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前　言

提高高等教育质量的核心是提升人才培养水平得到广泛的认同。而制约高等教育质量最为关键的因素之一是高校教师的发展，这也已经成为全世界的共识。

在我国，1999 年高校开始较大规模的扩招，2002 年高等教育毛入学率达到 15%，实现了从精英阶段到大众阶段的转变。2010 年高等教育毛入学率达到 26.5%，在校大学生人数已达到 3 105 万。根据《国家中长期教育改革和发展规划纲要》的要求，2020 年国家高等教育总规模数要达到 3 550 万，高等教育的毛入学率达到 40%。从数量的扩张尽快转移到质量的提升是当下我国高等教育最重要的主题。

令人振奋的是，为了进一步深化本科教育教学改革，提高本科教育教学质量，大力提升人才培养水平，教育部、财政部决定在“十二五”期间继续实施“高等学校本科教学质量与教学改革工程”（简称“本科教学工程”）。2011 年 7 月 1 日，文件正式下发，并于 7 月 27 日召开了新闻通气会。按照教育部、财政部《关于“十二五”期间实施“高等学校本科教学质量与教学改革工程”的意见》，五个重点建设内容之一就是教师教学能力提升。

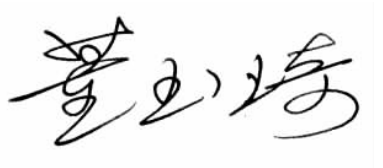
东北师范大学一直把教师的发展作为学校发展的根本，强调教师的全面发展、共同发展，强调教学与科研相互支撑、相互促进。从 2007 年开始，我校以国家实施免费师范生教育为契机，以世界高等教育发展趋势和我国高等教育改革状况为背景，以进一步提高本科生人才培养质量为目标，全面、系统开展了本科教育改革工作。通过国际比较、现状调查和理论探索，初步确定我校本科教育改革的工作要点，即专业建设、课程发展、教学改革、教师发展、模式创新。这五个要点在一定程度上决定了培养什么样的人，怎样培养人的问题。

“2011 高校教师发展国际研讨会”从 2010 年下半年开始策划。会议得到了教育部高等教育司的指导，得到了教育部国际合作与交流司的批准与资助，得到了中国海洋大学、首都经贸大学、南京师范大学、江南大学、北京

理工大学等积极响应。会议征文期间较短，但还是收到了 66 篇论文。限于篇幅，本论文集只是将其中 44 篇收录。对于踊跃投稿的所有作者表示衷心的感谢，对其中未能收入论文集的论文作者表示诚挚的歉意。

在论文征集、论文整理与编辑以及同作者的沟通等工作过程中得到了宋文红教授、朱红教授、李广博士以及教务处王箭老师、教科院博士生杨宁和王靖的鼎力相助。东北师范大学出版社领导和编辑为论文集的出版给予了特别的支持，一并谨致谢忱。

“2011 高校教师发展国际研讨会”召集人



2011 年 8 月 21 日

Preface

That the core of improving the quality of higher education is the level of talents cultivation is widely acknowledged. And one of the key influencing elements that affect the quality of higher education is Faculty Development, which is a widely accepted idea common all around the world.

In China, the gross enrollment rate in higher education had reached 15% in 2002 since the enrollment expansion of universities started in 1999, which achieved the higher education's transformation from elite education into the mass education. The gross enrollment rate in higher education had been up by 26.5% in 2010 and enrolled students numbered 31, 050, 000. The number of enrolled students will have reached 35, 500, 000 and the gross enrollment rate will have reached 40% according to the requirement of "The Plan for China's Educational Reform and the Development Outline 2010—2020" by 2020. The shift from the number expansion to the quality improvement has been the most important topic in China's higher education.

The encouraging thing is that the Ministry of Education and The Ministry of Finance have decided that "The Project of Quality and Teaching Reform of Undergraduate Course Teaching (Undergraduate Course Teaching Project for short)" will continue to be implemented in order to promote the level of talents cultivation and the quality of undergraduate course teaching. "The Guidance to Implementing the Project of Quality of Undergraduates' Course Teaching and Teaching Reform during the 12th 5-year Plan", a formal official document, was distributed shortly afterwards on July 1st. The press conference was held on July 27th. There were five major construction contents in the document, one of which was the promotion of faculty's teaching ability.

