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In the end, I learned that a little kindness and transparency go a very long way to creating a welcoming learning ... humanity-centered approach and providing students with a little bit of grace, in ...

Teaching Tips

It seems straightforward enough, but make sure that your group project or other group activities align with course goals and student learning outcomes. If group work makes sense for your course, be ...

In this much needed resource, Maryellen

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Weimer-one of the nation's most highly regarded authorities on effective college teaching-offers a comprehensive work on the topic of learner-centered teaching in the college and university classroom. As the author explains, learner-centered teaching focuses attention on what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning. To help educators accomplish the goals of learner-centered teaching, this important book presents the meaning, practice, and ramifications of the learner-centered approach, and how this approach transforms the college classroom environment. Learner-Centered Teaching shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone.

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to the process and objectives of learning rather than to the content delivery alone.

Praise for Maryellen Weimer's Inspired College Teaching "The thoughtfulness, personalization, and consideration Maryellen Weimer demonstrates in discussing the experience of faculty members, her ability to identify issues that are shared and solvable, and her suggestions and solutions to commonly experienced stressors and difficulties in college teaching are major strengths of this volume. . . . In a way, it is a 'workshop between book covers'—or perhaps several workshops!" —Laura L. B. Border, director, Graduate Teacher Program and Collaborative Preparing Future Faculty Network, University of Colorado at Boulder "A book by Maryellen Weimer always displays her wonderful grasp of the literature on college teaching and learning,

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her ability to tell good stories, and her wit and wisdom. This one is no exception."

—Nancy Van Note Chism, professor, Indiana University School of Education, Indiana University-Purdue University Indianapolis Praise for Enhancing Scholarly Work on Teaching and Learning "In her characteristically research-based, direct, and practical style, Maryellen Weimer provides a much-needed guide, critique, and road map of the scholarship of teaching and learning. Weimer's new book will be of use to teachers, researchers, and administrators alike and nicely complements her Learner-Centered Teaching and Classroom Research, by Cross and Steadman."

—Thomas A. Angelo, director, University Teaching Development Centre, Victoria University of Wellington, New Zealand "Yet again, Maryellen Weimer has made a perfectly timed contribution to the pursuit

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of excellence in teaching and learning. Enhancing Scholarly Work on Teaching and Learning does indeed shed clarifying light on the exciting new emphasis on scholarly approaches to teaching. In her distinctively conversational and clear style, Dr. Weimer maps out the nature of pedagogical literature—how to read it and how to contribute to it. . . . This book is the perfect next step in the journey to understand the benefits of scholarly teaching." —Gary Poole, director, Centre for Teaching and Academic Growth; founding director, Institute for the Scholarship of Teaching and Learning, University of British Columbia

Praise for Inspired College Teaching "The thoughtfulness, personalization, and consideration Maryellen Weimer demonstrates in discussing the experience of faculty members; her ability to identify

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issues that are shared and solvable; and her suggestions and solutions to commonly experienced stressors and difficulties in college teaching are major strengths of this volume. In addition, her personal and professional reflections on her long career as a faculty member, writer, and faculty developer expose tantalizing research questions that young education researchers might want to examine. The originality of this volume is its exploration of and reflection on a faculty member's career from a long-term perspective. The focus on iterative self and course renewal is personal and thus practical. In a way, it is a 'workshop between book covers' or perhaps several workshops!" — Laura L. B. Border, director, Graduate Teacher Program and Collaborative Preparing Future Faculty Network, University of Colorado at Boulder "A book by Maryellen Weimer always displays her

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wonderful grasp of the literature on college teaching and learning, her ability to tell good stories, and her wit and wisdom. This one is no exception." —Nancy Van Note Chism, professor, Indiana University School of Education, Indiana University-Purdue University Indianapolis "Although I work at a faculty teaching center and encounter many books on teaching, I have seen very few that span the full arc of the teaching career and what steps can be taken at each stage in order to retain vitality all the way through the way that this book does. I look forward to getting my own copy and using it as a resource in the faculty development activities of my center. It will have a wide readership." —Mano Singham, University Center for Innovation in Teaching and Education, Case Western Reserve University

Developing Learner-Centered Teaching

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offers a step-by-step plan for transforming any course from teacher-centered to the more engaging learner-centered model. Filled with self-assessments and worksheets that are based on each of the five practices identified in Maryellen Weimer's Learner-Centered Teaching, this groundbreaking book gives instructors, faculty developers, and instructional designers a practical and effective resource for putting the learner-centered model into action.

Using vivid examples, classroom strategies, teaching tips and feedback tools, this book demonstrates how to improve teaching skills. Weimer dissects the elements of good teaching - enthusiasm, organization, clarity, among others - and emphasizes that good teaching can come in a variety of guises.

