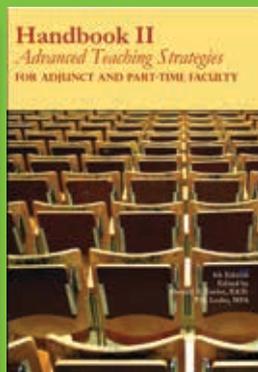
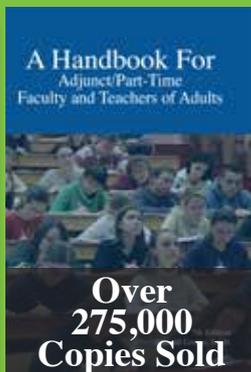
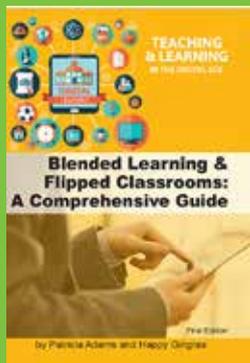




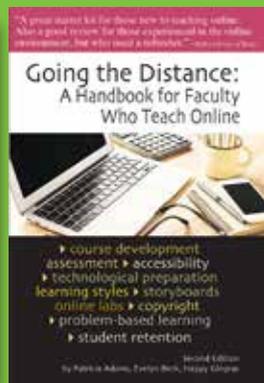
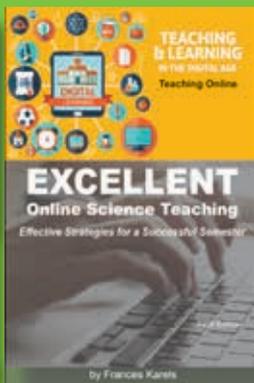
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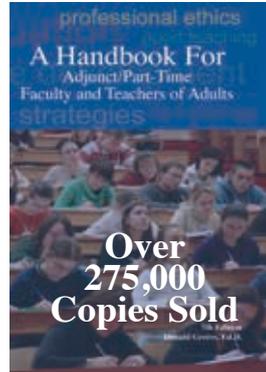
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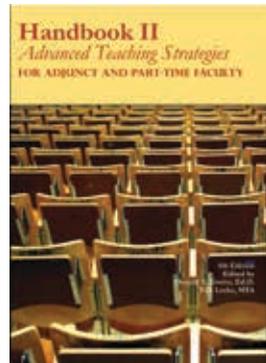
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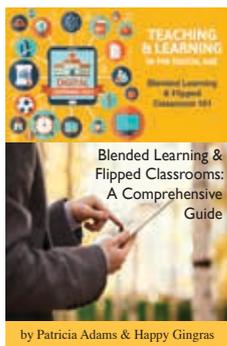
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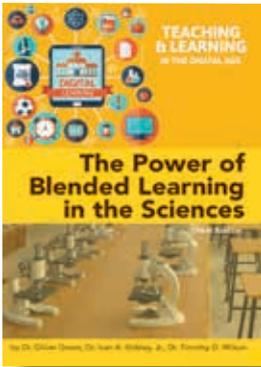
Authors: Patricia Adams and Happy Gingras

ISBN: 978-0-940017-14-6, 128 pages, \$20.

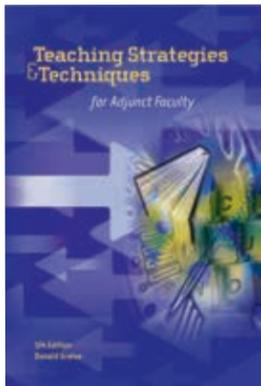
Meet the Author

Part-Time Press author **Patricia Adams** has been teaching college for 13 years. She holds a master’s degree in clinical psychology from East Carolina University. She maintains a psychology practice in addition to her teaching, and provides regular professional development and consultation on flipped and blended learning. She has been honored with a number of nominations and awards, including the Excellence Award through the National Institute for Staff and Organizational Development (NISOD), and serves on the board and as an active member in state and national professional associations.