The Northeast Normal University has been viewing the Faculty Development as the basic foundation for the university's development and emphasizing on the idea of developing and growing together, as well as

supporting and promoting course teaching, scientific research and social service. The Northeast Normal University has been conducting course teaching reform comprehensively and systematically since 2007. It has also had the opportunity to implement free pre-service teacher's education. It's still under the background of the trend of higher education across the world and the current status of higher educational reform in China as well as the goal of further enhancing the quality of undergraduate talents cultivation.

The "2011 International Conference on Faculty Development" was planned during the second half of 2010. The conference was guided by the Higher Education Department of Ministry of Education and has gotten the approval and financial aid from the International Cooperation and Exchange Department of the Ministry of Education. The conference also received active responses from Ocean University of China, Capital University of Economics and Business, Nanjing Normal University, Jiangnan University and Beijing Institute of Technology. Though the contributions' time was short, we have received 66 papers. The proceedings collected 44 papers due to the limit of space. We would like to express our gratitude to all contributors and do make an apology to those whose papers were not collected in the proceedings.

Finally, allow us to express our thanks to Professor Song Wenhong, Professor Zhu Hong, Dr Li Guang, Wang Jian from the Teaching Affairs Department, Doctorate students Yang Ning and Wang Jing for their help in the work of the conference contributions, papers' editing and communication with the authors. Our thanks also goes to the leaders and editors in the Northeast Normal University Press for their special support.

The sponsors of "2011 International Conference on Faculty Development"

Dong Yuqi

August 21, 2011

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Faculty Developers/ Instructional Consultants Developing Professional Expertise

D. Lynn Sorenson

What is the work of faculty/instructional consultants (or developers)? It is working to help faculty members improve their teaching. In order to support faculty in their teaching, consultants themselves need to gain a strong foundation in pedagogical theory and practice. This article lays out a conceptual framework to help instructional consultants self-assess their expertise in pedagogy and to identify their own learning needs. This article will be valuable for Chinese colleagues initiating faculty development at their universities, especially if they will serve as consultants to their faculty colleagues.

Instructional consultants are people who have specialized expertise that enables them to assist others. Some special knowledge is needed by an instructional consultant, and it may take two forms. The first form is specific knowledge that allows a consultant to give a direct answer to a faculty client's question.

A second form of knowledge is needed to deal with more complex problems. This is conceptual knowledge, that is, the analytical framework that allows consultants to (a) identify the source of a client's problem or question, and (b) identify what needs to be learned in order to solve the problem or answer the question. For example, a teacher may say: "My students don't pay attention in class" (that is, many don't attend class, and a lot are sleeping in class), or "My students don't seem to be learning what they should." These questions really are: "What is causing this?" and "What can I do to help this situation—to help the students participate and learn more?" In order to answer such questions, consultants need: 1) models of teaching to help identify the causes of the problems, and 2) knowledge of alternative responses that will enable the teacher to make

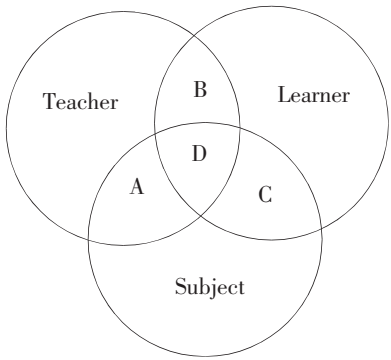
appropriate changes.

First, two models are presented here: one of the teaching/learning situation and one of the act of teaching. Each of these models can be useful as a conceptual framework for analyzing the problems of teachers. Second, we then present some ideas and resources for identifying alternative responses in the act of teaching.

The Teaching/Learning Situation

Whenever a teacher gets ready to teach, the situation involves three major factors: the teacher, the learner and a subject. The relationships between these three factors are illustrated in Figure 1.

Figure 1 The Teaching/Learning Situation



Area A represents the teacher's knowledge about the subject. Since teachers cannot convey all of their knowledge to students, they must exercise restraint when selecting the scope and goals of the course.

Area B refers to the knowledge or relationship the teacher has, or can have, with the learner. This knowledge can be helpful in building motivation to learn and can sometimes be helpful in finding analogies to explain the subject matter of the course.

Area C represents the prior knowledge or beliefs the learner brings to the course. The extent of this knowledge varies from very little to a very much, depending on the subject and the student. Regardless, the teacher needs to take into account what learners know, or what they believe they know, before undertaking to expand that knowledge.

