

Looking at Teaching through the Lens of Learning

References

Super Saturday Professional Development Conference – Montgomery College

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- Biggs, J. *Teaching for Quality Learning at University: What the Student Does*. Buckingham, England: Open University Press, 1999.
--excellent book that covers all aspects of instructional practice in terms of cognitive psychology research on learning
- Biggs, J. "What the Student Does: Teaching for Enhanced Learning." *Higher Education Research & Development*, 1999, 18 (1), 57-75.
--a great condensation of Bigg's 1999 book
- Covington, M. W. "A Motivational Analysis of Academic Life in College." In R. P. Perry and J. C. Smart (eds.), *Effective Teaching in Higher Education: Research and Practice*. New York: Agathon Press, 1997.
--summary of research exploring the impact of repeated failure experiences on student learning and the motivation to learn
- Elbow, P. *Embracing Contraries: Explorations in Learning and Teaching*. New York: Oxford University Press, 1986
--see learning as a messy, not tidy or particular coherent process and calls for teaching that better reflects this aspect of learning
- Finkel, D. L. *Teaching with Your Mouth Shut*. Portsmouth, NH: Boynton/Cook Publishers, 2000.
--great book with many ideas for more learner-centered teaching; especially good on using content instead of covering it
- Gardiner, L. F. *Redesigning Higher Education: Producing Dramatic Gains in Student Learning*. ASHE-ERIC Higher Education Reports, Volume 23, No. 7. Washington, DC: ERIC Clearinghouse on Higher Education and the Association for the Study of Higher Education, 1994.
--brings together in one place an amazing collection of work on learning, very impressive overview of this vast literature, and makes sensible recommendations based on the literature
- Gardiner, L. F. "Why We Must Change: The Research Evidence." *Thought and Action*, Spring 1998, pp. 71-87.
--an edgy condensation of Gardiner's 1994 monograph
- Karabenick, S. A. (ed.). *Strategic Help Seeking: Implications for Learning and Teaching*. Hillsdale, NJ: Erlbaum, 1998.
--excellent collection of articles that apply the research on help-seeking to the higher education context
- Kember, D. "Beliefs about Knowledge and the Process of Teaching and Learning as a Factor in Adjusting to Study in Higher Education." *Studies in Higher Education*, 2001, 26 (2), 205-221.
--study documents the difficulty students have adjusting to instruction that is not didactic and reproductive

Perry, R. P. "Perceived Control in College Students: Implications for Instruction in Higher Education." In R. P. Perry and J. C. Smart (eds.), *Effective Teaching in Higher Education: Research and Practice*. New York: Agathon Press, 1997.

Pintrich, P. R. "A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts." *Journal of Educational Psychology*, 2003, 95 (4), 667-686.
--an impressive piece of integrative scholarship that organizes and clearly presents what is known about student motivation

Ramsden, P. (ed.). *Improving Learning: New Perspectives*. London: Kogan Page, 1988.
--another great collection that integrates and explores research on learning

Tanner, C. A. "Editorial: The Meaning of Curriculum: Content to be Covered or Stories to be Heard?" *Journal of Nursing Education*, 2004, 43 (1), 3-4.
--struggles with the role of content in nursing program curricula

Personal Reports of Faculty Experiences with Learner-Centered Teaching Approaches

Bean, J. C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 1996.
--super collection of strategies, applicable to and in many disciplines

Black, K. A. "What to do When You Stop Lecturing: Become a Guide and a Resource." *Journal of Chemical Education*, 1993, 70 (2), 140-44.
--chemistry professor recounts his experiences completely redesigning his chemistry courses; insightful and reflective

Brookfield, S. D. *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass, 1995.
--in addition to introducing critical pedagogy ably, contains many personal experiences and reflections of his own growth and development

Deeter, L. "Incorporating Student Centered Learning Techniques into an Introductory Plant Identification Course." *NACTA Journal*, 2003, (June), 47-52.
--some especially creative assessment techniques that respond constructively to exam anxiety

Felder, R. M. and Brent, R. "Navigating the Bumpy Road to Student-Centered Instruction." *College Teaching*, 1996, 44 (2), 43-47.
--best piece I've read that deals with student resistance to learner-centered approaches

McNeal, A. P., and D'Avanzo, C. (eds.). *Student-Active Science: Models of Innovation in College Science Teaching*. Fort Worth, TX: Saunders College Publishing, 1997.
--some programmatic descriptions but lots of good chapters written by science faculty who are working with strategies that involve students in science courses

Paulson, D. R. "Active Learning and Cooperative Learning in the Organic Chemistry Lecture Class." *Journal of Chemical Education*, 1999, 76 (8), 1136-1140.
--especially good example of how the effects of learner-centered strategies can be assessed

Another good source on learning

Candy, P. C. *Self-Direction for Lifelong Learning*. San Francisco: Jossey-Bass, 1991.
--a great source, thorough, well-referenced, well-organized and easy to read

“Learning involves both assimilation and accommodation. Part of the job is to get the subject matter to bend and deform so that it fits inside the learner (that is, so it can fit or relate to the learner’s experiences). But that’s only half the job. Just as important is the necessity for the learner to bend and deform himself so that he can fit himself around the subject. . . . Good learning is not a matter of finding a happy medium where both parties are transformed as little as possible. Rather, both parties must be maximally transformed—in a sense deformed. There is violence in learning. We cannot learn something without eating it, yet we cannot really learn it without being chewed up.”

--Peter Elbow, Embracing Contraries