWERING TEACHERS

15 min; color; c,a

1/2" VHS **EC2649,VH**

Interviewed teachers remark on the effectiveness of several specific demonstrated techniques for soliciting feedback from students, and discuss assessing their own teaching goals. Explain the techniques of the classroom background knowledge probe, one-minute papers on the most important point of the lecture or questions regarding it, and focused listings of lecture points. (KIRKPKA;UCEMC;c1990)

Teaching; Universities and colleges

COGNITIVE COACHING: A PROCESS FOR TEACHING & LEARNING

39 min; color; c,a

1/2" VHS **EC2618,VH**

Reading, Thinking, and Concept Development Series - Describes and demonstrates specific examples of instructional conversation and other types of cognitive coaching: to identify instructional arrangements that are used to promote active learning by students; to model questioning techniques and student interactions, including the ways in which cognitive coaches keep student discussion focused and productive; and to consider the role that authentic and ongoing assessment plays in cognitive coaching. Shows how teachers can encourage students to employ strategies for success by providing cognitive coaching or active teaching: by communicating with their students, by focusing on development, by motivating their students, and by sharing in their students' performance. (NAKPROA;FFHS;c1991)

Education—Study and teaching; Learning, Psychology of; Teaching

College Teaching

COLD WATER

47 min; color; c,a

1/2" VHS **EC2868,VH**

Interviews thirteen students from thirteen different countries, who were attending Boston University in 1986, expressing some of their feelings about their experiences in the United States. Counselors and psychologists from the University enlarge upon the students' comments and add some of their own views concerning "culture shock" and the intercultural adjustment process. (OGAMINO; INTERCP;c1988)

Culture conflict; Students; Universities and colleges

CONFRONTING SEXUAL HARASSMENT

25 min; color; c,a

1/2" VHS **EC2524,VH**

Focuses on the issue of sexual harassment, specifically teacher/student harassment at the collegiate level. Introduces Sue, a senior economics student who, through no fault of her own, becomes the object of several unwanted sexual advances by a professor. Shows Sue as she exhibits some of the common responses to such harassment: denial, self-blame, and reluctance to prosecute for fear of retribution. Explains the alternatives victims have to remedy the situation and stresses the need to confront, formally or informally, the harasser. (HOMANRI;RIDERCS;c1990)

Sexual harassment; Universities and colleges

COURSE PORTFOLIO EXPOSITION: PEER REVIEW AND STUDENT DEVELOPMENT

105 min; color; c

1/2" VHS **EC2995,VH**

Scholarship of Teaching and Learning Series - A dinner presentation to Indiana University faculty and AI's on February 14, 2003. Introduced by Jennifer Robinson, who explains the Scholarship of Teaching and Learning series as well as the use of a course portfolio to provide concrete evidence of what students are learning and of the professor/AI's intellectual work in the classroom. [Most of this information is available at www.indiana.edu/~deanfac/portfolio.] Continues with presentations by Leah Shupkow of the History Department, Andrew Feig of the Chemistry Department, and Tonia Edwards, an AI in the Department of Communication and Culture. Includes their reasons for doing the portfolio, how it improved their teaching, and methods for assembling their portfolios. Information mainly contained in PowerPoint presentations. Technically rough production. (INUISS;c2003)

Teaching; Universities and colleges

CREATING A CULTURALLY RESPONSIVE LEARNING ENVIRONMENT FOR STUDENTS OF COLOR (SOTL)

color; c

1/2" VHS **EC3143,VH**

Scholarship of Teaching and Learning Series - In an October 24, 2003 presentation as part of the Scholarship of Teaching and Learning at Indiana University-Bloomington, Mary Howard-Hamilton, professor of Education at IUB, leads faculty in a discussion of classroom practice in identity theories that help in understanding how white people and people of color identify with their racial cohorts, and how faculty can construct a sense of self and adapt their teaching practices to create a culturally responsive learning environment for students and faculty. (INUISS;c2003)

Education; Universities and colleges

CREATING SOCIAL PRESENCE IN ONLINE LEARNING SPEAKER CAROL HOSTETTLER

color; c

1/2" VHS **EC3144,VH**

Scholarship of Teaching and Learning Series - In an April 1, 2005 presentation as part of the Scholarship of Teaching and Learning at Indiana University-Bloomington, Dr. Carol Hostetter, professor of Social Work at IUB, shares her findings from a study that compares two entirely online courses with one face-to-face course in order to understand students' perceptions of social presence in electronic courses. Includes discussion of social presence and how fostering it can aid instructors' efforts to promote critical thinking and a sense of community. (INUISS;c2005)

Communication; Computers

CRISIS: BEHIND A PRESIDENTIAL COMMITMENT

58 min; b&w; j,h,c,a

1/2" VHS **CB3912,VH**

Documents the confrontation of John and Robert Kennedy with George Wallace over the admission of black students to the University of Alabama. (SHUKERG;DIRCIN;c1963)

Civil rights; Kennedy, John F.; U.S.—Politics and government; Universities and colleges

CRITICAL INCIDENTS

30 min; color; c

1/2" VHS **EC2608,VH**

Created by the University of Victoria in collaboration with the University of British Columbia and Simon Fraser University, presents ten brief critical incident vignettes. A critical incident is a condensed variation of the traditional case study method and is a useful tool for analyzing typical work-related challenges and developing action principles. Designed to trigger group discussion and problem-solving among faculty, sessional instructors, and teaching assistants. (UVICTOR;c1993)

Education—Study and teaching; Teaching; Universities and colleges

CRITICAL INCIDENTS II: CLOSE ENCOUNTERS OF THE ACADEMIC KIND

40 min; color; c

1/2" VHS **EC2730,VH**

Ten vignettes which demonstrate provocative encounters and problem issues in the university or college environment. Intended for use in teaching development workshops for faculty, sessional instructors and teaching assistants where a facilitator is present to guide the discussion. (UVICTOR;c1994)

Education—Study and teaching; Teaching; Universities and colleges

CRITICAL INCIDENTS III: LEGENDS OF THE FALL TERM

36 min; color; c

1/2" VHS **EC2755,VH**

Ten vignettes consisting of a brief introduction followed by a problem situation or event in a university or college setting. Intended for use in teaching development workshops for faculty sessional instructors and teaching assistants where a facilitator is present to guide the discussion. May also be used in department meetings, in new faculty orientations, or as part of a mentoring program. (UVICTOR;n.d.)

Teaching; Universities and colleges

College Teaching

CRITICAL INCIDENTS IV: SENSE AND SENSITIVITY: ISSUES OF FAIRNESS

color; c

1/2" VHS **EC3048,VH**

Depicts ten 3-4 minute vignettes of problem situations or events in a university or college setting, with an emphasis on issues of fairness in the classroom and in the academic workplace. Includes such topics as student access to technology, teaching evaluations, learning styles, stereotypes, administrative inequities, and workloads and rewards. Intended for use in teaching development workshops for faculty and teaching assistants where a facilitator is present to guide the discussion. (UVICTOR;c1998)

Teaching; Universities and colleges

CRITICAL INCIDENTS V: DIVERSITY & INCLUSION: CHALLENGES IN

color; c

1/2" VHS **EC3049,VH**

Depicts ten 3-4 minute long vignettes which identify some of the challenges of diversity and inclusion in higher education. Issues include accommodation of religious observance and disabilities, integration and participation in the classroom, stereotyping, inclusive curricula, and respect for differences. Intended for use in teaching development workshops for faculty and teaching assistants where a facilitator is present to guide the discussion. (UVICTOR;c2001)

Teaching; Universities and colleges

CRITICAL MOMENTS IN COLLEGE TEACHING SERIES

This four-videotape series shows incidents and problems that college teachers face in and out of the classroom.

CRITICAL MOMENTS IN COLLEGE TEACHING

1

24 min; color; c

1/2" VHS **EC1554,VH**

Presents an overview which explains the series and how to use it. Includes ten general incidents or problems which college teachers may face in and out of the classroom. (NCDTMTE;INUISS;r1976)

Teaching; Universities and colleges

CRITICAL MOMENTS IN COLLEGE TEACHING

2

25 min; color; c

1/2" VHS **EC1555,VH**

Describes students' personal concerns and conflicts (six incidents) and individual/class concerns and conflicts (10 incidents). (NCDTMTE;INUISS;r1976)

Teaching; Universities and colleges

CRITICAL MOMENTS IN COLLEGE TEACHING

3

29 min; color; c

1/2" VHS **EC1556,VH**

Discusses minority concerns (six incidents), grading (six incidents), papers (six incidents), and exams (three incidents). (NCDTMTE;INUISS;r1976)

Teaching; Universities and colleges

CRITICAL MOMENTS IN COLLEGE TEACHING

4

39 min; color; c

1/2" VHS **EC1557,VH**

Shows Dr. Thomas Gregory leading four teaching assistants in a role-playing session using two incidents from the series. (NCDTMTE;INUISS;r1976)

Teaching; Universities and colleges

CRITICAL THINKING AND MATHEMATICAL PROBLEM SOLVING

59 min; color; c,a

1/2" VHS **EC2629,VH**

Critical Thinking Forum Series - Shows Dr. Richard Paul and Alan Schoenfeld, a math educator from the University of California, as they discuss the need for critical thinking in order to apply math to real-world problems effectively. Argues that usually students learn to memorize formulas and expect quick answers rather than to understand mathematical principles. Examines ways in which critical thinking methods can be used to teach mathematical principles comprehensively rather than relying on memorization. (PBSALS;FOUNCRT;c1990)

Critical thinking; Education—Aims and objectives; Mathematics—Study and teaching; Philosophy (CPI)

CRITICAL THINKING AND THE HUMAN EMOTIONS

59 min; color; c,a

1/2" VHS **EC2630,VH**

Critical Thinking Forum Series - Shows discussion between Dr. Richard Paul and Carol Tavris, a social psychologist, on the interaction of emotions and learning. Argues that reason and emotions are inextricably linked, although people are often unaware of the effect of one on the other. Considers ways in which critical thinking and emotions can work together to enhance each other and to prevent the loss of control often associated with emotions. (PBSALS;FOUNCRT;c1990)

Critical thinking; Emotions; Learning, Psychology of; Philosophy (CPI)

CRITICAL THINKING FORUM SERIES

CRITICAL THINKING AND MATHEMATICAL PROBLEM SOLVING [EC2629]

CRITICAL THINKING AND THE HUMAN EMOTIONS [EC2630]

CRITICAL THINKING: THE THINKING THAT MASTERS THE CONTENT [EC2631]

INFUSING CRITICAL THINKING INTO INSTRUCTION AT COLLEGES AND UNIVERSITIES [EC2634]

REMODELLING LESSONS AND REDESIGNING INSTRUCTION TO INFUSE CRITICAL THINKING [EC2635]

CRITICAL THINKING: THE THINKING THAT MASTERS THE CONTENT

59 min; color; c,a

1/2" VHS **EC2631,VH**

Critical Thinking Forum Series - Presents Dr. Richard Paul as he conducts the first of a three-part seminar on Education for the Year 2000. Emphasizes the need for students to be able to think critically, then considers the nature of critical thinking. Focuses on three main dimensions of thought: Micro-Skills, Macro-Abilities, and Intellectual Standards and Values. (PBSALS;FOUNCRT;c1990)

Critical thinking; Education—Aims and objectives; Philosophy (CPI)

CURRENTS SERIES

For descriptions see individual titles:

BLACK AND WHITE AMERICA [CC4096]

College Teaching

DECLINING BY DEGREES: HIGHER EDUCATION AT RISK

120 min; color; c,a

1/2" VHS **EC3123,VH**

Examines the current state of higher education, first on learning and teaching issues, and then on financial issues. Follows several students at different points in their college career at three universities: the University of Arizona, Amherst College, and Western Kentucky. Covers issues like grade inflation, the challenge of large classes, the low status of teaching, low graduation rates, and binge drinking. Shows efforts to improve teaching and learning, such as teaching workshops for faculty and living-learning communities for freshmen. On financial issues, considers students' increasing loans, credit card debt, the number of students working, the money spent on wooing high achieving student, the business of college sports, and the money spent on new facilities to attract students. Argues that in the past there was a social contract that saw higher education as a public good, and therefore public money was spent to provide access to many. Now it is seen as a private good that will result in higher incomes for individual graduates, and therefore not worthy of public funding. Interviews Richard Hess, former president of Hobart and William Smith College and Trinity College; Lara Couturier of the Futures Project at Brown University; Kay McClenney of the Community College Leadership Program at the University of Texas; Frank Deford, a sportswriter; Brian Strow, an economics professor at Western Kentucky; George Kuh, who heads the National Survey of Student Engagement at Indiana University; Patrick Callan of the National Center for Public Policy and Higher Education; Robert Brown, professor of planetary sciences at the University of Arizona; and Lee Shulman from the Carnegie Foundation for the Advancement of Teaching. (PBSV;c2005)

