Inspired College Teaching: Reflections Reading List
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A collection of readings illustrating how thoughtful analysis, honesty and critique offer insights that increase effectiveness in the classroom—for those who write and those who read.

... on learning to teach

--an honest exploration of early failures as a teacher and how new approaches to teaching were developed

Collins, H. “On Becoming a Teacher.” Teaching Professor, May, 2009 p. 3.
--a lovely description of important lessons learned during the first three years of teaching
Not available through RIT Libraries

--describes what happened when this beginning teacher implemented to many learner-centered approaches at once

--teachers begin idealistic and optimistic; this teacher describes how he became more realist without becoming pessimistic

... after have taught for some time

--a recounting of lessons learned on the way to becoming a nationally recognized discussion teacher

--after having taught the same courses many times, it’s easy to go through the motions without really being there. This teacher describes what presence is and why it is so essential to learning. Not available through RIT Libraries

Husted, B. L. “Hope for the Dry Side.” College English, 2001, 64 (2), 243-249.
--the experiences of an English teacher trying to teach tolerance and respect for diversity

--at mid career this teacher wonders if the teaching life is for her. A brutally honest reflection on all that teaching is and is not

... on current instructional practices

--this author challenges our focus on teaching, arguing the emphasis ought to be on learning

--it starts with the syllabus; teachers create rule-bound classrooms that diminish the motivation to learn
--most syllabi do not invite students to join a learning adventure; rather they set boundaries that establish the terms and conditions of learning. Available at: [http://www.aacu.org/liberaleducation/le-fa07/le_fact07_myview.cfm](http://www.aacu.org/liberaleducation/le-fa07/le_fact07_myview.cfm)

--maintains the use of the phrase implies the existence of teaching principles, methods and techniques that work for all students, all teachers and in all courses. Her point: teaching is more complicated than this. Available at: [http://www.lifescied.org/content/10/4/329.full](http://www.lifescied.org/content/10/4/329.full)

### when something went wrong

--a learner-centered course designed for honors students meets strong resistance to the dismay and disappointment of the teacher. Available at: [http://tsosagepub.com/content/37/3/269.abstract](http://tsosagepub.com/content/37/3/269.abstract)

--recounts how a new teacher responded to a case of not-very-good student ratings. Available at: [http://search.proquest.com.ezproxy.rit.edu/docview/223534106](http://search.proquest.com.ezproxy.rit.edu/docview/223534106)

--students resist content and how two teachers tried to respond. Request from RIT Library, IDS Express: [https://ill.rit.edu/ILLiad/Logon.html](https://ill.rit.edu/ILLiad/Logon.html)

### on lessons learned from a new instructional experience

--an English teacher takes an acting class and finds out much teachers can learn by being students. Request from RIT Library, IDS Express: [https://ill.rit.edu/ILLiad/Logon.html](https://ill.rit.edu/ILLiad/Logon.html)

Starling, R. “Professor as Student: The View from the Other Side.” *College Teaching*, 1987, 35 (1), 3-7.
--an English teacher leads a learning community and takes 12 credits of a business curriculum with a group of beginning college students. Request from RIT Library, IDS Express: [https://ill.rit.edu/ILLiad/Logon.html](https://ill.rit.edu/ILLiad/Logon.html)

Tanner, K. D. “Moving Theory into Practice: A Reflection on Teaching a Large, Introductory Biology Course for Majors.” *Cell Biology Education—Life Sciences Education*, 2011, 10 (Summer), 113-122
--an insightful analysis of the first time teaching a 300-student biology course. Available at: [http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3105914/pdf/113.pdf](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3105914/pdf/113.pdf)

### when colleagues reflect together

--senior finance majors attempt to write a memo offering advice to clients and do poorly causing faculty to question where students are learning to critical think in the curriculum. Available at: [http://bcq.sagepub.com/content/71/1/10](http://bcq.sagepub.com/content/71/1/10)

--a follow up to the article above, student responses to an ill-defined but realistic problem are analyzed with problems identified and implications for teaching identified. Available at: [http://bcq.sagepub.com.ezproxy.rit.edu/content/71/2/152](http://bcq.sagepub.com.ezproxy.rit.edu/content/71/2/152)

--history faculty are queried about those aspects of content that students struggle to understand and then faculty explore to better teach those areas. Available at: [http://search.proquest.com.ezproxy.rit.edu/docview/224909249](http://search.proquest.com.ezproxy.rit.edu/docview/224909249)