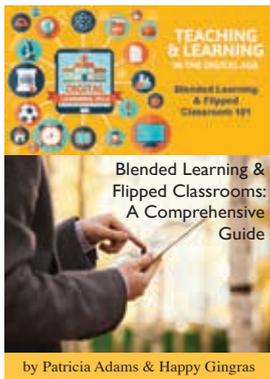




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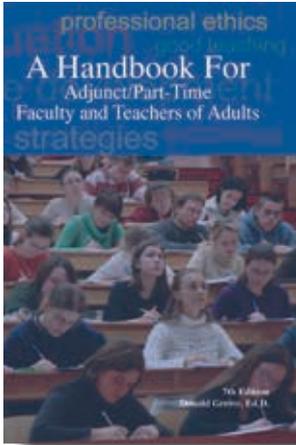


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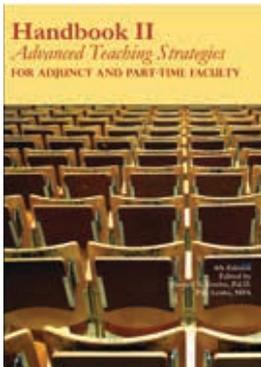


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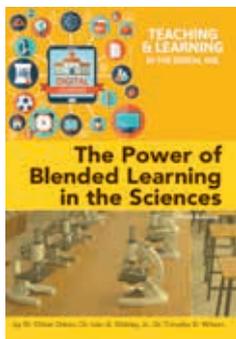
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Title: *Handbook II-Advanced Teaching Strategies for Adjunct Faculty*, 4th Ed.
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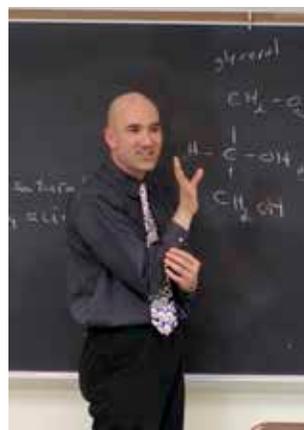
Title: The Power of Blended Learning in the Sciences

Authors: Dr. Oliver Dreon, Dr. Ivan A. Shibley, Jr., Dr. Timothy D. Wilson

ISBN: 978-0-940017-46-7, 164 pages, \$20.

Meet the Author

Part-Time Press author **Ivan A. “Ike” Shibley, Jr.** has been teaching full-time for two decades. He is presently an Associate Professor at Penn State University, Berks Campus. Ike focuses on the biochemical sciences: organic chemistry, biochemistry, and neurobiology. He earned a B.S. from the University of Pittsburgh and a Ph.D. from East Carolina University. Ike has published article on the topic of student success in journals such as *Journal of Chemical Education*, *Journal of College Science Teaching*, and *Science & Education*. He has presented at conferences internationally on the topic of blended and online education, and has worked extensively with faculty who are interested in cultivating greater student success.

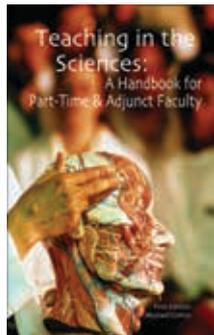


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“I found Part-Time Press books to be very helpful. They are must reads for a newbie to teaching.”— **Amazon.com review**