Education; Social problems; Universities and colleges

DEVELOPING A COMPREHENSIVE DEPARTMENTAL PLAN

color; c

1/2" VHS **EC3010,VH**

Scholarship of Teaching and Learning Series - In a February 4, 2000, presentation in the Scholarship of Teaching and Learning series, Rita Naremore of the Indiana University-Bloomington Department of Speech and Hearing Sciences presents her department's efforts in setting up criteria for evaluating teaching effectiveness and their research on tools for evaluation. She reports on the department's process, starting with brainstorming among the faculty, followed by a literature review and investigation of the tools available for looking at teaching effectiveness, such as student evaluations, exit interviews, alumni surveys, and core content exams, with the intent of establishing their reliability. She discusses changes the department made on the tools, as well as how they benefited from the process. Concludes with questions from the audience. (INUISS)

Science-Methodology; Teaching; Universities and colleges

A DIFFERENT PLACE: THE INTERCULTURAL CLASSROOM, PART 1

21 min; color; c,a

1/2" VHS **EC2701,VH**

A docu-drama depicting cultural conflicts in the classroom. Shows how a well-intentioned teacher struggles to convey information to a class divided by different assumptions about learning. *Closed Captioned.* (FISNAK;WURJAIS;INTEREC;c1993)

Culture conflict; Teaching; Universities and colleges

A DIFFERENT PLACE: THE INTERCULTURAL CLASSROOM, PART 2

16 min; color; c,a

1/2" VHS **EC2702,VH**

An interdisciplinary team of experts analyzes the docu-drama in Part 1. The discussion focuses on cultural variation, communication patterns, learning styles, and ways of creating an intercultural community. *Closed Captioned.* (FISNAK;WURJAIS;INTEREC;c1993)

Culture conflict; Teaching; Universities and colleges

DISAPPEARING ACT: TEACHING AS INTERPRETATION: ANYA ROYCE

color; c

1/2" VHS **EC3000,VH**

Scholarship of Teaching and Learning Series - A dinner presentation to Indiana University faculty and AI's on November 8, 2002. Introduced by Jennifer Robinson, who explains the goals and purpose of the Scholarship of Teaching and Learning series. Moya L. Andrews, Vice Chancellor for Academic Affairs and Dean of the Faculties, introduces Anya Royce, Professor of Anthropology at IU. Dr. Royce talks first about her areas of study, which include ethnic identity, the anthropology of dance, and ethnology in Mexico. She then talks about what an interpreter is: someone who makes sense of a subject and then presents it to a public, which is what a teacher does. She explains the styles of inquiry and discourse, techniques used in the classroom, and defines analysis and synthesis. She points out that first one must master a subject, which takes discipline; then one learns how to present material so that the personality of the teacher isn't the center of focus, but rather the class interacts with the subject itself. (INUISS;c2002)

Teaching; Universities and colleges

DRINKING STORIES

13 min; color; h,c,a

1/2" VHS **CC5257,VH**

Tells the true stories of college students who were perpetrators or victims of accidents and crimes—because drinking destroyed judgement. (UCSANBA;SVECHUR;c1991)

Alcohol; Students; Universities and colleges

EDUCATING SCHOLARS OF THE FUTURE: GEORGE WALKER, RUGS

color; c,a

1/2" VHS **EC2997,VH**

Scholarship of Teaching and Learning Series - A dinner presentation to Indiana University faculty and AI's on January 24, 2003. Introduced by Jennifer Robinson, who explains the goals and purpose of the Scholarship of Teaching and Learning series. Moya L. Andrews, Vice-Chancellor for Academic Affairs and Dean of the IU Graduate School. He discusses his work with the Carnegie Initiative on the Doctorate, which aims to evaluate and improve graduate programs. The Initiative focuses on the four forms of scholarship—application, discovery, integration, and teaching—and what it takes for Ph.D. holders to become stewards of the discipline, with an emphasis on chemistry, English, history, math, neuroscience, and education. Walker describes the kinds of programs that were invited to participate in the study, gives his goals for the project, and envisions the benefits to accrue in the next ten years. The microphone cuts out throughout his presentation. (INUISS;c2003)

Teaching; Universities and colleges

EFFECTIVE GROUPING TECHNIQUES

24 min; color; c,a

1/2" VHS **EC1570,VH**

Strategies in College Teaching Series - Shows how to use grouping to improve discussion, to make students more responsible for classwork, and to teach students how to apply what they have learned. (INUTV;INUISS;p1976)

Education-Experimental methods; Teaching; Universities and colleges

College Teaching

ENCOUNTERS WITH TEACHING

26 min; color; c,a
1/2" VHS **EC2316,VH**

Presents examples of thirteen teacher-student interactions which both beginning and experienced instructors often find difficult to manage. Role plays each teaching encounter sufficiently to establish the situation and then asks a series of questions designed to probe the issues raised within the encounter. (UWA;SPEECA;c1981)
Teaching

ENGAGING STUDENTS IN THE LARGE CLASS

35 min; color; h,c,a
1/2" VHS **EC2703,VH**

Master Teaching Series - Suggests ways to maximize the students' engagement and interaction in a large class including: the special form of energy and commitment required; the preparation time involved; how to create an open and comfortable atmosphere; using a well-organized syllabus or workbook; structure of the large class; and effectively using media and teaching assistants. (BYU; c1994)

Teaching; Universities and colleges

AN EROTIC CURRICULUM? A COMPARATIVE STUDY OF COLLEGIATE SEXUAL CULTURES (ELIZABETH A. ARMSTRONG AND BRIAN SWEENEY)

color; c
1/2" VHS **EC3140,VH**

Scholarship of Teaching and Learning Series - In a March 4, 2005 presentation as part of the Scholarship of Teaching and Learning at Indiana University-Bloomington, Dr. Elizabeth Armstrong and Brian Sweeney of the IUB Department of Sociology, use a sociological perspective to investigate how college students learn from each other and act as informal mentors and teachers in a variety of settings. In an early stage of a multi-year project, the data will provide insight about how teaching and learning proceed outside the classroom and how that can be used to improve the more formal, academic parts of the college experience. Data from surveys and interviews reveal an "erotic curriculum" that includes reinforcement of gender inequality. (INUISS;c2005)

Education; Universities and colleges

EXCLUSIONS AND AWAKENINGS: THE LIFE OF MAXINE GREENE

57 min; color; c,a
1/2" VHS **CC6354,VH**

Focuses on the life, career and philosophy of educator Maxine Greene. Interweaves scenes of Greene teaching at Teachers College, Columbia University, with her provocative commentary on her life, illustrated with vintage still photographs and archival film footage. Interviews Greene, her colleagues and students. Addresses the obstacles Greene faced as a Jewish woman in the predominantly Protestant male discipline of philosophy. Includes excerpts from her seminal writings. (UCEMC; c2001)

Philosophy; Teaching; U.S.-Biography; Universities and colleges; Philosophy (CPI)

EXPANDING OUR VISION OF INDIANA UNIVERSITY'S RES.: WALKER

color; c
1/2" VHS **EC3002,VH**

Scholarship of Teaching and Learning Series - In a lecture presented on September 24, 1999, as part of the Scholarship of Teaching and Learning series at Indiana University-Bloomington, George Walker, professor of Physics and Vice President for Research and Dean of the University Graduate School at IU-B, discusses the "vital endeavors for a great university." Weaving in his personal experiences, Dr. Walker talks about the importance of flexibility, reflectivity, and openness as approaches to teaching, as well as the need not to be self-limited while mentoring scholars and reinforcing creativity and critical ability. Highlighting the importance of research in teaching and learning as well as disciplinary research, Dr. Walker reflects on RUGS' future plans for supporting faculty in this endeavor, including assistance with funding opportunities for teaching and learning from private and government sources, assistance with preparing proposals, and workshops. (INUISS;c1999)

Teaching; Universities and colleges

FACING THE FACADE

55 min; color; h,c,a
1/2" VHS **CC4819,VH**

Examines some of the many experiences and attitudes of African American students at a predominantly white university. Begins with a dramatization of one student's experience, written by Jerald B. Harkness, then talks with eight men and women who are students at Indiana University at Bloomington about their experiences. Includes commentary on racial separation, integration, equity, sexism, cultural conflicts, and acts of prejudice within the African American community as well as by white students and faculty. Narrated by Avery Brooks. (HARKJEB;BLAIRCH;CINEGU;c1994)

Blacks; Culture conflict; Prejudices and antipathies; Universities and colleges

FACULTY DEVELOPMENT SERIES ON LEARNING TECHNOLOGIES SERIES

GOOD PEDAGOGY 10-22-99 [EC2902]
INSTRUCTIONAL APPROACHES 11-19-99 [EC2914]

FEEDBACK IN A DISTANCE LEARNING ENVIRONMENT: TYPES AND FREQUENCIES: BARBARA BICHELMEYER #1

color; c
1/2" VHS **EC3016,VH**

Scholarship of Teaching and Learning Series - Professor Barbara Bichelmeyer and doctoral candidate Garvey Pyke, of the Instructional Systems Technology Department of the Indiana University School of Education, present their research study on the dynamic of feedback interactions between instructors and learners in a web-based learning environment in a presentation on the Scholarship of Teaching and Learning held at IU-B on March 29, 2002. They report on the rationale, literature review, methodology, and findings and implications of the study, where they found three categories of feedback to emerge in an online course that used asynchronous and synchronous chat and email as means of interaction: corrective, motivational, and technology feedback. The researchers report the highest frequency of feedback to be in the the corrective category, and discuss reasons and implications for this finding. Dr. Bichelmeyer, who was also the instructor for the course, additionally talks about her experience providing feedback and challenges she faced during her first experience in designing and teaching an online course. The researchers also provide information for those considering online courses regarding giving feedback. (INUISS;c2002)

Computers; Education-Experimental methods; Feedback; Teaching

College Teaching

FINDING OUT

30 min; color; c,a

1/2" VHS **CC5258,VH**

Promotes awareness of alcohol's negative impact on campus life. Accurately dramatizes the consequences of alcohol abuse that students face, including crime, date rape and addiction. Realistic situations help students identify "at risk" behaviors and provoke serious discussion. Intended for audiences of college-bound seniors and college freshman orientation. (ROGTA; c1990)

Alcohol; Students; Universities and colleges

FRIENDS RAPING FRIENDS

36 min; color; h,c,a

1/2" VHS **CC5200,VH**

Uses dramatized scenes of dates, commentary by rape experts, and sights and sounds of college and high school students to highlight and define acquaintance rape. Presents several helpful steps that arm young people (both men and women) with new skills to prevent acquaintance rape. Uses dramatized date scenes and discussions with rape counselors to show the first step to prevention: awareness of the problem. Gives women advice on what to do if a man tries to commit rape as well as how to seek help if a rape occurs. (HUMANRM; c1992)

Dating (Social customs); Rape; Universities and colleges

FROM THEORY TO PRACTICE TO THEORY: THE LILLY FRESHMAN LEARNING PROJECT

84 min; color; c

1/2" VHS **EC3020,VH**

Scholarship of Teaching and Learning Series - In a presentation given on January 26, 2001, as part of the Scholarship of Teaching and Learning series at Indiana University-Bloomington, David Pace from the IU-B History department introduces a forum of his colleagues Jose Bonner, Biology; Ellen Dwyer, Criminal Justice; Michael Hamburger, Geological Sciences, Joan Pong Linton, English; and Elyce Rotella, Economics. They discuss their participation in the Lilly freshman learning project, during which faculty from different fields participated in interdisciplinary sharing. Each discusses the experience, including problems, an enhanced understanding of one's teaching through new perspectives, reflectively and actively encountering ideas, and taking advantage of the bridges between disciplines. Includes audience discussion. (INUISS)

