Come spend some time with your colleagues, enjoy lunch, and participate in a lively discussion about teaching and learning. We will provide the book and lunch, so that all you have to do is read and show up!

October 27th
Location: Medford Campus

_Becoming a Critically Reflective Teacher_ by Stephen Brookfield

The author describes how teachers can re-frame their teaching by viewing their practice through four distinctive lenses: their autobiographies as teachers and learners, their students’ eyes, their colleagues’ perceptions, and theoretical literature. The book is full of practical, concrete suggestions for faculty, including the Critical Incident Questionnaire, a powerful tool for feedback and reflection. We hope you will join us!

December 2nd – Dental School, March 18th - Grafton Campus, June 24th - Grafton Campus

_Applying Science of Learning in Education: Infusing Psychological Science into the curriculum_ by Victor A. Benassi et al. is divided into three parts. Part 1 offers important concepts, principles, theories, and research findings and applications related to the science of learning. Part 2 describes how to prepare faculty to apply science of learning principles in their courses. Part 3 provides examples of research that have been done in real academic settings and that have applied one or more science of learning principles.

March 4th
Location: Medford Campus

_Learner Centered Teaching_ discusses learning centered teaching and its effectiveness in the classroom at Universities and colleges. The author examines how students’ developmental issues factor into the effectiveness of this teaching method. “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.”