Drawing on nearly a decade of teaching

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online, and many years working as a technical adviser and faculty developer in higher education, author Aaron Johnson will walk you through sixteen distinct characteristics of excellent online teaching. What you'll learn: - Strategies for connecting with your students - Effective ways to save time in grading - Ways to give your students meaningful feedback - How to communicate effectively in the online environment - How to begin and end your course with excellence - How to effectively facilitate online discussion Preview the table of contents for more Excellent Online Teaching also has a companion website with resources for each chapter. Because this is a rapidly changing field, this book focuses on enduring online teaching methods. The companion website contains updates, technical helps, and other resources. "My hope is that you'll end the semester with a new level of

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confidence and with course evaluations that let you know that you are on the right track. More importantly, I hope that you and your students will be experiencing a vibrant learning relationship. If you have been teaching online for a while, I think you'll find some ways to improve your game." - Author, Aaron Johnson

Praise for The Learner-Centered Curriculum "Cullen, Harris, and Hill provide a clear and practical framework for addressing the root of the problems of today's universities. The authors provide a lucid, actionable, and evidence-based prescription for building an integrated learning system to replace the hodgepodge of miscellany that we have inherited. They illustrate the kind of conversations and transformations that could raise the value of and change the prospects for higher education."—John Tagg, author, The

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Learning Paradigm College "This book offers a powerful, realistic, and much-needed plan for changing how learning happens in higher education. Anyone concerned about improving teaching and students' learning needs to read this book!"—Terry Doyle, author, *Helping Students Learn in a Learner-Centered Environment*

"To help achieve the imperative to make our universities more learner-centered, the authors focus on curriculum redesign and offer a solid theoretical approach combined with applied skills that institutional leaders and faculty can use to attain their goals.

Shared governance, autonomous learning, assessment, technology, and physical space are among the elements discussed in this excellent book that universities will need to consider when developing a new curriculum that is more learner-centered."—Jolene Koester, president,

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California State University, Northridge

"Cullen, Harris, and Hill provide a thought-provoking resource with the compelling advantages and frameworks to create twenty-first-century student-centered, knowledge-centered, assessment-centered, and community-centered curriculum. This is a must-read for faculty and administrators committed to transforming their curriculum in order to educate better prepared graduates."—Deborah L. Ford, chancellor, University of Wisconsin-Parkside

"This is the book that I have been looking for. Written by three leaders who have done the heavy lifting of leading real change, it's a book for every academic leader who understands that innovation is essential to the future of higher education."—Earl H. Potter, III, president, St. Cloud State University

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Praise for *Leading the Learner-Centered Campus* "This book moves far beyond previous thinking about change. Many in higher education want to create more learner-centered campuses but grapple with how to do it. Harris and Cullen show us how to lead the change to more learner-centered campuses—and offer very practical tools for getting there from here. Every campus that takes student learning seriously should be having the conversation that this book advances and supports." —John Tagg, author, *The Learning Paradigm College* "This is a dynamite text for all leaders in higher education who want to implement change. It starts with a deceptively simple idea—that change needs to be 'learner-centered,' not just in the classroom, but in every aspect of a campus. Achieving that end is far from simple, but the authors make clear that it's well within reach if

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readers pay close attention to the wisdom in this book." —Thomas Ehrlich, senior scholar, The Carnegie Foundation for the Advancement of Teaching, and former president, Indiana University "At a time when most of higher education is seeking effective ways to maximize the value of student-centered learning, Harris and Cullen provide a comprehensive road map for completing the kind of paradigm shift that can accomplish just that ... This book merits the attention of everyone with a stake in the future of higher education."

—Anthony J. Diekema, former president, Calvin College "If higher education is going to provide what students will need in the twenty-first century, it'll have to complete the transition from teaching to learning that Barr and Tagg proposed back in 1995. *Leading the Learner-Centered Campus* is an indispensable resource for professors and administrators

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who are committed to the success of today's college students." —Jeffrey L. Buller, author, *The Essential College Professor*, *The Essential Academic Dean*, and *The Essential Department Chair*

Learner-centered teaching is a pedagogical approach that emphasizes the roles of students as participants in and drivers of their own learning. Learner-centered teaching activities go beyond traditional lecturing by helping students construct their own understanding of information, develop skills via hands-on engagement, and encourage personal reflection through metacognitive tasks. In addition, learner-centered classroom approaches may challenge students' preconceived notions and expand their thinking by confronting them with thought-provoking statements, tasks or scenarios that cause them to pay closer attention and cognitively "see" a

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topic from new perspectives. Many types of pedagogy fall under the umbrella of learner-centered teaching including laboratory work, group discussions, service and project-based learning, and student-led research, among others. Unfortunately, it is often not possible to use some of these valuable methods in all course situations given constraints of money, space, instructor expertise, class-meeting and instructor preparation time, and the availability of prepared lesson plans and material. Thus, a major challenge for many instructors is how to integrate learner-centered activities widely into their courses. The broad goal of this volume is to help advance environmental education practices that help increase students' environmental literacy. Having a diverse collection of learner-centered teaching activities is especially useful for helping students develop their environmental

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literacy because such approaches can help them connect more personally with the material thus increasing the chances for altering the affective and behavioral dimensions of their environmental literacy. This volume differentiates itself from others by providing a unique and diverse collection of classroom activities that can help students develop their knowledge, skills and personal views about many contemporary environmental and sustainability issues.

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