Teaching; Universities and colleges

FRONTLINE SERIES

Probes into the heart of the issues behind the headlines, investigating a wide variety of topics from international affairs to domestic news and current trends. Produced by the Documentary Consortium of public television stations (KCTS Seattle, WGBH Boston, WNET New York, WPBT Miami, WTVS Detroit). *For descriptions see individual titles:*

RACISM 101 [CC3863]

GETTING OUR MONEY'S WORTH: CONSUMERISM ATTITUDES AMONG INDIANA UNIVERSITY STUDENTS (SOTL)

color; c

1/2" VHS **EC3139,VH**

Scholarship of Teaching and Learning Series - In a February 11, 2005 presentation as part of the Scholarship of Teaching and Learning at Indiana University-Bloomington, Dr. Bernice Pescosolido and graduate students Suzanna Crage and Emily Fairchild of the IUB Sociology Department, provide a groundwork for assessing the content and prevalence of a "consumerist attitude" toward higher education among college students resulting from their survey of randomly selected IUB undergraduates. With a diversity of measures, they identify multiple types of consumerism and describe their defining elements; they provide a description of the prevalence of these attitudes among the students, identifying demographic characteristics of those adhering to the perspectives as well as how the attitudinal responses link with responses to a critical thinking scale. (INUISS;c2005)

Education; Universities and colleges

GOOD PEDAGOGY 10-22-99

110 min; color; c

1/2" VHS **EC2902,VH**

Faculty Development Series on Learning Technologies Series - Recorded videoconference, "Good Pedagogy and Technology-Assisted Instruction -Getting Started," presented October 22, 1999. Provides ideas for a step-by-step process for developing new courses or converting existing courses to technology. Speakers are Karen Hallet, director of Instructional Consulting, IU School of Education and Pascal de Caprariis, IUPUI Department of Geology. Panelists are Andy Harris, IUPUI Department of Computer and Information Science, Tom Ho, chair of the IUPUI Computer Technology Department, and Henry Merrill, IUPUI Continuing Studies. (INUCONE;c1999)

Teaching; Technology; Universities and colleges

GRADE INFLATION REVISITED: BRIAN POWELL

color; c

1/2" VHS **EC3004,VH**

Scholarship of Teaching and Learning Series - Brian Powell, a professor of sociology at Indiana University-Bloomington and Janice McCabe, a doctoral student in that department, discuss the issues surrounding grade inflation at IU-B in a March 7, 2003 presentation in the series on the Scholarship of Teaching and Learning. They interviewed faculty in various departments on the campus to discern their views on how grade distribution affects their classroom, and if they believe grade inflation is an issue for the University. Though faculty members agree that grade inflation has occurred, individuals do not believe that they are personally contributing to the problem. (INUISS;c2003)

Ability-Testing; Teaching; Universities and colleges

THE GREAT TEST FORMAT DEBATE

color; c,a

1/2" VHS **EC2977,VH**

Debates the advantages and disadvantages of essay and multiple choice tests in college classes. Presents opening arguments followed by a short series of rebuttals and concludes with the answering of questions from members of the audience. Features Dr. Karen Hanson, professor and chair of IU's philosophy department, who advocates essay tests, and Dr. Chase Clinton of IU's School of Education, who promotes multiple choice tests. Includes such issues as reader biases in the grading of essays, problems of subjectivity in both types of tests, and the passivity and lack of good writing and communication skills in today's students. (c1988)

Educational tests and measurement; Universities and colleges

HANDLING HORDES: TEACHING MASS LECTURES

55 min; color; c,a

1/2" VHS **EC2601,VH**

Reece McGee, sociology professor at Purdue University, discusses and demonstrates how to teach large lecture classes effectively and humanely. Includes the use of a classroom behavior contract for instructor and students, and suggestions for lecture preparation, structure, and presentation. Taped in the Class of '50 Lecture Hall, Purdue University. (CTINSSE;PURU;c1991)

Teaching; Universities and colleges

HOW DO STUDENTS USE TEXTBOOKS: DENNIS JACOBS, CHEMISTRY, ND

color; c,a

1/2" VHS **EC2998,VH**

Scholarship of Teaching and Learning Series - A dinner presentation to Indiana University faculty and AI's on October 18,2002. Introduced by Jennifer Robinson, who explains the goals and purpose of the Scholarship of Teaching and Learning series. Moya L. Andrews, Vice Chancellor for Academic Affairs and Dean of the Faculties, introduces Dennis Jacobs, Professor of Chemistry at the University of Notre Dame. His website, TextRev (www.textrev.com), provides surveys that instructors can give to students regarding how and how much time they spend using textbooks. It also provides a database of survey responses from other instructors using the same textbooks. The survey includes questions about ancillary materials as well as the primary textbook, and is designed to help instructors with textbook choices and class design. Intended to cover all disciplines, the site predominantly covers the sciences. Jacobs uses a Powerpoint presentation, and the audience breaks into small groups to discuss possible survey questions; this section is not captured well by the video. It is followed by a question and answer period. (INUISS;c2002)

Teaching; Universities and colleges

HOW PEOPLE LEARN: JOHN BRANSFORD

color; c

1/2" VHS **EC2999,VH**

Scholarship of Teaching and Learning Series - A dinner presentation to Indiana University faculty and AI's on October 4,2002. Introduced by Jennifer Robinson, who explains the goals and purpose of the Scholarship of Teaching and Learning series. Moya L. Andrews, Vice Chancellor for Academic Affairs and Dean of the Faculties, introduces John Bransford, Professor of Psychology and Education and co-director of the Learning Technology Center at Vanderbilt University. He discusses the idea of "AMIGO" architecture, which looks at new ways to communicate across a campus. He discusses user-friendly learning and how to make classrooms knowledge-centered, learner-centered, community-centered, and assessment-centered. He provides examples of activities and questions he used in his own classes and stresses the importance of learning what students need to do and what students need to know how to do. Bransford uses Powerpoint and video clips in his presentation; the sound quality is poor. (INUISS;c2002)

Teaching; Universities and colleges

HOW TO DEVISE ASSIGNMENTS AND ACTIVITIES REQUIRING STUDENT REASONING

59 min; color; c,a

1/2" VHS **EC2644,VH**

How to Teach Series - Presents Dr. Richard Paul's lecture at the International Conference on Critical Thinking and Educational Reform, which focuses on using an awareness of the logic of reasoning, the logic of the content, and the logic of the students' thinking to create course work. Breaks methods down into specific steps to create a guide for developing assignments and activities. (FOUNCRT;c1993)

Critical thinking; Teaching; Philosophy (CPI)

HOW TO TEACH SERIES

HOW TO DEVISE ASSIGNMENTS AND ACTIVITIES REQUIRING STUDENT REASONING [EC2644]

HOW TO TEACH STUDENTS TO ASSESS THEIR OWN WORK: THE FOUNDATION [EC2638]

HOW TO TEACH STUDENTS TO ASSESS THEIR OWN WORK: THE TACTICS [EC2639]

HOW TO TEACH STUDENTS TO LISTEN AND READ WELL [EC2641]

HOW TO TEACH STUDENTS TO SEEK THE LOGIC OF THINGS [EC2642]

HOW TO TEACH STUDENTS TO WRITE WELL [EC2640]

PUTTING IT ALL TOGETHER [EC2643]

HOW TO TEACH STUDENTS TO ASSESS THEIR OWN WORK: THE FOUNDATION

53 min; color; c,a

1/2" VHS **EC2638,VH**

How to Teach Series - Presents part one of Dr. Richard Paul's lecture on helping students learn to assess their work. Argues that students must understand the principles of reasoning in order to think critically and focuses on ways in which students should be able to criticize their own thinking. (FOUNCRT;c1993)

Critical thinking; Teaching; Philosophy (CPI)

HOW TO TEACH STUDENTS TO ASSESS THEIR OWN WORK: THE TACTICS

53 min; color; c,a

1/2" VHS **EC2639,VH**

How to Teach Series - Presents part two of a lecture given by Dr. Richard Paul at the International Conference on Critical Thinking and Educational Reform, on the role of critical thinking in student self-evaluation. Offers specific methods for teachers to use to enable students to assess their own work and thought. Reviews the foundations of teaching students to assess themselves. (FOUNCRT;c1993)

Critical thinking; Teaching; Philosophy (CPI)

HOW TO TEACH STUDENTS TO LISTEN AND READ WELL

56 min; color; c,a

1/2" VHS **EC2641,VH**

How to Teach Series - Presents Dr. Richard Paul's lecture at the International Conference on Critical Thinking and Educational Reform, which provides a basic concept of critical thinking. Points out the similarity between the logical skills involved in listening and reading and offers specific strategies for strengthening these skills for the purposes of analysis and criticism. (FOUNCRT;c1993)

Critical thinking; Listening; Reading-Study and teaching; Teaching; Philosophy (CPI)

HOW TO TEACH STUDENTS TO SEEK THE LOGIC OF THINGS

53 min; color; c,a

1/2" VHS **EC2642,VH**

How to Teach Series - Presents Dr. Richard Paul's lecture at the International Conference on Critical Thinking and Educational Reform, which focuses on the need to enable students not only to break ideas down into components, but also to assemble components into a whole. Discusses the nature and history of critical thinking, as well as the flaws inherent in didactic methods of teaching and learning. (FOUNCRT;c1993)

Critical thinking; Teaching; Philosophy (CPI)

College Teaching

HOW TO TEACH STUDENTS TO WRITE WELL

58 min; color; c,a

1/2" VHS **EC2640,VH**

How to Teach Series - Presents Dr. Richard Paul's lecture at the International Conference on Critical Thinking and Educational Reform, which asserts that thinking and writing skills are mutually beneficial and interdependent. Emphasizes that students need to be taught not only how to write, but also methods of writing which can improve their thought processes. (FOUNCRT;c1993)

Critical thinking; English language-Composition and exercises; Teaching; Philosophy (CPI)

HOW WE DEFEAT OURSELVES: NELSON

color; c

1/2" VHS **EC3003,VH**

Scholarship of Teaching and Learning Series - In an April 7, 2000 lecture in the Scholarship of Teaching and Learning series at Indiana University-Bloomington, Dr. Craig Nelson of the IU-B Department of Biology discusses how changing his instructional pedagogy improved the students' learning. He emphasizes that most problems in college teaching arise from the professors' assumptions, not the students'. He draws the audience into questioning their own assumptions, drawing questions from significant studies on student failure, and points out that the common misconception among faculty is that their main focus in teaching should be content rather than pedagogy. He highlights the importance of flexibility and constructivist teaching and learning approaches. Concludes with critical perspectives on student academic preparedness, pedagogical approaches, and their interconnectivity. (INUISS;c2000)

Teaching; Universities and colleges

HOWARD ZINN: YOU CAN'T BE NEUTRAL ON A MOVING TRAIN

78 min; color; h,c

1/2" VHS **CC6530,VH**

Demonstrates the power of civil disobedience and a strategic method of doing what you love. Profiles a leader in the civil rights movement and one of the earliest revisionist historians in American history: Howard Zinn. As the author of *The People's History*, Zinn is followed from his early academic posting at an all-black college to his rise in the civil rights movement into his now prominent position as one of the most famous American historians of all time. Covers his early years in the stockyards and union work, WW2 Air Force service, involvement in anti-war movements from Vietnam to today, and work with the Student Non-violent Coordinating Committee. Includes excerpts from his many books and interviews with Zinn himself as well as former Spelman students Alice Walker and Marian Wright Edelman, labor activist Staughton Lynd, Oscar Chase of the NYU School of Law, and Clayborne Carson, director of the MLK Papers at Stanford University. Narrated by Matt Damon. (ICAR;c2003)

Civil rights; Teaching; U.S.-Biography

HUMAN SUBJECTS AND EDUCATIONAL RESEARCH: PROFESSOR REGINA A. KREISLE, PURDUE UNIVERSITY

66 min; color; c

1/2" VHS **EC3024,VH**

Scholarship of Teaching and Learning Series - Regina A. Kreisle, M.D., Ph.D, of Purdue University, discusses the use of college students as human subjects in educational research projects in a presentation in the Scholarship of Teaching and Learning series held on October 18, 2000. She reviews several infamous cases of unethical uses of human subjects, such as the Tuskegee syphilis study, which eventually led to the Human Research Subject Protections Act of 1997. She reviews problem areas such as anonymous participation, lack of informed consent, and the use of private information, and summarizes the federal guidelines currently in place in the U.S. Uses a PowerPoint presentation and concludes with a question and answer session. (INUISS;c2000)