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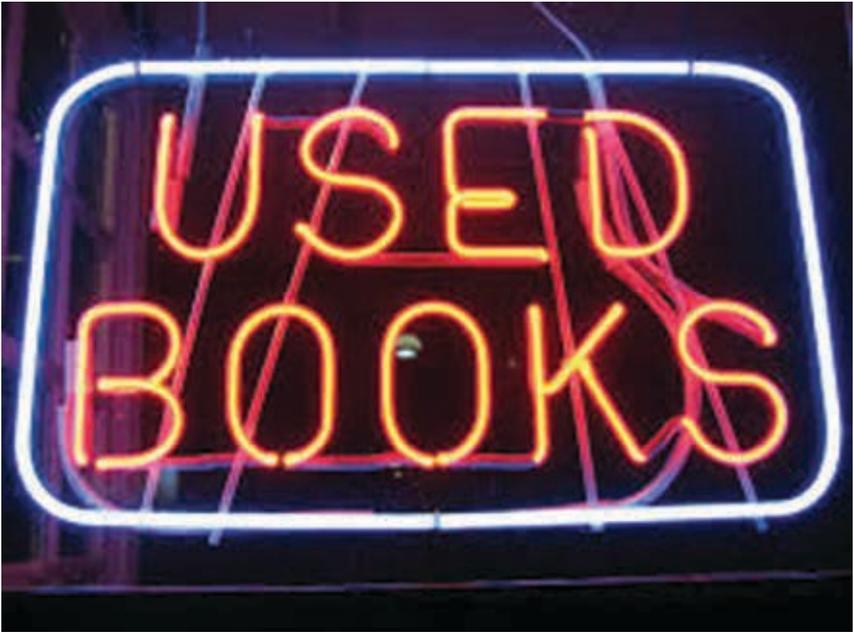
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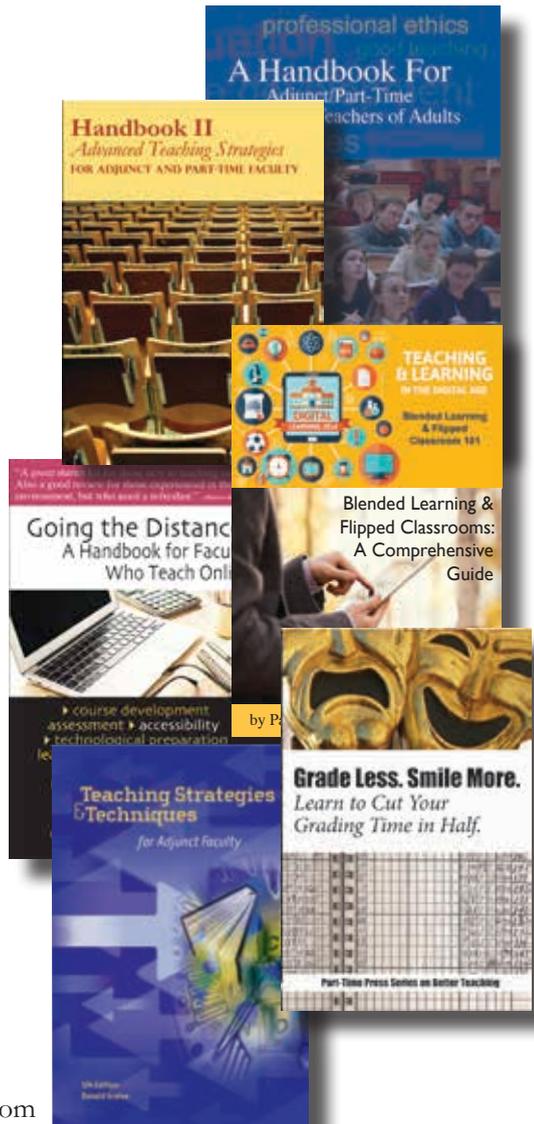
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Teaching — It's About Inspiration, Not Information

by Tina Seelig

This is an important reminder that teaching is all about building a relationship with your students. In fact, in today's world, when information is at our fingertips, we don't need to go to school to learn facts and figures — a quick Google search, a glance at Wikipedia, or a question posed to Siri will usually result in answers to specific questions.

So, why go to school? What is the role of teachers?

Teaching is really about inspiration, not information. Effective teaching focuses on why and how, not what. The goal should be to spark each student's imagination, to find a hook in their heart and mind so that they feel a need to learn the material. The rest is easy, because the student then drives his or her learning. My role as a teacher is to ask provocative questions, and to help the students make a path toward the answers. If they are motivated to find the path, they will carve it themselves. If I have to pull out a mental machete to expose the path, then I haven't done my job.

How do you motivate students?

1) It is much easier to tap into a student's drive if they know that you care about them personally. I have visceral memories of being a student myself. In large lecture classes in college, where the goal was to place each student on a grading curve, I routinely delivered much less than I could. I felt like a cog in a machine, because nobody cared about my learning. In contrast, in small discussion classes, I thrived. It was so meaningful to have a professor look me in the eyes and respond to my specific comments or questions. In these settings, I pushed myself to learn, nobody had to push me. It's no surprise that I chose to continue studying in the field where I spent time in small classes with a fully engaged teacher.

2) It is also important not to make assumptions about what students already know. If you do, you lose those who don't have the necessary foundational skills. One of my favorite professors in graduate school taught me that you should teach the same way to a 5 year old as to a 25 year old... You start at the beginning, continue building on a robust foundation, and

go as far as you can with each student.

