

## RELEVANT AND RECOMMENDED RESOURCES

### 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 discipline

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 prof 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

Finkel, D. L. *Teaching with Your Mouth Shut*. Portsmouth, NH: Boynton/Cook, 2000.  
--excellent book, especially good on "using" content instead of "covering" it

Lewis, S. E., and Lewis, J. E. "Departing from Lectures: An Evaluation of a Peer-Led Guided Inquiry Alternative." *Journal of Chemical Education*, 2005, 82 (1), 135-139  
--substituted one lecture per week with a guide-inquiry discussion and found covering less content did not result in less learning

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

Singham, M. . "Moving Away from the Authoritarian Classroom." *Change*, May/June 2005, pp. 51-57.  
--sees the authoritarian language and structure of course syllabi as symptomatic of the breakdown of trust in the teacher-student relationship; describes his experience with a redesigned syllabus in a large physics course

Strong, B., Davis, M., and Hawks, V. "Self-Grading in Large General Education Classes: A Case Study." *College Teaching*, 2004, 52 (2), 52-57.  
--compares a self-grading experiment with a semester of the course graded traditionally and found some positive benefits occurred when student self-graded

## Good Places to Start in the Literature on Learning

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 the book above

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

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

Horton, M. and Freire, P. *We Make the Road by Walking: Conversations on Education and Social Change*. Philadelphia: Temple University Press, 1990.

--well edited conversation between two important and innovative educational theorists

Prince, M. "Does Active Learning Work? A Review of the Research." *Journal of Engineering Education*, July 2004, 223-231.

--a comprehensive and compelling analysis of the impact of active learning experiences

Ramsden, P. (ed.). *Improving Learning: New Perspectives*. London: Kogan Page, 1988.

--another great collection that integrates and explores research on learning

Stage, F. K., Muller, P. A., Kinzie, J., and Simmons, A. *Creating Learner Centered Classrooms: What Does Learning Theory Have to Say?* ASHE-ERIC Higher Education Report Volume 26, No. 4. Washington, DC: ERIC Clearinghouse on Higher Education and the Association for the Study of Higher Education, 1998.

--super monograph that clearly and cogently writes about major educational theories; the best intro and overview of radical pedagogy and constructivism that I encountered

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