Science-Methodology; Social ethics; Universities and colleges; Philosophy (CPI)

IMPROVING EXAMS TO ASSESS CONCEPT LEARNING: KITZMILLER

color; c

1/2" VHS **EC3027,VH**

Scholarship of Teaching and Learning Series - Dr. Greg Kitzmiller of the Kelly School of Business at Indiana University-Bloomington speaks at a session held March 24, 2000, in the Scholarship of Teaching and Learning series on his research on multiple choice tests. He discusses the importance of concept-level multiple choice questions for testing large classes, as such questions can separate students who understand the concepts from those who just memorize facts. After briefly describing Bloom's taxonomy, Kitzmiller explains his research with his classes, in which two sections had more traditional questions while the other two had experimental, concept-based questions. Provides sample questions and a statistical analysis of the results, which showed no significant difference between the two groups. He suggests that this is because there's more to learn about creating such tests, and he intends to develop question sets with clearer distinctions and to improve reliability and validity of all test items. Concludes with a brief question and answer period. (INUISS)

Ability-Testing; Education-Experimental methods; Teaching; Universities and colleges

IN A CLASS BY THEMSELVES

25 min; color; c,a

1/2" VHS **EC2815,VH**

Profiles four graduate teaching instructors at the University of California Berkeley, and elicits their comments about the pleasures and problems of learning to teach at the college level. Indicates that one's life experiences and self-concept affect a new teacher's expectations and suggests a variety of resources and techniques for developing teaching skills. Includes comments by undergraduates and faculty on the important role of graduate teaching instructors, while the graduate students report that they learn as much from their teaching experiences as their students do. (CARPESU; ANKERPC;c1995)

Education-Study and teaching; Teaching; Universities and colleges

IN WHOSE HONOR? AMERICAN INDIAN MASCOTS IN SPORTS

46 min; color; c,a

1/2" VHS **CC5441,VH**

Discusses Chief Illiniwek, the University of Illinois mascot, and the effect the mascot has on Native American peoples. Graduate student Charlene Teters shares the impact of the Chief on her family. Interviews members of the Board of Regents, students, alumni, current and former "Chiefs" and members of the community. (ROSENSP;c1996)

Culture conflict; Indians of North America; Sports; Universities and colleges

INDIAN OCEAN TSUNAMI AND HUMANITARIAN RESPONSE: A CAMPUS COMMUNITY FORUM JANUARY 13, 2005

118 min; color; c,a

1/2" VHS **CC6477,VH**

Documents a discussion held January 13, 2005, at Indiana University-Bloomington, in which scholars and officials discuss issues pertinent to the December 26, 2004 tsunami disaster in East Asia. Starts with an opening speech by IU Dean of Faculties Jeanne Sept; a welcome by IU-B Chancellor Kenneth Gros Louis; and remarks by Bloomington Mayor Mark Kruzan and director of the Center for University Ministry the Rev. Rebecca Jimenez. Then speaker Dr. Michael Hamburger, professor of Geological Sciences, discusses the geological issues; Dr. Margaret Sutton, professor in the School of Education, addresses the already-existing problems in Indonesia; Dr. Sandeep Junnarkar, professor in the School of Journalism, reports on the media coverage of the tsunami; and Peter Kovach, from the U.S. Department of State's Office of Press and Public Diplomacy, presents the perspectives of the U.S. government. Discussants Dr. Sumit Ganguly, Chair of India Studies; Dr. Patrick O'Meara, Dean of International Programs; Dr. Maria Montessori, Chair of the Department of Social and Political Studies at the State University of Padang, West Sumatra, address and respond to the issues raised by the speakers. Concludes with a question and answer section and final remarks by Maria Carrassquillo, director of Emergency Services of the American Red Cross. (INUISS;c2005)

Asia; Earthquakes; Universities and colleges; Waves

INDIANA ARIA

24 min; color; h,c,a

1/2" VHS **RC1902,VH**

Follows the final moments of truth in the lives of four students studying opera at Indiana University, one of the premier music schools in the nation. Dramatically depicts the stress and joy of preparing for an unpredictable career in opera through documentary footage, interviews, and informative statistics. Follows IU School of Music students Evelyn Pollock, Evan Rogester, Emilio Jimenez-Pons Madrigal, and Alphonso Cherry. (CINEGU;c2002)

Career guidance; Music—Study and teaching; Opera; Students; Universities and colleges

INFUSING CRITICAL THINKING INTO COMMUNITY COLLEGE EDUCATION

59 min; color; c,a

1/2" VHS **EC2633,VH**

Features Dr. Richard Paul as he discusses with five faculty members the implementation of critical thinking programs in community colleges. Covers various approaches and strategies for convincing faculty of the need to teach critical thinking in the classroom, and for working it into the curriculum on many levels. Emphasizes the need to create an approach based on the individual institution. (PBSALS;FOUNCRT;c1990)

Critical thinking; Education—Aims and objectives; Universities and colleges

INFUSING CRITICAL THINKING INTO INSTRUCTION AT COLLEGES AND UNIVERSITIES

59 min; color; c,a

1/2" VHS **EC2634,VH**

Critical Thinking Forum Series - Examines issues in teaching critical thinking in higher education. Shows Dr. Richard Paul and five other members of college faculties as they discuss the types of programs and approaches available, difficulties which will need to be faced by faculty members and students, and tailoring approaches to meet the needs of individual colleges and disciplines.

Considers briefly the conflict between teaching critically and covering content. (PBSALS;FOUNCRT;c1990)

Critical thinking; Education—Aims and objectives; Universities and colleges; Philosophy (CPI)

INSTRUCTIONAL APPROACHES 11-19-99

110 min; color; c,a

1/2" VHS **EC2914,VH**

Faculty Development Series on Learning Technologies Series - Taped videoconference at IUPUI November 19, 1999 on instructional approaches in college-level distance education. Panelists are Christine Fitzpatrick, IUPUI Information Technology Services, Kathy Johnson, IUPUI Department of Psychology, and Rachele Darabi, IUFW Department of English. Hosted by Glenda Murray, IU Continuing Studies, and Elizabeth ? (INUCONE;c1999)

Teaching; Universities and colleges

JOURNEYS OF THE HEART

58 min; color; c,a

1/2" VHS **EC3036,VH**

Highlights three employment areas in which people have blended their work with their inner values. Discusses how the challenge of teaching, helping inner-city youth, and prisoner advocacy can be balanced by meditation, healing, and helping each other. Surveys the "Courage to Teach" program, which provides a series of spiritual retreats for teachers, and interviews its founder, Parker Palmer. Follows Macheo Payen, a young community worker who annually attends the "Sustaining the Souls that Serve" program to recharge and find balance. Continues with a former State Supreme Court Justice who now teaches law students about becoming counselors and peacemakers for clients. Concludes with a brief look at the "Restorative Justice" program, where prisoners are confronted by victims of crimes to start the healing process on both sides. Stresses the importance of spiritual growth, forgiveness, and love. Hosted and narrated by Meryl Streep. (CARSL;c2002)

Religion; Social values; Sociology; Teaching

JUBILEE SINGERS: SACRIFICE AND GLORY

56 min; color; h,c,a

1/2" VHS **RC1865,VH**

Documents the founding and acclaim of the Jubilee Singers of Fisk University in the 1870's. Combines interviews with musicologists and historians, archival photographs and drawings, dramatizations of their performances, and diary entries of the singers themselves. Presents the social history of the period after the Emancipation Declaration by discussing the role their performances had in combating racism, segregation, and prejudice. (WGBHTV;PBSV;c2000)

Blacks; Ethnomusicology; Folk music; Prejudices and antipathies; Universities and colleges

College Teaching

KENT STATE

47 min; color; h,c
1/2" VHS

CC6076,VH

Traces the events leading up to the anti-war protests on May 4, 1970 at Kent State University. Includes news footage from May 1970 and interviews with former students, professors, university officials and National Guard officers about the protests against the Vietnam War. Looks at the political motivations of Ohio governor James Rhodes, who ordered out the Guard. Includes news footage of Governor Rhodes and Kent city residents saying the students had deserved to be killed and that the National Guard should have shot more students. (LAEM; c2001)

Student activities; U.S.–Politics and government; Universities and colleges; Vietnamese Conflict 1961-1975; War and society

LANGUAGES AT WORK: ORAL TEACHING TECHNIQUES FOR THE FOREIGN LANGUAGE CLASSROOM

35 min; color; c,a
1/2" VHS

EC2724,VH

Filmed in Harvard University classes, demonstrates proven techniques to promote oral language skills. Shows how to use the direct method, notional-functional techniques, and situational strategies to give students practice with conversation and grammar. (MUELMAR; INSIGHM;c1989)

Language and languages–Study and teaching; Universities and colleges

LEADING DISCUSSIONS–WHOLE CLASS

49 min; color; c,a
1/2" VHS

EC1568,VH

Strategies in College Teaching Series - Shows effective ways of stimulating different kinds of discussions and explains how to give directions and vary discussion format. (INUTV;INUISS;p1976)

Education–Experimental methods; Teaching; Universities and colleges

LEARNING WITH FILM AND VIDEO WITH DR. JOHN I. GOODLAD

15 min; color; c,a
1/2" VHS

EC2353,VH

Features interviews with teachers and administrators who discuss how they utilize film and video and its impact on their students. Uses clips from educational and instructional programs to demonstrate how film and video enhance basic skills and motivate students. (CRESTF; c1985)

Audio-visual materials–Utilization; Teaching

A LETTER TO THE NEXT GENERATION

73 min; color; c,a
1/2" VHS

CC4223,VH

Presents James Klein, a documentarian who was a student at Ohio's Antioch College in the late 1960s examining life at Kent State University 20 years after National Guardsmen on campus fired at antiwar demonstrators, killing four students. Using archival footage with comments by teachers and students, he explores what today's collegians "know of that time, and what they think of it, and how it affects them." (KLEINJA; NEWDAY;c1990)

Social conflict; Universities and colleges

LINKING PROFESSIONAL AND CLASSROOM PRACTICE: A SURVEY OF PROFESSIONAL AND CLASSROOM PRACTICE: A SURVEY OF PROFESSIONALS ON HANDS-ON-INSTRUCTION (SOTL)

color; c

1/2" VHS

EC3142,VH

Scholarship of Teaching and Learning Series - In a January 28, 2005 presentation as part of the Scholarship of Teaching and Learning at Indiana University-Bloomington, Professor Frederika Kaestle and lecturer April Sievert of the IUB Anthropology Department discuss preliminary results of their national survey of professional anthropologists and archaeologists about hands-on learning. These results provide recommendations for the revision of anthropology courses, and a further phase of the study will implement these pedagogical changes in four different courses and measure student achievement and satisfactions as well as instructor experience. This project will provide the basis for a rich discussion about definitions, problems, and solutions for hands-on learning. (INUISS;c2005)

Anthropology

LISTENING TO STUDENTS SPRING SYMPOSIUM, RICHARD LIGHT, VISITING SCHOLAR #1

color; c

1/2" VHS

EC3017,VH

Scholarship of Teaching and Learning Series - Dick McKaig, the Dean of Students at Indiana University Bloomington, introduces the speaker at the Spring Symposium, April 17, 2002, Richard Light, a professor of education at Harvard University. Light is the author of "Making the Most of College," and refers to the book throughout his lecture on how to enhance the undergraduate experience. He focuses on three main themes of asking the students questions and receiving interesting answers, policy information, and changing the way we do things. He stresses that the way to help undergraduates to get the most out of college is to ask them questions and to learn from their answers. Advising, course selection plans, and time management are thoroughly discussed. Concludes with a question and answer session. (INUISS;c2002)

Education; Universities and colleges

MAKING LARGE CLASSES WORK

35 min; color; c,a

1/2" VHS

EC2698,VH

Combines authentic classroom scenes with interviews of 12 faculty members at Indiana University in Bloomington, who comment on their teaching experiences and philosophy. Emphasizes teaching approaches and techniques that make even the large class more interactive and student-centered. Eleven vignettes of classroom scenarios and instructors' comments illustrate major instructional principles involved in communicating clearly, actively involving students, and enhancing student motivation. (INUISS;r1994)

