

September 7, 2007

**Suggested articles to consider prior to the conference.**

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Robert B. Barr and John Tagg, "From Teaching to Learning: A New Paradigm for Undergraduate Education," Change Magazine pp. 13-25 (1995) available at: <http://critical.tamucc.edu/~blalock/readings/tch2learn.htm>

The authors argue that higher education needed to change from a teaching to a learning centered approach. They suggest the old paradigm of the transmission theory of teaching was not especially effective in producing learning. Their article provides numerous insights into how this can be achieved and has as much currency today as it did in the mid-1990's.

Ernest Boyer, Scholarship Reconsidered: Priorities of the Professoriate, The Carnegie Foundation for the Advancement of Teaching, 1990.

In the 19<sup>th</sup> century, the U.S. borrowed heavily from the German university research model, however, by the mid-1980's the academy came under fire for not providing sufficient attention to undergraduate education in the research universities (having too heavy a reliance on adjunct faculty and graduate students teaching heavily enrolled freshmen and sophomore classes). Boyer argues the "teaching versus research" debate trivializes the deeper issue of faculty work and suggests greater attention should be given to the multiple forms of scholarship faculty perform including a scholarship of teaching.

Nancy Van Note Chism, "Teaching Awards: What Do They Award?" in The Journal of Higher Education, VI. 77, No. 4 (July/August 2006) pp. 589-617.

An analysis of how teaching excellence is rewarded across the higher educational spectrum in the U.S. The author raises fundamental questions about the value of these awards, their impact, and the criteria and standards employed to assess faculty nominated to receive these awards. Since these awards are fairly commonplace in higher education, the author discusses the assumptions upon which they rest as well as their impact on teaching and learning.