Area D is the most important in this model. Here the teacher, the

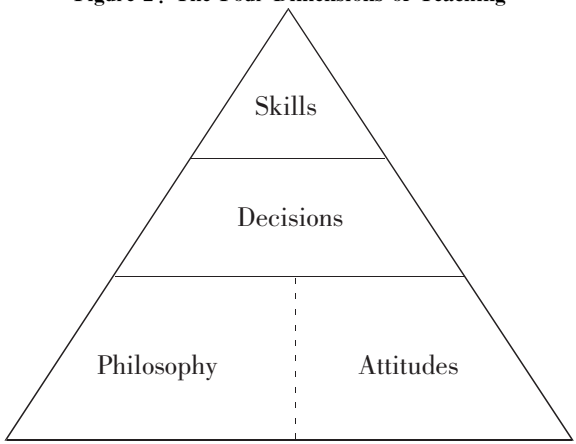
learner, and the subject all come together; this is the course. The primary goal is to enlarge the learner's knowledge or understanding of the subject, but the primary initiator of action is the teacher.

What the Teacher Brings to the Teaching/Learning Situation

The teacher is, of course, key to any teaching/learning situation. He/she plans the course before it starts and has primary responsibility for leading the students in their exploration of the subject during the course.

Figure 2 illustrates a useful way of thinking about what teachers bring to the teaching/learning situation. Simply stated, everyone who teaches, regardless of the subject or their abilities as teachers, brings four dimensions to any teaching/learning situation: skills, decisions, philosophies, and attitudes. These dimensions have a hierarchical relationship to each other; that is, the higher dimensions are dependent on the lower or more fundamental dimensions.

Figure 2: The Four Dimensions of Teaching



Skills in Teaching. All teaching situations involve certain skills, and all teachers vary in the skill levels they bring to these situations. Common skills that occur in the classroom include lecturing, leading discussions, asking thought-provoking questions, revealing one's own experiences, developing rapport with students, etc. Common skills that occur outside the classroom include selecting texts, designing in-class activities for individuals and

groups, writing test questions, evaluating assignments, etc.

Instructional consultants should remember two important points about teaching skills. First, any skill is, by definition, learnable; this means any professor can develop or improve a particular teaching skill. (This is good news! AND this is one kind of work that instructional consultants do—helping professors develop or improve their skills.)

Second, not all courses require the same set of teaching skills. Depending on the way a teacher designs a course and the teaching strategy he/she decides to use, some skills will be very important and others less so. For example, if a teacher uses a strategy like team-based or problem-based learning, the teacher's skill at formulating good group problems becomes much more important than the ability to give good lectures. Thus instructional consultants need to be knowledgeable about the particular skills needed with different teaching strategies, and they need to be familiar with the research that can help professors improve particular skills.

Decisions about the Design of the Course. Whether a course is meaningful and powerful to students depends to a major extent on the decisions the teacher makes—before the course even begins—about how the course will unfold.

There are a number of key decisions that teachers must make when planning and designing a course:

* What does the teacher want students to learn and to achieve? This decision leads to the identification of course learning goals.

* How will the students learn or achieve that? This decision leads to the identification of the learning activities and teaching strategies.

* How will the teacher—and the students—know how well they have learned that? This decision leads to the identification of the feedback and assessment procedures.

Underlying Factors: The Teacher's Philosophy and Attitudes. Underlying the decisions teachers make are two factors that are unique and specific to each individual: their philosophy and their attitudes.

A teacher's philosophy refers to the values and beliefs professors have about teaching and learning. These involve the following questions:

* Values: What constitutes good learning? Good teaching?

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* Beliefs: How do students learn—really? What kinds of teaching make a difference in student learning—really?

Attitudes, on the other hand, refer to the feelings and images teachers have—about the subject, about students, and about themselves. Do they have a deep love of the subject? Do they enjoy interacting with students? How do the teachers feel about themselves when they are teaching?

Instructional consultants need to become familiar with a variety of carefully developed teaching philosophies. These can be learned from conversations with colleagues who have developed their own philosophies and/or from readings.

Many teaching and learning centers have developed guidelines for assisting faculty members in becoming more conscious of and more clearly articulating their teaching philosophies. Two examples include a website prepared by Lee Haugen at Iowa State University http: // www. celt. iastate. edu/teaching/philosophy. html and a website prepared by Nancy Chism, then at Ohio State University http: // spinner. cofc. edu/～cetl/Essays/DevelopingaPhilosophyofTeaching. html? referrer＝webcluster&.