Teaching; Universities and colleges

MAKING LARGER CLASSES WORK

38 min; color; c,a

1/2" VHS

EC2705,VH

Combines authentic classroom scenes with interviews of 12 faculty members at Indiana University in Bloomington, who comment on their teaching experiences and philosophy. Emphasizes teaching approaches and techniques that make even the large class more interactive and student-centered. Eleven vignettes of classroom scenarios and instructors' comments illustrate major instructional principles involved in communicating clearly, actively involving students, and enhancing student motivation. (INUISS;c1994)

Teaching; Universities and colleges

College Teaching

MANY STEPS: THE ORIGIN AND EVOLUTION OF AFRICAN AMERICAN COLLEGIATE STEPPING

28 min; color; j,h,c,a

1/2" VHS **CC6244,VH**

Explores the origin and evolution of African American collegiate stepping back to the early 20th century, when Black veterans of World War I enrolled in colleges and continued their military training. Shows how Spike Lee's 1998 film, *School Daze*, brought stepping to a wider audience. Interviews enthusiasts of this communal art form and looks at stepping competitions, in which young dancers improvise and respond to fellow dancers, using call and response, complex meters, propulsive rhythms and a percussive attack. (CANEWSR;c2002)

Blacks; Dance; Ethnomusicology; Universities and colleges

MASTER TEACHING SERIES

ENGAGING STUDENTS IN THE LARGE CLASS

[EC2703]

TOWARD AN ETHICAL LEARNING COMMUNITY

[EC2704]

MEDIA IN THE CLASSROOM

48 min; color; c,a

1/2" VHS **EC1569,VH**

Strategies in College Teaching Series - Shows how to use various media in the classroom to increase student involvement and to improve the quality of instruction. (INUTV;INUISS;c1976)

Audio-visual materials--Utilization; Education--Experimental methods; Teaching; Universities and colleges

MENTORING THE NEW TEACHER MANUAL

color; c,a

Manuals **MA0007,MA**

Mentoring the New Teacher Series - Manual to be used with EC2620-EC2627 & EC2647 Mentoring the New Teacher series. (ASCD;c1994)

Teaching

MENTORING THE NEW TEACHER SERIES

MENTORING THE NEW TEACHER MANUAL

[MA0007]

MODELS IN EXCELLENCE

23 min; color; c,a

1/2" VHS **EC2600,VH**

Faculty development program shows award-winning teachers practicing their profession. Explains attributes common to these teachers and provides a vehicle for motivating faculty to think about and improve their classroom teaching. (SCOTTMI;CASTUCH;c1989)

Teaching; Universities and colleges

MORE THAN RICE

51 min; color; h,c,a

1/2" VHS **CC5439,VH**

Uses interviews with Chinese university students and professors to paint a picture of 1990's China and how people in the university system there view themselves and Americans. Discusses Mao's Cultural Revolution and its impact on freedoms and attitudes throughout China. Relates how family and cultural tradition motivate and influence most Chinese students to work very diligently. (FINNEHE;CARSL;c1996)

China; Education in other countries; Universities and colleges

MOREHOUSE MEN

56 min; color; h,c,a

1/2" VHS **EC2778,VH**

Profiles Morehouse College in Atlanta, GA, the only private institution for African-American males in the U.S. Narrated by senior Spencer Tolliver, identifies the mission of the school and highlights some of its traditions. Follows the 1994 freshman class from orientation to the end of their first school year. Celebrates the accomplishments of former President Dr. Benjamin Mays, who developed the five tenets of Morehouse and brought the college to its current prominence. Listens to students as they address such issues as religion and financing their education. Identifies some of the former graduates of Morehouse, including Martin Luther King, Jr. and Edwin Moses. (DASSAK;PBSV;c1995)

Blacks; Universities and colleges

MURDER AT HARVARD

60 min; color; h,c,a

1/2" VHS **CC6463,VH**

Investigates the history of the Webster-Parkman murder case through reenactment and documentation. Attempts to discover the true events of the case and speculates on the motivations of the murderer and victim. Simon Schama, who narrates the film, explains how he wrote *Dead Certainties*, a book that uses fiction and history to portray the events of the case, in which chemistry professor Dr. John White Webster was hanged for the murder of Dr. George Parkman, a benefactor of Harvard Medical College, based in part of the testimony of janitor Ephraim Littlefield. Shows the original trial transcript and discusses the controversies surrounding Schama's approach. Includes interviews with Dr. Francis Moore of Harvard Medical School, S. Parkman Shaw, a descendant of George Parkman; and historians Karen Halttunen, Pauline Maier, Ronald Story, and James Goodman. (PBSV;c2003)

Crime and criminals; U.S.--History; Universities and colleges

A NEOPHYTE'S ADVENTURES IN THE SOTL: VALERIE DEAN O'LOUGHLIN

89 min; color; c

1/2" VHS **EC3013,VH**

Scholarship of Teaching and Learning Series - In a lecture presented on February 9, 2001, as part of Indiana University-Bloomington's Scholarship of Teaching and Learning series, Valerie Dean O'Loughlin of the IU School of Medicine presents her research on the effectiveness of interactive learning exercises in improving learning in an anatomy class. Highlighting theoretical information on the benefits of interactive learning exercises in large classes, O'Loughline outlines her interventions in moving from traditional lecture instruction to innovative, active participation that moves students beyond memorization to active and reflective learning. Presents examples of the activities she employed in her classes of 270-400 students, and elicits audience participation in an interactive activity in understanding her lecture. Presents data from three semesters of the class, demonstrating the increased student learning in the innovative class, with a multiplicity of measures including affective and process measures, multiple performance measures, and both macroanalysis and microanalysis of her data. Mentions the positive feedback she received from her students and how this study benefited her. Concludes with question and answer session. (INUISS;c2001)

Teaching; Universities and colleges

NO COMPROMISE: LESSONS IN FEMINIST ART WITH JUDY CHICAGO

53 min; color; c,a

1/2" VHS **RC1900,VH**

Shows artist Judy Chicago working with a group of women students while serving as a visiting professor at Indiana University. Explores the nature of artistic expression, the character of feminist art, and the commitment needed to forge an artistic identity. Shows Chicago teaching these women to think clearly and to express their feelings about being a woman. Presents three lessons: Pushing the Inner Self, Giving Voice, and Making Choices. Shows the students getting feedback from Chicago, working on their art, and talking about their classroom experiences. Interviews Edward Lucie-Smith, who has written several books about Chicago; Lucy Lippard, an art critic; and Kathy Foster, the curator of the I.U. Art Museum, where the students' work was shown. (WTIU;c2002)

Art–Study and teaching; Artists, American; Feminism; Universities and colleges

NO VISIBLE BRUISES: THE KATIE KOESTNER STORY

30 min; color; h,c,a

1/2" VHS **CC5165,VH**

Dramatizes the true story of Katie Koestner, who suffered date rape on a college campus. Shows Katie as she tries to explain to a dean what happened and why she believes she was raped. Uses flashbacks to go through the date and the rape, quickly establishing Katie as naive and her date as manipulative, although charming. Highlights the mistakes Katie makes through the dean's comments. Watches as Katie argues that although her behavior was naive, his behavior was wrong and deserved punishment. Concludes with comments from Ms. Koestner, who stresses that no one deserves to be raped, and that date rape is a crime. (HBO;AMBROSV;c1992)

Rape; Universities and colleges

NOT ONLY STRANGERS

24 min; color; h,c,a

1/2" VHS **HC1186,VH**

Dramatizes the rape of a college coed, her emotional trauma, and the process of filing criminal charges against her assailant. Explodes the myths that rapes only occur between strangers, that lifestyle and beauty are related to rape, that rape victims must fight or be hysterical, and that rape is a crime of passion. Compares the different lifestyles of three college coed roommates–Sarah, a cautious, plain woman; Jenny, a free wheeling, attractive member of the singles set; and Marty, a married woman who was raped years before–to emphasize the random nature of rape. Defines rape as "whenever a woman says 'no' and the man forces sex with her–no matter what the circumstances." (BALDP;NLA;c1980)

Rape; Universities and colleges

ONE OF US: ALCOHOL AND AQUAINTANCE RAPE

31 min; color; h,c,a

1/2" VHS **CC5653,VH**

Dramatically presents the story of a young woman in college who is raped by an acquaintance after leaving a party. The situation resulting in the rape is examined, as are the victim's reactions and those of her closest friends. (LEZOTCA;MEDG;c1998)

Alcohol; Rape; Social problems; Universities and colleges

OPENING DOORS: TWO CASES OF FORMATIVE ASSESSMENT OF TEACHING

70 min; color; c,a

1/2" VHS **EC2970,VH**

Dramatizes the interaction of two college professors with faculty development specialists as they explore methods to improve their classroom teaching techniques. Provides suggestions for the evaluation and assessment of teaching methods in both a lecture-based science course and a discussion-centered social science class. Emphasizes the confidentiality of such consultations and the value of small group instructional diagnosis. Based on the work of Tom Creed and Pamela Nice. (COLLABO; c1996)

Teaching; Universities and colleges

PERFORMERS ON TEACHING

28 min; color; c,a

1/2" VHS **EC2355,VH**

Presents three acclaimed Indiana University artist/teachers sharing their views on a variety of pedagogical issues. Master cellist Janos Starker, respected actor Howard Jensen, and ballet master Jean-Pierre Bonnefoux bring extensive performance experience to their teaching. Viewers are made aware of the commonalities among their approaches, despite the obvious differences in their disciplines, and are sensitized to the singular perspective a performer can bring to the classroom. Narrated by Indiana University Dean of Faculties Anya Peterson Royce. (INURTS;INUISS;c1988)

Artists; Teaching; Universities and colleges

PREPARING STUDENTS FOR REAL-LIFE PROBLEMS: THERESA OCHOA AND FENG-RU SHEU

color; c

1/2" VHS **EC3006,VH**

Scholarship of Teaching and Learning Series - In this lecture presented on March 1, 2002, as part of the Scholarship of Teaching and Learning at Indiana University-Bloomington, Professor Theresa Ochoa, IU-B School of Education, and Feng-Ru Sheu, doctoral student in Instructional Systems Technology, present the "problem based learning" multimedia program they developed to enhance learning for special education majors. Dr. Ochoa discusses the development of the program, and asserts that problem based learning benefits students by providing them with complex, multidimensional real-life problems in the classroom, so they can become better professionals. She reports on the cases and modules they developed and how the students worked with and responded to a module that addresses a dilemma in the field, through engaged collaboration, role taking, exposure to real-life problems and working with experts. By finding collaborative solutions to the problem, students become experts themselves; in a taped interview, a former student reports on how she benefited from the project. (INUISS; c2002)

Education–Study and teaching; Special education; Universities and colleges

College Teaching

PRESIDENT MYLES BRAND INVESTITURE CEREMONY JANUARY 19, 1995

104 min; color; c,a

1/2" VHS **EC2725,VH**

Presents the investiture ceremony for Myles Brand, 16th president of Indiana University, held on January 19, 1995 in Bloomington, Indiana. Includes comments by IU administrators Perry Metz and Wayne Craig and remarks by John Walda, president of the IU Board of Trustees; the Reverend Barbara Carlson of the Unitarian-Universalist Church of Bloomington; Lt. Governor Frank O'Bannon; Mayor of Bloomington Tomilea Allison; Professor Paul Eisenberg, co-secretary of the University Faculty Council; Jeffrey Nowak, president of the IU Bloomington Student Association; and Kenneth Beckley, president-elect of the IU Alumni Association. Concludes with President Brand's address, "Higher Education and Obligations to the Future," in which he envisions Indiana University becoming "America's new public university." (KLEINKL; INURTS;c1995)

Indiana; Universities and colleges

A PRIVATE UNIVERSE

18 min; color; c,a

1/2" VHS **EC2447,VH**

Postulates that one of the reasons why human beings fail to learn has to do with how they think. Probes how preconceptions can interfere with learning. Demonstrates why teachers must free students from preconceived theories before presenting new material. Uses the example of a high school student who must let go of all her previously held ideas about the seasons before she can learn an astronomy lesson. (PYRAMID;c1989)

Critical thinking; Learning, Psychology of; Teaching; Philosophy (CPI)

PRODUCTION AND DISTRIBUTION: PROFESSOR ADAM ALLERHAND, CHEM.