Here's an example — Say you are teaching how airplanes stay aloft. You could start by making paper airplanes, which even a 5 year old can do. You ask students to make different models to see which flies the furthest. The older, and more mature they get, the farther you can take this exploration, leading eventually to a laboratory with a wind tunnel to measure specific parameters, including the forces, angles, and resistance.

By starting at the beginning, you're developing a firm foundation on which each student can continue to build long into the future. Without it, they will likely have holes in their understanding that will inevitably result in their inability to apply their knowledge and skills later.

3) Find a connection to the student's lives and make the material immediately relevant. Without this, the content is a like a puzzle piece that isn't connected to the rest of the student's growing picture of how the world works. The student doesn't know why it's relevant, has trouble learning it, and quickly discards it when the class is over.

It isn't hard to do this — If you are teaching physics, you can tie the principles to baseball or hockey; if you are teaching history you can tie it to current events and personalities; if you are teaching chemistry, you can tie it to the food we eat; if you are teaching entrepreneurship you can tie it to local companies and founders; if you are teaching music theory, you can tie it to currently popular songs, etc. In fact, I don't know why we don't do this more. I believe that if a child only cares about baseball or fishing, there are ways to build an entire curriculum around each of those themes, including history, physics, writing, and art.

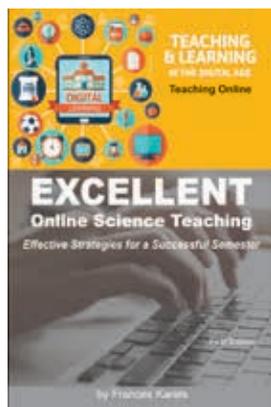
4) Finally, never tell students what they need to do to get an "A" in the class. If you do, they will inevitably do the minimum amount to get the grade they want. Instead I tell my students to "never miss an opportunity to be fabulous." I promise to deliver my very best in each class, and I expect the same from them. I also tell them that I have no problem giving everyone an "A," but that the bar is very high.

With this encouragement, I find that students deliver much more than they ever imagined. They embrace the idea of being fabulous with enthusiasm, and raise the bar repeatedly as the quarter progresses. I've been delighted by the stickiness of this message. It's as though students are waiting to get this instruction. They're hungry for permission to do their very best, to hit the ball out of the park and to shine their brightest.

It's relatively easy to meet expectations, knowing exactly what you will get in return. But amazing things happen when you take away the cap. Like a soda bottle that's been shaken, individuals who remove perceived limits achieve remarkable results in the classroom and beyond!

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Excellent Online Science Teaching takes readers through the steps of designing, teaching and assessing a fully online science course or lab. The book also provides tips and strategies for migrating existing science courses or labs to online platforms. Author Frances Karels offers practical advice, strategies and insights that will help readers who are already teaching science online or who are interested in migrating their science courses and labs to an online platform.



“Frances Karels has written a wonderful guide for teaching science online. She shares not only best practices, but innovative ideas. Her book is a must-read....” —**Andi McNair, Author, *Genius Hour: Passion Projects that Ignite Innovation and Student Inquiry***

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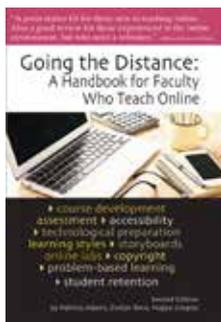
Title: *Excellent Online Science Teaching: Effective Strategies for a Successful Semester*
 Author: Frances Karels
 ISBN: 978-0-940017-45-0, 232 pages, \$20.

For All Science Disciplines

Meet the Author

Part-Time Press author **Frances Karels** holds a B.S. in Biology and M.S. in Zoology from Texas A&M University. Frances has been teaching college biology courses for over 11 years. She has developed curriculum for blended and fully online biology courses, and presented at TxDLA and NISOD on best practices in online science teaching. In 2014, Frances was awarded the NISOD Teaching Excellence Award. Frances currently teaches biology courses as an adjunct for McLennan Community College, and serves as curriculum coordinator for an independent school district in Texas.