What the Learner Brings to the Situation

In the learning-centered approach to higher education, students are key because they are the ones who do the learning. Hence, as Tagg (2003) suggests, we should begin, not by focusing on the content, but by asking who the learners are and how we propose that they learn (p39).

Even when they appear similar, today's students differ from one another in their family backgrounds, life experiences, and academic preparation. It is important to remember that:

1. Students are not equally prepared for a course.
2. Students learn at different rates.
3. Students learn in different ways (Terenzini & Pascarella, 1994).
4. Students bring different kinds and levels of motivations to a course.
5. Students sometimes bring erroneous assumptions and incorrect prior knowledge to a course (Schneps, 1989).

How can college teachers enhance student learning—despite the above obstacles? One answer is through effective course design. As teachers, we

should avoid the mindset that "one size fits all", especially when that "one size" is the way we were taught as students. Not only are today's students not like each other nor like us at their age, this generation learns in different ways and is motivated by different phenomena.

Two especially helpful strategies for engaging students in their learning are small groups and technology. Using small groups effectively allows a teacher to take advantage of social constructivism, a process wherein small groups collaboratively construct knowledge together. Technology enables us to put some course material into a format that today's students both like and understand more readily.

In addition to designing instruction differently, teachers can use specific teaching strategies to get to know students better and to start courses in ways that engage students more effectively. This can include short, diagnostic questionnaires at the beginning of a course (Angelo & Cross, 1993) and discussions on the first day of class to get students to re-think their learning goals and preferred learning strategies (Smith, 2008; Fink, 1999).

What do faculty/instructional developers need to know to help college teachers become learner-centered/learning-centered? First, they need to remember that faculty members are also different from one another and, in some ways, different from the faculty developer/consultant. That means the faculty developer must come to know faculty well—their hopes, their dreams, their disappointments, their frustrations. Only then can the developers hope to motivate their faculty to explore new perspectives that can help them enhance their students' learning.

Second, they need to become acquainted with a variety of resources—books, periodicals, and local campus "experts"—that present ways to better understand and engage students in creating their own learning. In the U. S., three major compendia of strategies on better teaching include Davis (2009), McKeachie and Svinicki (2010), and Nilson (2010). Becoming familiar with these kinds of resources—and others—can build a repertoire of ideas that the consultant can share with faculty members when the time is right. This kind of dialogue between the developer and an individual faculty member can help college teachers discover more effective approaches to

dealing with their students and their classes.

The Nature of the Subject

A university consists of many disciplines, and there are some fundamental differences in teaching these disciplines. For example, engineering is a convergent subject; that is, in general, engineering faculty are usually seeking the single, best answer to a problem. In contrast, language and literature is a divergent subject; that is, faculty often value multiple answers to problems such as three interpretations of a poem or of a character in a novel. These disciplinary differences have led to different teaching traditions in the West. For example, the sciences have a tradition of supplementing lectures with laboratory experiences, whereas the humanities rely much more on whole-group discussions followed by personal essays.

Where They All Come Together: The Course

Thus far, we have examined the significance of the teacher, the learner and the subject matter in the teaching/learning situation. As indicated in our original diagram (Figure 1 above), the course is where all these factors all come together. In the course the teacher determines how these factors come together, through two major means: teacher—student interaction and the design of the course experience. Instructional consultants need to learn about both areas in order to help faculty learn how to succeed in each aspect.

Teachers' Interactions with Students

In traditional courses, teachers interact with students in multiple ways: lectures, discussions (whole class and small group), office hours, informal meetings and course management systems. This interaction influences the way students interact with and perceive other students and the subject matter. Sometimes teachers' interactions motivate and enable students to learn in powerful ways, but sometimes they have the opposite effect.

One way of analyzing interactions is to organize them in the terms shown in Table 1.

Table 1 Teacher—Student Interactions

Student's Views of...	Each student needs to know...	Teacher needs to...
Themselves	* Am I important, valued in this course?	* Show students that you genuinely care about them as individuals, as well as in their role as learners.
Other Students	* Can other students help me learn? * Can I help other students learn?	* Use small groups effectively. * Set ground rules for positive student—student interactions.
The Teacher	* Is this teacher knowledgeable? Trustworthy? Enjoyable?	* Share your knowledge and the experiences behind it. * Be fair; do what you say you will do.
The Subject Matter	* Is it important, exciting?	* Show how this subject is linked to larger issues that students value. * Show how the subject is dynamic.

