OFFICE of ACADEMIC INNOVATION

2013 - 2014 Teaching & Learning Faculty Reading Group

Don’t miss this unique opportunity to participate in informal discussions with colleagues across campus about teaching and learning issues that matter.

This group meets at **11:00 a.m.** on Fridays during weeks 2, 4, 6, 8, and 10 each term, for informal discussions about the reading material as it relates to their classroom experience and/or to their understanding of teaching and learning.

**Questions? Contact Janelle Voegele, voegelej@pdx.edu, or x5-8137.**

FALL QUARTER:

**The Heart of Higher Education: A Call to Renewal**
by Parker J. Palmer, Arthur Zajonc, Megan Scribner, and Mark Nepo

A call to advance integrative teaching and learning in higher education. From Parker Palmer, best-selling author of *The Courage to Teach*, and Arthur Zajonc, professor of physics at Amherst College and director of the academic program of the Center for Contemplative Mind in Society, comes this call to revisit the roots and reclaim the vision of higher education. The Heart of Higher Education proposes an approach to teaching and learning that honors the whole human being—mind, heart, and spirit—an essential integration if we hope to address the complex issues of our time. The book offers a rich interplay of analysis, theory, and proposals for action from two educators and writers who have contributed to developing the field of integrative education over the past few decades.

WINTER QUARTER:

**What Our Stories Teach Us: A Guide to Critical Reflection for College Faculty** by Linda K. Shadiow

Faculty pursuing a deeper understanding of their teaching have long used critical reflection as a means to do so, but it is not always clear how to convert general insights into specific practices and teaching techniques that will ultimately improve student learning. This book enables faculty to deeply and systematically examine their teaching experiences, stories, and choices to gain real insight into what these experiences can teach them. Shadiow encourages faculty to recall stories from their own educational biographies, then demonstrates how to view these stories as critical incidents instead of mere reminiscences. Finally, she introduces an approach faculty can use to analyze and then interpret these stories for the benefit of renewal and professional growth in teaching. In the process faculty can see how personal touchstones suggest ways to proceed in their teaching practices. Beyond telling stories, gaining an understanding of them can be even more satisfying and ultimately have more impact in classrooms.

SPRING QUARTER:

**Facilitating Seven Ways of Learning: A Resource for More Purposeful, Effective, and Enjoyable College Teaching**
by James R. Davis, Bridget D. Arend, L. Dee Fink

For teachers in higher education who haven’t been able to catch up with developments in teaching and learning, Davis and Arend offer an introduction that focuses on seven coherent and proven evidence-based strategies to provide a framework to match teaching goals to distinct ways of learning, based on well-established theories of learning. The authors present approaches that readers can readily and safely experiment with to achieve desired learning outcomes, and build confidence in changing their methods of teaching. And they provide the reader with a conceptual approach for selecting appropriate teaching strategies for different types of content, and for achieving specific learning objectives. They demonstrate through examples how a focused and purposeful selection of activities improves student performance, and in the process makes for a more effective and satisfying teaching experience.

Register now! [http://goo.gl/iCrBfu](http://goo.gl/iCrBfu) (Questions? oai.reception@pdx.edu or x5-5642)