Going the Distance: A Handbook for Faculty Who Teach Online, 2nd Edition

This book was written by a trio of educators who have been developing and teaching distance education courses for over a dozen years. Whether you're just thinking about teaching online, work as a first-time online course instructor, or you are an experienced distance educator, *Going the Distance: A Handbook for Faculty Who Teach Online* will help you sharpen your

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“An excellent source when seeking online employment in higher education.”—**Gloria J. Peppers, Amazon.com review**

Title Details

Title: *Going the Distance—A Handbook for Part-Time & Adjunct Faculty Who Teach Online, 2nd Edition*

Authors: Patricia Adams, Evelyn Beck, Happy Gingras

ISBN: 978-0-940017-51-1

112 pages, \$15.

“This is a good starter kit for those new to teaching online. It can also be a good review for those experienced in the online environment but need a refresher or are attempting to solve a problem. Covered are important topical areas such as assessment, technology, guests, and virtual field trips. In addition, course development processes and issues are discussed. Of course, all of this is generalized knowledge that can be adapted to meet the reader's individual institution's policies and procedures.”—**Amazon.com review**

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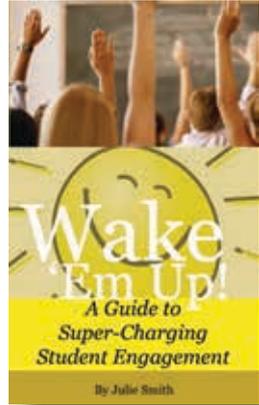
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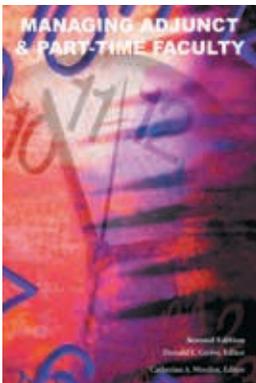
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Author: Julie Smith
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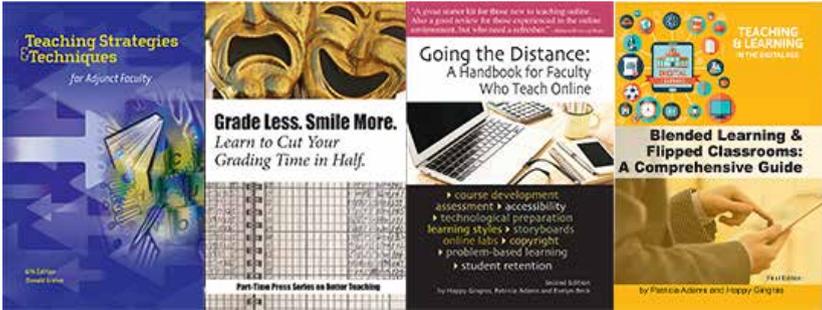
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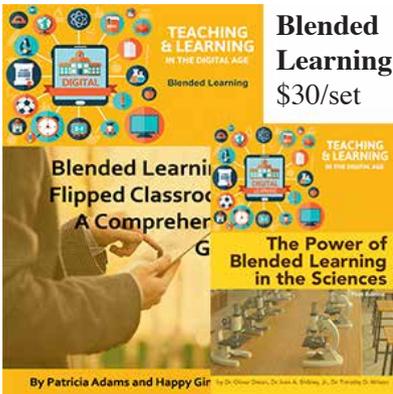


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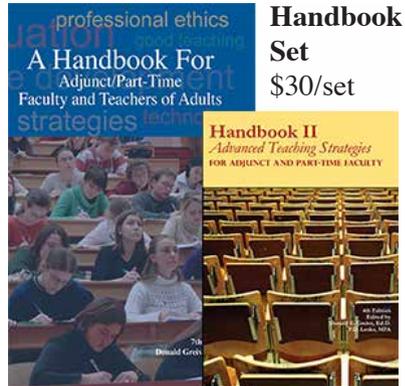
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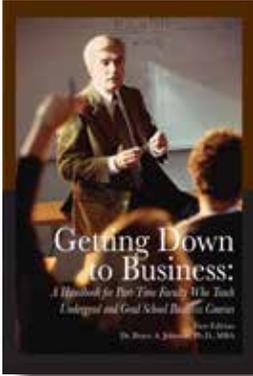
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