RELEVANT AND RECOMMENDED RESOURCES

Personal Reports of Faculty Experiences with Learner-Centered Teaching Approaches

--super collection of strategies, applicable to and in many discipline

--chemistry prof recounts his experiences completely redesigning his chemistry courses; insightful and reflective

--in addition to introducing critical pedagogy ably, contains many personal experiences and reflections of his own growth and development

--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

--excellent book, especially good on "using" content instead of "covering" it

--substituted one lecture per week with a guide-inquiry discussion and found covering less content did not result in less learning

--some programmatic descriptions but lots of good chapters written by science faculty who are working with strategies that involve students in science courses

--especially good example of how the effects of learner-centered strategies can be assessed

--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

--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

--excellent book that covers all aspects of instructional practice in terms of cognitive psychology research on learning

--a great condensation of the book above

--a great source, thorough, well-referenced, well-organized and easy to read

--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

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

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

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

--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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