91 min; color; c

1/2" VHS **EC3014,VH**

Scholarship of Teaching and Learning Series - In this lecture on October 11, 2000, presented as part of the series on the Scholarship of Teaching and Learning at Indiana University-Bloomington, Dr. Adam Allerhand of the IU-B Chemistry Department discusses digital video as an instructional tool, emphasizing its efficacy in teaching chemistry and other sciences. Presents information on equipment for digital video production, demonstrating sample digital videos and providing information on technical aspects, including file size, cameras, microphones, and PC/hardware suggestions. Provides detailed tips on producing quality digital videos as well as transmitting digital video over the Internet. (INUISS; c2000)

Science—Study and teaching; Teaching; Universities and colleges

PUTTING IT ALL TOGETHER

58 min; color; c,a

1/2" VHS **EC2643,VH**

How to Teach Series - Presents Dr. Richard Paul's lecture at the International Conference on Critical Thinking and Educational Reform, which begins by reviewing concepts discussed in previous lectures and explaining how these can work together. Reiterates the importance of teaching critical thinking rather than teaching "factoids." (FOUNCRT;c1993)

Critical thinking; Teaching; Philosophy (CPI)

RACE IN THE CLASSROOM: THE MULTIPLICITY OF EXPERIENCE

19 min; color; c,a

1/2" VHS **EC2727,VH**

Five vignettes depict moments in college courses where the race or culture of participants, a race-related topic, or racial dynamics become a major factor in teaching and learning. Each vignette is based on an actual classroom incident. Intended to spark discussion rather than to offer specific answers. (DEBOCHA;ANKERPC;c1992)

Prejudices and antipathies; Teaching; Universities and colleges

RACISM 101

58 min; color; c,a

1/2" VHS **CC3863,VH**

Frontline Series - Tracks the trend toward racism and violence on American campuses. Cites incidents at colleges and universities which signal a return to the kind of racial prejudice that was demonstrated during the early days of the civil rights movement. Emphasizes that the list of troubled institutions includes some of the most prestigious schools in the country. *Closed Captioned.* (WGBHEF;PBSV;c1988)

Civil rights; Prejudices and antipathies; Universities and colleges

READING, THINKING, AND CONCEPT DEVELOPMENT SERIES

COGNITIVE COACHING: A PROCESS FOR TEACHING & LEARNING [EC2618]

REMODELLING LESSONS AND REDESIGNING INSTRUCTION TO INFUSE CRITICAL THINKING

59 min; color; c,a

1/2" VHS **EC2635,VH**

Critical Thinking Forum Series - Features Dr. Richard Paul conducting part three of a three-part seminar on Education for the Year 2000. Features a seminar group which includes a school principal, elementary and high school teachers, and a staff developer. Discusses both general and specific strategies which enable teachers to build critical thinking into their lesson plans. Emphasizes the need for teachers to be aware of their own critical thinking processes as they try to develop critical thinking in their students. (PBSALS;FOUNCRT;c1990)

Critical thinking; Education—Aims and objectives; Philosophy (CPI)

THE RESEARCH UNIVERSITY AND INNOVATION IN UNDERGRADUATE EDUCATION (SOTL)

color; c

1/2" VHS **EC3138,VH**

Scholarship of Teaching and Learning Series - In an October 8, 2004 presentation as part of the Scholarship of Teaching and Learning at Indiana University-Bloomington, Dr. George Kuh, professor of Higher Education at IUB, reviews some of the more important contributions made by research universities to improving student learning and institutional effectiveness. He offers suggestions for how individual faculty members can establish some of the key conditions that promote student engagement and contribute to challenging but supportive learning environments, drawing on research about first-year seminars, learning communities, student-faculty collaboration on research, and capstone seminars. (INUISS;c2004)

Education; Universities and colleges

THE ROLE OF THE GRADUATE TEACHING ASSISTANT

37 min; color; a

1/2" VHS **EC2610,VH**

Discusses five tasks performed by graduate teaching assistants: lecturing, leading discussion, laboratory instruction, grading, and tutoring. Observes teaching assistants in the classroom, analyses their pedagogical techniques, and interviews the TA's about their goals and objectives in the classroom. Recapitulates important points. (QUIGLEB;UWA;c1985)

Education—Aims and objectives; Teaching; Universities and colleges

SCHOLARSHIP ISSUES IN DISTRIBUTED EDUCATION: BOSCHMANN

color; c

1/2" VHS **EC3012,VH**

Scholarship of Teaching and Learning Series - In a presentation given on February 11, 2000, as part of the Scholarship of Teaching and Learning series, Erwin Boschmann, professor of chemistry at IUPUI and Associate Vice President for Distributed Education for the Indiana University system, presents issues in distributed education with colleagues Curtis Bonk of the IU-Bloomington School of Education and Simon Brassell of IU-B's Department of Geological Sciences. With particular emphasis on the use of tools and pedagogical approaches, he provides a literature review on distance learning, highlighting visions and significant research and pointing out the role of technology and of pedagogy, with an emphasis on active learning, engagement, and learning centeredness. Dr. Brassell introduces the web-based approaches he employs in his introductory oceanography course, pointing out the benefits of the Internet for teaching and student learning. He demonstrates the web site for the course, discusses some of the tasks students are engaged in during the course, and discusses his course design process. Concludes with Dr. Bonk's demonstration of resources on available tools, and his report on how research meets pedagogy in online learning success. (INUISS;c2000)

Computers; Education—Experimental methods; Teaching; Universities and colleges

SCHOLARSHIP OF TEACHING AND LEARNING SERIES

ASSESSING AN E-COMMERCE COURSE:

HOWARD ROSENBAUM [EC3025]

BALANCING CONSTRAINTS VERSUS

FLEXIBILITY: PLUCKER [EC3023]

BUILDING A SCIENCE OF TEACHING:

EDWARD F. REDISH [EC3026]

COURSE PORTFOLIO EXPOSITION: PEER

REVIEW AND STUDENT DEVELOPMENT

[EC2995]

CREATING A CULTURALLY RESPONSIVE

LEARNING ENVIRONMENT FOR STUDENTS

OF COLOR (SOTL) [EC3143]

CREATING SOCIAL PRESENCE IN ONLINE

LEARNING SPEAKER CAROL HOSTETTLER

[EC3144]

DEVELOPING A COMPREHENSIVE

DEPARTMENTAL PLAN [EC3010]

DISAPPEARING ACT: TEACHING AS

INTERPRETATION: ANYA ROYCE [EC3000]

EDUCATING SCHOLARS OF THE FUTURE:

GEORGE WALKER, RUGS [EC2997]

AN EROTIC CURRICULUM? A COMPARATIVE

STUDY OF COLLEGIATE SEXUAL CULTURES

(ELIZABETH A. ARMSTRONG AND BRIAN

SWEENEY) [EC3140]

EXPANDING OUR VISION OF INDIANA

UNIVERSITY'S RES.: WALKER [EC3002]

FEEDBACK IN A DISTANCE LEARNING

ENVIRONMENT: TYPES AND FREQUENCIES:

BARBARA BICHELMAYER #1 [EC3016]

FROM THEORY TO PRACTICE TO THEORY:

THE LILLY FRESHMAN LEARNING PROJECT

[EC3020]

GETTING OUR MONEY'S WORTH:

CONSUMERISM ATTITUDES AMONG

INDIANA UNIVERSITY STUDENTS (SOTL)

[EC3139]

GRADE INFLATION REVISITED: BRIAN

POWELL [EC3004]

HOW DO STUDENTS USE TEXTBOOKS:

DENNIS JACOBS, CHEMISTRY, ND [EC2998]

HOW PEOPLE LEARN: JOHN BRANSFORD

[EC2999]

HOW WE DEFEAT OURSELVES: NELSON

[EC3003]

HUMAN SUBJECTS AND EDUCATIONAL

RESEARCH: PROFESSOR REGINA A.

KREISLE, PURDUE UNIVERSITY [EC3024]

IMPROVING EXAMS TO ASSESS CONCEPT

LEARNING: KITZMILLER [EC3027]

LINKING PROFESSIONAL AND CLASSROOM

PRACTICE: A SURVEY OF PROFESSIONAL

AND CLASSROOM PRACTICE: A SURVEY OF

PROFESSIONALS ON

HANDS-ON-INSTRUCTION (SOTL) [EC3142]

LISTENING TO STUDENTS SPRING

SYMPOSIUM, RICHARD LIGHT, VISITING

SCHOLAR #1 [EC3017]

A NEOPHYTE'S ADVENTURES IN THE SOTL:

VALERIE DEAN O'LOUGHLIN [EC3013]

PREPARING STUDENTS FOR REAL-LIFE

PROBLEMS: THERESA OCHOA AND

FENG-RU SHEU [EC3006]

PRODUCTION AND DISTRIBUTION:

PROFESSOR ADAM ALLERHAND, CHEM.

[EC3014]

THE RESEARCH UNIVERSITY AND

INNOVATION IN UNDERGRADUATE

EDUCATION (SOTL) [EC3138]

SCHOLARSHIP ISSUES IN DISTRIBUTED

EDUCATION: BOSCHMANN [EC3012]

SHINING A FLASHLIGHT ON TEACHING AND

LEARNING WITH TECHNOLOGY: CRAIG

ROSS [EC3015]

SOTL KICKOFF 2001-2002 [EC3008]

STAGE: REFORM IN UNDERGRADUATE

CLASSROOMS [EC3009]

College Teaching

STUDENT VISIONS OF TRUTH: LEAH SAVION,
ALBERT RUESINK, DAVID BOEYINK [EC3019]
A STUDENT'S TOWER OF BABEL: PACE [EC3018]
TAKING THE EXCITEMENT OF DISCOVERY TO
THE CLASSROOM AND BEYOND (SOTL)
[EC3141]
TEACHING CREATIVITY ACROSS THE
CURRICULUM: COOKMAN [EC3011]
TEACHING RESPONDS TO TERRORISM:
CHERMAK AND BREITHAWPT [EC3005]
TOWN MEETING: STUDENT AND FACULTY
PERCEPTIONS PARTS 1 & 2 [EC3001]
TRUDY BANTA: BUIDLING A SCHOLARSHIP OF
ASSESSMENT [EC2996]
WHAT DOES QUANTITATIVE RESEARCH
REALLY SHOW ABOUT TEACHING AND
LEARNING? WILLIAM BECKER, ECONOMICS
[EC3021]

SECRETS TO COLLEGE SUCCESS

77 min; color; h,c,a

1/2" VHS **EC2661,VH**

Presents advice on many aspects of college life through segments of interviews with upperclassmen interspersed with illustrative graphics and video clips shot at a variety of campuses. Includes tips on subjects directly relating to academic performance such as how to study, organize one's time, and write papers as well as on those that indirectly influence schoolwork such as keeping healthy, choosing friends, spending spare time, and dealing with dormitory life. (CORYJO;SEGALMA;SUCCEFS;c1993)
Guidance, Personal; Students; Study skills; Universities and colleges

SHARING LEARNING EXPECTATIONS: WHAT STUDENTS WANT FROM COLLEGE TEACHERS

37 min; color; c,a

1/2" VHS **EC2968,VH**

Offers advice to college instructors on how to improve their teaching skills. Interviews students about their suggestions for better classes and what they want from a college instructor. Asks professors their teaching techniques and the way they handle students' varying intellectual levels. (ANKERPC;c1997)
Teaching; Universities and colleges

SHATTERING THE SILENCES: THE CASE FOR MINORITY FACULTY

86 min; color; c,a

1/2" VHS **EC2961,VH**

Explores issues of faculty diversity in American higher education in the mid-1990s, focusing on eight minority scholars in the humanities and social sciences at various institutions across the U.S., who discuss their family backgrounds and experiences as students and teachers. Points out their stress at having to serve as mentors and role models in their own ethnic communities despite the isolation they feel on campuses where 90% of senior faculty members are white and both multicultural education and affirmative action are controversial. Narrated by Lynne Thigpen. (CANEWSR;c1997)
Ethnic groups; Prejudices and antipathies; Teaching; Universities and colleges

SHINING A FLASHLIGHT ON TEACHING AND LEARNING WITH TECHNOLOGY: CRAIG ROSS

91 min; color; c

1/2" VHS **EC3015,VH**

Scholarship of Teaching and Learning Series - A breakfast presentation to Indiana University faculty and AI's on April 12, 2002. Jennifer Robinson, Instructional Support Services, introduces Craig Ross, Associate Professor in the Department of Recreation and Park Administration at IU-Bloomington. Ross explores how web enhancements have affected learning outcomes of students compared to a traditional class. Professor Ross explains the Flashlight Program for the Student and Improvement of Educational Uses of Technology at IU's eight regional campuses. He uses a Powerpoint presentation to aid in his lecture. (INUISS;c2002)
Audio-visual education; Teaching; Universities and colleges

