



Maryellen Weimer

Assumptions that Foster Instructional Growth

Most college teachers begin their careers full of enthusiasm for teaching. But their idealistic goals and the realities of academic careers often collide, leaving teachers with tarnished goals and sometimes cynical perspectives. Beliefs about teaching directly impact practice in the classroom. Some increase instructional effectiveness and contribute to long term growth.

What are those assumptions on which solid instructional practice can be set and what beliefs foster the growth and development of teachers? At this Carnegie Conversation, discuss ways of thinking about growth and change that can increase both the motivation to teach and effectiveness in the classroom.

Dr. Maryellen Weimer is professor emeritus at Penn State Berks and one of the nation's most highly regarded authorities on effective college teaching. She is editor of The Teaching Professor newsletter and author of Learner-Centered Teaching: Five Key Changes to Practices, which is considered the go-to book for educators looking to adopt a learner-centered approach in their classrooms.

Thursday, February 23, 2012

3:00 pm in SMSU 236

Smith Memorial Student Union

**Conversation will continue informally from 4:30 to 6:00
at a wine & cheese reception, also in SMSU 236.**

RSVP Now!

Center for Academic Excellence: (503) 725-5642, or caestaff@pdx.edu

Carnegie Conversations provide a venue for faculty members to talk about key issues affecting higher education, to explore various aspects of the scholarship of teaching and learning and engagement, and to share strategies for the improvement of classroom learning.