

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

- Cohan, M. “Bad Apple: The Social Production and Subsequent Reeducation of a Bad Teacher.” *Change*, 2009, (November/December), 32-36.
--an honest exploration of early failures as a teacher and how new approaches to teaching were developed
<http://ezproxy.rit.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=45694089&site=ehost-live>
- 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
- Noel, T. W. “Lessons from the Learning Classroom.” *Journal of Management Education*, 2004, 28 (2), 188-206.
--describes what happened when this beginning teacher implemented to many learner-centered approaches at once
<http://search.proquest.com.ezproxy.rit.edu/docview/195725586?accountid=108>
- Sandstrom, K. L. “Embracing Modest Hopes: Lessons from the Beginning of a Teaching Journey.” In B. A. Pescosolido and R. Aminzade, eds., *The Social Worlds of Higher Education*. Thousand Oaks, CA: Pine Forge Press, 1999. **On order for the Library**
--teachers begin idealistic and optimistic; this teacher describes how he became more realist without becoming pessimistic

. . . after have taught for some time

- Christensen, C. R. “Every Student Teaches and Every Teacher Learns: The Reciprocal Gift of Discussion Teaching.” In C. R. Christensen, D. A. Garvin, and A. Sweet, eds., *Educating for Judgment: The Artistry of Discussion Leadership*. Boston, Mass.: Harvard Business School Press, 1991. **On order for the Library**
--a recounting of lessons learned on the way to becoming a nationally recognized discussion teacher
- Farber, J. “Teaching and Presence.” *Pedagogy*, 2008, 8 (2), 216-225.
--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
<http://search.proquest.com.ezproxy.rit.edu/docview/236930211?accountid=108>
- Walck, C. L. “A Teaching Life.” *Journal of Management Education*, 1997, 21 (4), 473-482.
--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
<http://search.proquest.com.ezproxy.rit.edu/docview/195746347?accountid=108>

. . . on current instructional practices

- Spence, L. D. “The Case Against Teaching.” *Change*, 2001, 33 (6), 11-19.
--this author challenges our focus on teaching, arguing the emphasis ought to be on learning
<http://search.proquest.com.ezproxy.rit.edu/docview/208051943?accountid=108>
- Singham, M. . “Moving Away from the Authoritarian Classroom.” *Change*, May/June 2005, pp. 51-57.
--it starts with the syllabus; teachers create rule-bound classrooms that diminish the motivation to learn
<http://ezproxy.rit.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=16933363&site=ehost-live>

Singham, M. "Death to the Syllabus." *Liberal Education*, 2007, 93 (4), 52-56.

--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_fa07_myview.cfm

Tanner, K. D. "Reconsidering 'What Works.'" *Cell Biology Education—Life Sciences Education*, 2011, 10 (Winter), 329-333.

--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>

... when something went wrong

Albers, C. "Teaching: From Disappointment to Ecstasy." *Teaching Sociology*, July 2009, 37, 269-282.

--a learner-centered course designed for honors students meets strong resistance to the dismay and disappointment of the teacher. Available at: <http://tso.sagepub.com/content/37/3/269.abstract>

Gallagher, T. J. "Embracing Student Evaluations of Teaching: A Case Study." *Teaching Sociology*, April 2000, 28, 140-146.

--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>

Damico, A. M. "Stories of Boy Scouts, Barbie Dolls, and Prom Dresses: Challenging College Students to Explore the Popular Culture of Their Childhood." *Teachers College Record*, 2006, 108 (4), 604-620.

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

... on lessons learned from a new instructional experience

Gregory, M. "From Shakespeare on the Page to Shakespeare on the Stage: What I Learned about Teaching in Acting Class." *Pedagogy*, 2006, 6 (2), 309-325.

--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>

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>

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>

...when colleagues reflect together

Carrithers, D. and Bean, J. C. "Using a Client Memo to Assess Critical Thinking of Finance Majors." *Business Communication Quarterly*, 2008, 71 (1), 10-26.

--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>

Carrithers, D., Ling, T., and Bean, J. C. "Messy Problems and Lay Audiences: Teaching Critical Thinking within the Finance Curriculum." *Business Communication Quarterly*, 2008, 71 (2), 152-170.

--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>

Diaz, A., J., Middendorf, J., Pace, D., and Shopkow, L. "The History Learning Project: A Department Decodes its Students." *Journal of American History*, 2008, 94 (4), 1211-1224.

--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>