In essence, teachers need to be leaders in their interactions with students. One way of defining leadership is "motivating and enabling others to do something important well". When a teacher uses the suggestions in Table 1 to guide their interactions with students, they will be effective in their leadership of students.

Designing the Course

Before a course begins, the teacher has to make multiple decisions about how the course will unfold:

* What kinds of reading material will the students read: Chapters in a textbook? Collected articles or chapters from various books? Material from websites?

* Will the course use small groups? If so, how?

* Will the students do reflective writing? If so, in what form—one-minute papers, journaling, learning portfolios?

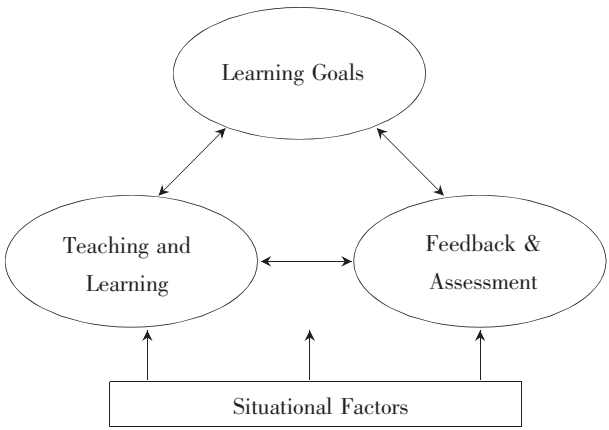
* What kind of assessment procedures will be used: two mid-terms and a final? Projects? Writing? Weekly activities?

* On what basis will the teacher determine course grades?

All these decisions collectively contribute to the design of the course. A well-designed course precludes many classroom problems, but unfortunately the vast majority of college professors lack training in instructional design. Hence, the need for instructional consultants; they can provide valuable assistance to faculty members by helping them to design their courses more effectively.

A valuable model has been developed by Fink (2003) that many faculty have found easy to understand (Figure 3).

Figure 3 Key Components of Integrated Course Design



This model suggests that, when designing a course, teachers should:

1. Gather information about situational factors, e. g., the prior knowledge and interest level of the students, the size of the class, the expectations of external groups (such as licensing authorities), etc.

2. Using that information (the vertical open arrows above), make three major decisions:

A. Learning Goals: What do they want students to learn?

B. Teaching and Learning Activities: How will the students learn this?

C. Feedback and Assessment: How will the teacher and the students know whether the learning goals have been achieved?

3. Using that information, integrate the course (make the connecting solid arrows).

University faculty need to make important decisions about learning goals, course activities, and feedback/assessment:

Learning Goals. Two taxonomies have been developed to assist in formulating learning goals: Bloom's taxonomy of educational objectives (1956; revised in 2001 by Anderson & Krathwohl) and Fink's taxonomy of significant learning (2003). Fink's taxonomy (and a guide to planning courses) is available in (simplified) Chinese at: deefinkandassociates. com/index. php/resources/.

Teaching and Learning Activities. Active learning and student engagement undergird the planning of effective learning activities (Bonwell & Eison 1991, Barkley 2010, Davis, 2009, Zubizarreta 2009).

Feedback and Assessment. Wiggins' (1998) concept of "educative (or forward-looking) assessment" is more authentic and meaningful than traditional "auditive (or retrospective) assessment".

Integration. Integration assures that the learning goals, learning activities, and assessment activities all support and reflect each other. But integration also implies a dynamic teaching strategy, such as team-based learning (Michaelsen, Knight, & Fink 2004) or problem-based learning (Duch, Groh, & Allen, 2001). Effective teaching strategies include a sequence of learning and assessment activities that build on each other, with each preparing students for the next activity.

Conclusion

To help faculty learn how to interact effectively with students and to help faculty learn how to design effective course experiences, instructional consultants need to focus on these important aspects of professional development: pedagogical theory and practice, and instructional design. It is valuable to become familiar with the research literature on each of these topics (some in "References and Resources" below). These provide an excellent list of resources for any instructional consultant or teaching-and-learning center.

The instructional consultants also need to become familiar with local professors who interact well or who design their courses well. Those local experts become valuable allies to the instructional consultant. By acquiring

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