

Summer Institute 2007

Implications of change: managing student resistance and faculty uncertainty

References and Further Readings

- Cohen, D. (1991). Overcoming student apathy and bewilderment: Setting an example of responsibility and attentiveness. *Proteus*, 8, 27-29.

Abstract: Techniques used by one college teacher to motivate, encourage, and lead students to success in college and beyond include exemplifying education's value, reinforcing effort, offering diversity in assignment types, being persistent with individual students, using student self-assessment, upholding deadlines and standards, being accessible, collecting homework randomly, reviewing before exams.

- Leamson, R. (1999). *Thinking about teaching and learning: Developing habits of learning with first year college and university students*. Stylus Publishing: Sterling, VA.

As reviewed by Ed Nufer: Thinking About Teaching and Learning deserves a place on every professor's bookshelf. This author approaches college teaching from a basis that is usually ignored by other authors of resource books on college teaching, namely the basis of neuroscience and brain-based concepts about learning. Leamson is particularly well qualified to produce such a book: his disciplinary training and research is as a biologist, and his experience in teaching spans several decades. Many aspects of instruction are covered, including practices and evaluation, but the consistent thread throughout is how the brain functions in learning. This approach is immensely valuable, because it focuses on the practical and leads the reader toward practices that have firm foundations in research.

- McFarland, D. A. (2001). Student resistance: How the formal and informal organization of classrooms facilitate everyday forms of student defiance. *AJS*, 107, 612-678.

Abstract: Critical and resistance theorists propose that race and class backgrounds influence everyday forms of student resistance in schools. This article argues that the microsocial process of student defiance is less characterized by individual traits of race and class than by the formal and informal organizational characteristics of social settings. Using unique data on resistance in multiple schools and classrooms, this article finds that defiant behaviors arise when instructional formats give students access to public discourse and when

students have advantaged social network relations. Social opportunities of tasks, coupled with political opportunities of networks, enable students to consistently undermine and redirect classroom affairs. The results suggest that resistant behavior is more the result of organizational features of social networks and instruction than "alienation" factors, and is therefore rectifiable through classroom management.

- McKeachie, W. J. & Svinicki, M (2006.) *McKeachie's teaching tips* (12th ed.) Houghton Mifflin: Boston.

Book review @ amazon.com: McKeachie's Teaching Tips provides helpful strategies for dealing with both the everyday problems of university teaching and those that arise in trying to maximize learning for every student. The strategies suggested in the text are adaptable to specific classroom situations. The book does not suggest a "set of recipes" to be followed mechanically; it gives instructors the tools they need to deal with the ever-changing dynamics of teaching and learning.