SOTL KICKOFF 2001-2002

70 min; color; c

1/2" VHS **EC3008,VH**

Scholarship of Teaching and Learning Series - A presentation to Indiana University-Bloomington faculty and AI's on September 13, 2001. Hosted by Moya L. Andrews, Vice Chancellor for Academic Affairs and Dean of the Faculties, who introduces presenters Carolyn Calloway-Thomas (Communicatio and Culture), Craig Nelson (Biology), David Pace (History), and Dennis Rome (Criminal Justice), all IU-B faculty members, who speak to the topic "Celebrating Key Changes in Our Ideas of Teaching and Learning." (INUISS;c2001)
Teaching; Universities and colleges

SPIN THE BOTTLE: SEX, LIES AND ALCOHOL

44 min; color; c,a

1/2" VHS **EC3044,VH**

Critiques the college campus culture of glamorizing excessive drinking and other high-risk behaviors. Details the profound effects poor decision making can have on young people in a cultural environment saturated with messages about gender and alcohol. Interviews college students who explain the fears and rationales behind these behaviors. Allows the viewer to make critical decisions without being forced to choose between good or bad behavior. (FOUNMED;c2003)
Alcohol; Decision-making; Drug abuse; Drunk driving; Mass media; Sex roles; Universities and colleges

STAGE: REFORM IN UNDERGRADUATE CLASSROOMS

color; c

1/2" VHS **EC3009,VH**

Scholarship of Teaching and Learning Series - Frances Stage, a professor of educational leadership and policy studies in the School of Education at Indiana University-Bloomington, speaks on October 1, 1999, in the Scholarship of Teaching and Learning series on using alternative methods of teaching to honor the various learning styles of students. She discusses the need to change the way professors teach from the strictly lecture setting to more active learning; this can be done through collaboration with other courses as well as peer-learning groups. Follows with a discussion by Dan Maki, professor of mathematics at IU-B on reforms in math education. He focuses on interdisciplinary learning as the best method of teaching. Concludes with a question and answer session. (INUISS;c1999)
Teaching; Universities and colleges

College Teaching

STEPPIN'

58 min; color; h,c,a

1/2" VHS **CC4820,VH**

Discusses the history of stepping, step shows, and black fraternities and sororities on U.S. university campuses. Considers the roots of stepping in African and slave culture, and its contemporary purpose as part of the African American Greek system. Discusses student attitudes towards stepping as both a sign of devotion to an individual fraternity or sorority and as one method of retaining a separate cultural identity. (HARKJEB; CINEGU;c1992)

Acculturation; Blacks; Dance; Ethnomusicology; Universities and colleges

STRATEGIES IN COLLEGE TEACHING SERIES

This four-videotape, non-subject-matter-specific series is designed for use in any department or school to help faculty and teaching assistants make their teaching more effective. (Indiana University Television; Released 1976)

For descriptions see individual film titles:

EFFECTIVE GROUPING TECHNIQUES [EC1570]

LEADING DISCUSSIONS—WHOLE CLASS [EC1568]

MEDIA IN THE CLASSROOM [EC1569]

STUDENT VISIONS OF TRUTH: LEAH SAVION, ALBERT RUESINK, DAVID BOEYINK

84 min; color; c

1/2" VHS **EC3019,VH**

Scholarship of Teaching and Learning Series - In a March 23, 2001 presentation as part of the Scholarship of Teaching and Learning at Indiana University-Bloomington, Dr. Leah Savion from the IUB Department of Philosophy, Dr. David Boeyink from the Department of Journalism, and James Makinston, a Ph.D. student from the Department of Science Education, present studies they carried out on student misconceptions. Dr. Albert Ruesink from the Department of Biology, who was also part of the research team, gives a brief note. Savion introduces students' common misconceptions and pet theories, explaining their reasoning and the mental processes involved, as well as the relationship of such misconceptions to truth and academic context. Boeyink presents his research on incoming and graduating journalism students regarding their thoughts on the relationship between objectivity and journalism, while Makinston presents his work on an elementary logic class to understand the effect of the class on eradication of students' misconceptions. Both Savion and Boeyink interact with the audience for suggestions on possible answers to their research questions. Concludes with Dr. Gerardo Gonzalez, Dean of the School of Education, responds to the presentation with a synopsis of the SOTL lectures and discussion of the meaning of learning. (Audio quality low at times near end of tape.) (INUISS; c2001)

Education—Experimental methods; Learning, Psychology of; Universities and colleges

A STUDENT'S TOWER OF BABEL: PACE

84 min; color; c

1/2" VHS **EC3018,VH**

Scholarship of Teaching and Learning Series - In a January 20, 2000 presentation at Indiana University-Bloomington on the Scholarship of Teaching and Learning, David Pace of the IU-B History Department discusses what teachers want their students to do in the classroom and how to model that behavior. Based on his work with the Freshman Learning Project, he explains the different levels of preparation students have, and suggests how to even the playing field. He discusses the importance of breaking tasks down into small chunks so students can build from one to another. Uses a "Tower of Babel" analogy to point out problems caused by different disciplinary vocabulary and different expectations of how texts are to be read. Gives examples on an overhead of the kinds of readings students do in History. Ends with attendees discussing among themselves the ways they expect students to read in their disciplines. (INUISS; c2001)

Reading—Study and teaching; Teaching; Universities and colleges

TAKING THE EXCITEMENT OF DISCOVERY TO THE CLASSROOM AND BEYOND (SOTL)

color; c

1/2" VHS **EC3141,VH**

Scholarship of Teaching and Learning Series - In a September 24, 2004 presentation as part of the Scholarship of Teaching and Learning at Indiana University, Dr. Roger Hangarter, professor of Biology at IUB, discusses his use of time-lapse photography, a basic research method, to dispell students' misconception that plants are boring and unchanging. In doing so, he has helped recruit students to plant biology, sharpened their observational skills, and improved the quality and character of the questions they ask. Additionally, his videos have been received enthusiastically by a broad audience in research, public education and the arts. (INUISS;c2004)

Botany; Universities and colleges

TEACHING CREATIVITY ACROSS THE CURRICULUM: COOKMAN

color; c

1/2" VHS **EC3011,VH**

Scholarship of Teaching and Learning Series - A dinner presentation to Indiana University faculty and AI's on January 20, 2000. Moya L. Andrews, Vice Chancellor for Academic Affairs and Dean of the Faculties, introduces Claude Cookman, Professor of Journalism at Indiana University-Bloomington. He shares some of what he has learned from his research on creativity and presents activities involving the audience to illustrate his topic. He draws distinctions between art and creativity and stresses the importance of fostering creativity in the classroom. He engages the audience in a discussion of individual definitions of creativity and what creativity means in their lives. Additionally, he dispels myths about creativity and legitimizes it as a cognitive function that anyone can access. Presentation includes transparencies; the sound quality is poor during audience participation. (INUISS; c2000)

Creative ability; Teaching; Universities and colleges

TEACHING CRITICAL THINKING SERIES**CRITICAL THINKING: TEACHING AND LEARNING**

48 min; color; c,a

1/2" VHS **EC2708,VH**

Faculty members of the Critical Literacy Project at Oakton Community College explore answers to many of the questions educators are asking about teaching critical thinking. Their wide-ranging conversation provides important background information, introduces the critical literacy classroom, offers model assignments, and begins to explore strategies for teaching critical thinking. (OCCTVSE;PBSALS;c1993)
Critical thinking; Teaching; Philosophy (CPI)

PROMOTING CRITICAL THINKING THROUGH THE CLASSROOM DISCUSSION

60 min; color; c,a

1/2" VHS **EC2709,VH**

Classroom discussion actively involves students in the learning process and provides them with the opportunity to think critically about course content. Describes both kinds of "classroom conversations" that may be a part of a class discussion and a number of specific strategies for leading successful discussions. (OCCTVSE;PBSALS;c1993)

Critical thinking; Discussion techniques; Teaching

DESIGNING ASSIGNMENTS FOR TEACHING COURSE CONTENT AND CRITIC

54 min; color; c,a

1/2" VHS **EC2710,VH**

Models the creation and use of course maps as foundations for assignment design. Offers strategies for anticipating and diagnosing problems in course design and in individual assignments. Also presents techniques for incorporating reading, writing, discussion, and collaborative activities. (OCCTVSE; PBSALS;c1993)

Critical thinking; Teaching

SEQUENCING ASSIGNMENTS TO PROMOTE CRITICAL THINKING

60 min; color; c,a

1/2" VHS **EC2711,VH**

Arranging assignments so that learning experiences build logically and reinforce one another is important for faculty who seek to develop critical thinking skills while teaching course content. "Sequenced assignments" are deeply interwoven and consistent with the recursive, spiral nature of learning. Explores the idea of sequencing and demonstrates several models for sequencing assignments using a range of writing and reading activities as well as collaboration and discussion. Includes examples from a variety of courses, from vocational to baccalaureate. (OCCTVSE;PBSALS;c1993)

Critical thinking; Teaching

NATURAL ALLIES: TEACHING, WRITING, AND CRITICAL THINKING

53 min; color; c,a

1/2" VHS **EC2712,VH**

Introduces practical ways teachers can use writing assignments to help students learn course content and to develop their ability to think critically. Briefly looks at format essays and research papers. Emphasizes short writes, mid writes, freewriting, journals, short reports, and microthemes. Features sample assignments created by faculty who have participated in the Oakton Community College Critical Literacy Seminars. (OCCTVSE;PBSALS;c1993)

Critical thinking; Rhetoric; Teaching; Philosophy (CPI)

CRITICAL READING FOR CRITICAL LITERACY

51 min; color; c,a

1/2" VHS **EC2713,VH**

Explores how teachers can design and use techniques to intervene in and to enhance their students' reading processes in order to promote critical reading. (OCCTVSE;PBSALS;c1993)

Critical thinking; Reading; Teaching; Philosophy (CPI)

COLLABORATIVE LEARNING IN THE CRITICAL LITERACY CLASSROOM

58 min; color; c,a

1/2" VHS **EC2714,VH**

Describes and demonstrates the essential elements that go into creating effective collaborative activities. These elements include the role of the teacher, the structure of the activity, the roles of the students, and the various methods used to evaluate group activities. Also presents the pitfalls and problems of collaborative learning. (OCCTVSE;PBSALS;c1993)

Critical thinking; Teaching

TEACHING IN AMERICA: A GUIDE FOR INTERNATIONAL FACULTY

38 min; color; c,a

1/2" VHS **EC2609,VH**

Interviews foreign teaching fellows at Harvard University about their experiences teaching in American classrooms. Explains briefly the American educational system and the nature of the American undergraduate. Discusses the following points: breaking down barriers, accessibility, keeping the class engaged, language problems, keeping the discussion moving, and other problems. Tackles the difficult questions of discrimination and cultural difference. (DEBOCHA;ANKERPC;c1992)

Acculturation; Teaching; Universities and colleges

TEACHING RESPONDS TO TERRORISM: CHERMAK AND BREITHAWPT

color; c

1/2" VHS **EC3005,VH**

Scholarship of Teaching and Learning Series - In a 9/6/02 presentation on the Scholarship of Teaching and Learning at Indiana University Bloomington, Steven Chermak of the IU Department of Criminal Justice and Fritz Breithaupt of IU Germanic Studies discuss their experience, along with that of colleague Lynn Jamieson of Recreation and Park Administration, regarding the use of the events of 9/11 as a centerpiece for their Intensive Freshman Seminars. Dr. Chermak presents the class assignment, which asked students to respond to September 11 events via posters, with the aim to make students step outside their initial emotions and to think critically, analyzing the event intellectually through multiple perspectives and employing alternative ways of thinking. He reports that students' thinking was transformed while working on this collaborative assignment. Dr. Breithaupt lays out the goals of the assignment, highlighting the importance of transition from a vague reaction to a true and authentic experience, as the students tell their own stories. The lecturers also detail the assignment process and the instructor's role within the process. Follows the lecture with round-table discussions in an effort to build cross-disciplinary connections. (INUISS;c2002)

Teaching; Terrorism; Universities and colleges

TECHNOLOGY IN THE CLASSROOM: A FACULTY PERSPECTIVE

20 min; color; c,a

1/2" VHS **EC2723,VH**

Showcases the innovations developed by eight Indiana University Arts and Sciences faculty members who volunteered to receive assistance in integrating instructional technology in their teaching. Looks at the diverse ways in which the faculty used appropriate hardware and software, access to equipment and networks, and technical and instructional support. Individual tapes in this series provide separate interviews with each faculty member describing their experiences. Produced by the Media Production unit of ISS with the help of ISS Instructional Consulting and Technology. (INUISS;c1994)

Audio-visual education; Teaching; Universities and colleges

TECHNOLOGY IN THE CLASSROOM: INTERVIEW WITH ALEX DZIERBA

46 min; color; c,a

1/2" VHS **EC2721,VH**

Presents an interview with Professor Dzierba, who explains that bringing computer technology into the classroom matches a trend toward more active physics teaching. Gives examples of what he can do with computers, especially concepts that previously could not be taught with classroom demonstrations. Argues that computers can help students better visualize theories in both physics and mathematics. Discusses what the next steps will be, including a physics class which combines the lecture and lab into one session, with each student working at a computer. (IUCOAS;INUISS;c1994)

Teaching; Technology; Universities and colleges

TECHNOLOGY IN THE CLASSROOM: INTERVIEW WITH C. THOMAS MITCHELL

50 min; color; c,a

1/2" VHS **EC2715,VH**

Interviews Professor Mitchell, of Apparel Merchandising and Interior Design, who explains how he uses computers to teach a course on visual literacy. Emphasizes that students are able to absorb more information by having both class notes and the images available to them outside the classroom hours. Discusses the extra time needed to prepare the lectures, but notes that future courses will be far easier to develop. Stresses that the use of computers should only be a means to an end, not an end in itself. (IUCOAS;INUISS;c1994)

Teaching; Technology; Universities and colleges

TECHNOLOGY IN THE CLASSROOM: INTERVIEW WITH FRED CHEESMAN & ALEX WEISS

50 min; color; c,a

1/2" VHS **EC2718,VH**

Presents two interviews explaining how professors can use computers and other technology in the classroom to teach statistics more effectively. Discusses positive and negative aspects of using the equipment and working with Instructional Support Services and the computing center. Offers practical advice on ways the program can be improved. (IUCOAS;INUISS;c1994)

Mathematics—Study and teaching; Technology; Universities and colleges

TECHNOLOGY IN THE CLASSROOM: INTERVIEW WITH GEORGE SPRINGER

18 min; color; c,a

1/2" VHS **EC2716,VH**

Showcases the use of a computer in Professor George Springer's Computer Science classes and demonstrates its advantages over chalkboard use, since students can see an actual display of the end product of their efforts. Remarks on the advantage of having direct access to technological help in his own department so that many potential problems were avoided. Springer points out this technique's popularity with other faculty members and plans to employ it in all his future classes, even though preparation time has doubled. (IUCOAS;INUISS;c1994)

Teaching; Technology; Universities and colleges

TECHNOLOGY IN THE CLASSROOM: INTERVIEW WITH JEFFREY HART

28 min; color; c,a

1/2" VHS **EC2720,VH**

Interviews Jeffrey Hart, professor of Political Science, regarding an experimental project using an LCD video projector for presenting class materials. Compares and contrasts the amount of time involved in this method of teaching with the usual methods of writing on the blackboard and using an overhead projector. Discusses the advantages of the program as giving students an outline of the key points being covered in class and as providing access to the Internet, World Wide Web, and other sources of online information. Cites the amount of time necessary to learn to use the software as one of the few problems. Depicts the technique as an "incremental improvement" to the existing philosophy of using materials in a variety of modalities to enhance student learning. Correlates the use of the LCD projector with students' changing expectations of classroom learning. (IUCOAS;INUISS;c1994)

Teaching; Technology; Universities and colleges

TECHNOLOGY IN THE CLASSROOM: INTERVIEW WITH K. JON BARWISE

41 min; color; c,a

1/2" VHS **EC2719,VH**

Interviews K. Jon Barwise, professor of Computer Science, Mathematics, and Philosophy about his technique of combining visualization with reasoning skills to teach basic methods of logic. Explains the development of the program over the last five years and suggests the interaction of digitalization and logic as a good example of how research can affect teaching. Discusses the frustrations of finding funding and of moving from developing tools to teaching faculty how to use them. Suggests that the impact of multi-media presentations makes teachers more conscious of the importance of using alternatives to the spoken or written word. Identifies some advantages and disadvantages of the new techniques. (IUCOAS;INUISS;c1994)

Teaching; Technology; Universities and colleges

TECHNOLOGY IN THE CLASSROOM: INTERVIEW WITH KEVIN GLOWACKI

29 min; color; c,a

1/2" VHS **EC2722,VH**

Interviews Professor Kevin Glowacki regarding the use of computers in his Classical Studies courses. Focuses on the use of technology in presenting images of classical art and architecture. Gives examples of how computer based teaching can allow more information to be presented in greater detail, as well as in a more professional manner. Discusses what students appreciated, what future technology needs might be, and the practical issues of time and access required by the use of computer technology. (IUCOAS;INUISS;c1994)

Teaching; Technology; Universities and colleges

TECHNOLOGY IN THE CLASSROOM: INTERVIEW WITH PATRICK MCNAUGHTON

36 min; color; c,a

1/2" VHS **EC2717,VH**

Traces the development of a computer program by Art History professor Patrick McNaughton for teaching 100 level Art Appreciation courses. Discusses the amount of time spent in creating the program in conjunction with the technology lab and the subsequent processes of production and development. Compares and contrasts the way in which he prepares for class using this program with his previous traditional teaching methods. Lists advantages of the new technology as reported by students as easier note-taking, more structured presentation, and both a more exciting and relaxing experience. Promotes the use of the program for any discipline, especially those that normally use visuals. Cites the potential of the application to add complexity and to facilitate discussions in higher level courses. Touches on limitations in adopting this technology as being colleagues' possible intimidation and the need to customize the program to personal styles. Considers the overall benefits of the program to be excellent. (IUCOAS ;INUISS;c1994)

Teaching; Technology; Universities and colleges

THEY NEVER CALL IT RAPE

21 min; color; c,a

1/2" VHS **CC4417,VH**

Gang rape is the most serious criminal problem on today's college campuses. There are over one hundred documented occurrences on college campuses in the last five years. Revealing interviews with students, school officials, rape experts and rape victims present a shocking picture of double standards wherein the victim becomes the accused and universities do everything but openly protect the rapists. Demonstrates that gang rape has become so commonplace that many fraternities have given it "code" names. (ABCVE;MTI;c1990)

Rape; Universities and colleges

THINKING TOGETHER COLLABORATIVE LEARNING IN SCIENCE

18 min; color; c,a

1/2" VHS **EC2606,VH**

Looks at three models of collaborative learning—an introductory physics lecture, a lesson in celestial navigation, and a section in physical chemistry—filmed in classrooms at Harvard University. In each class, students discuss problems and devise solutions with the help of their instructors and peers. Collaborative learning allows students to master difficult material by pooling their intellectual resources. (DEBOCHA;c1992)

Learning, Psychology of; Teaching; Universities and colleges

TOWARD AN ETHICAL LEARNING COMMUNITY

35 min; color; h,c,a

1/2" VHS **EC2704,VH**

Master Teaching Series - Explores the impact of differing teaching philosophies and styles on the learning community. Faculty and students featured in the video discuss ethical teaching and how to build an ethical learning community in the classroom. Through the metaphor of dance, proposes that faculty regard their relationships with students as essential elements in creating an effective learning environment. (BYU;c1994)

Ethics; Teaching; Universities and colleges; Philosophy (CPI)

TOWN MEETING: STUDENT AND FACULTY PERCEPTIONS PARTS 1 & 2

color; c

1/2" VHS **EC3001,VH**

Scholarship of Teaching and Learning Series - A dinner presentation to Indiana University faculty and AI's on November 2, 1999. Moya L. Andrews, Vice Chancellor for Academic Affairs and Dean of the Faculties, introduces Dick McKaig, Dean of Students at IU-Bloomington. McKaig moderates a discussion by professors and students as they offer perspectives on large versus small class experiences. International students also participate and offer their unique perspective on the American classroom experience. (INUISS)

Teaching; Universities and colleges

TRANSFORMING CRITICAL THINKING PRINCIPLES INTO TEACHING STRATEGIES

59 min; color; c,a

1/2" VHS **EC2632,VH**

Features Dr. Richard Paul conducting part two of a three-part seminar on Education for the Year 2000. Argues that students today will need to be able to learn continuously, and that to do so they must be able to think critically and autonomously. Reviews the dimensions of critical thinking and discusses how the principles underlying these dimensions can help develop teaching strategies which foster critical thinking. Emphasizes that teachers need to apply strategies individually according to factors such as the topic and the students. (PBSALS;FOUNCRT;c1990)

Critical thinking; Education—Aims and objectives;

Teaching; Philosophy (CPI)

TRUDY BANTA: BUIDLING A SCHOLARSHIP OF ASSESSMENT

color; c,a

1/2" VHS **EC2996,VH**

Scholarship of Teaching and Learning Series - A dinner presentation to Indiana University faculty and AI's on February 28, 2003. Begins with a presentation of the Hesburgh Award to the Scholarship of Teaching and Learning series, and an explanation of the kinds of programs the Hesburgh Award honors. Trudy Banta, Vice-Chancellor at IUPUI and a professor of higher education, talks about the importance of assessment for college courses and programs that help students with academics. She explains that good assessment is good research, and that there is a need to collect good data about how colleges are meeting their goals for students. Assessment facilitates planning and improvement. Compares individual assessment, which looks at what individual students are learning, with group assessment, which looks at the overall outcomes of the program. Provides different examples of ways to do assessment, such as Primary Trait Scoring, surveys, certification, and tests like the GRE. Discusses what can be learned from assessment and the need for collaboration among faculty. (INUISS; c2003)

Teaching; Universities and colleges

UNIVERSITY PRESIDENT

17 min; color; c,a

1/2" VHS **EC2782,VH**

Changing Nature of Work Series - Focuses on the initiation of the Andrew System, one of the earliest computer network environments in an organization, to discuss the concept of organizational change. Richard Cyert, the president of Carnegie Mellon University for 17 years, discusses the initiation of this change, its effectiveness, and the CMU-industry joint venture that created Andrew. Heralds Cyert as one of the key agents in university restructuring and development in the last several decades. (GOODMPS;ROUSDEM;c1996)

Computers; Social change; Universities and colleges

THE VISION OF HERMAN B WELLS

53 min; color; c,a

1/2" VHS **EC2650,VH**

Colleagues, University alumni, faculty, and friends define the ideals that directed Herman Wells as President of Indiana University (1938-1962) and as University Chancellor (1962 to the present). Archival photographs and films, home movies, as well as contemporary video, capture Wells' academic and public service activities. (INURTS;c1993)

U.S.—Biography; Universities and colleges

WHAT DOES QUANTITATIVE RESEARCH REALLY SHOW ABOUT TEACHING AND LEARNING?

WILLIAM BECKER, ECONOMICS

79 min; color; c

1/2" VHS **EC3021,VH**

Scholarship of Teaching and Learning Series - Economist William Becker, in a March 3, 2001 presentation as part of the Scholarship of Teaching and Learning series at Indiana University-Bloomington, discusses his research on teaching and learning, to be published in a forthcoming book. He explains the need for more quantitative research on college-level teaching and points out the strengths and weaknesses of statistical studies. Then he provides 11 points for assessment criteria and rates various studies against these criteria. Concludes with a question and answer session. (INUISS;c2001)

Science—Methodology; Teaching; Universities and colleges

WRONG IDEA

20 min; color; c,a

1/2" VHS **CC4271,VH**

Presents a series of vignettes of potential sexual harassment situations between college professors and students and possible solutions/presentations, using pauses to facilitate training and discussion. Addresses multicultural/racial/sexual factors in interpersonal interactions that lead to discriminating actions, and demonstrates both inappropriate behavior as well as appropriate corrective action. (A training manual [MA0001] to be used with the program should also be requested.) (PENNSU;c1988)

Sexual harassment; Universities and colleges