
Marc Brackett is a professor in Yale University’s Child Study Center and founding director of the Yale Center for Emotional Intelligence. In his 25 years as an emotion scientist, he has developed a remarkably effective plan to improve the lives of children and adults – a blueprint for understanding our emotions and using them wisely so that they help, rather than hinder, our success and well-being. The core of his approach is a legacy from his childhood, from an astute uncle who gave him permission to feel. He was the first adult who managed to see Marc, listen to him, and recognize the suffering, bullying, and abuse he’d endured. And that was the beginning of Marc’s awareness that what he was going through was temporary. He wasn’t alone, he wasn’t stuck on a timeline, and he wasn’t “wrong” to feel scared, isolated, and angry. Now, best of all, he could do something about it.


In Creating Wicked Students, Paul Hanstedt argues that courses can and should be designed to present students with what are known as “wicked problems” because the skills of dealing with such knotty problems are what will best prepare them for life after college. As the author puts it, “this book begins with the assumption that what we all want for our students is that they be capable of changing the world….When a student leaves college, we want them to enter the world not as drones participating mindlessly in activities to which they’ve been appointed, but as thinking, deliberative beings who add something to society.”


Student evaluation of teaching (SET), or teacher evaluation by students in higher education, titled here student ratings of instruction (SRI), is a most frequently researched and discussed issues in American educational literature. This book is designed for faculty members of all types of higher education institutions and all academic domains who are frustrated, angered, or distrustful of their students


Do you ever feel like more and more of your students come to your classroom not knowing how to study or what to do in order to be successful in your class? Some students come to college knowing the ropes, knowing what it takes to be successful as STEM students. But many do not. Research shows that students who are the first-generation in their family to attend or complete college are likely to arrive at your classroom not knowing what it takes to be successful. And data shows that more first-generation students are likely to be arriving on your doorstep in the near future. What can you do to help these students be successful?


First Amendment expert Greg Lukianoff and social psychologist Jonathan Haidt show how the new problems on campus have their origins in three terrible ideas that have become increasingly woven into American childhood and education: What doesn’t kill you makes you weaker; always trust your feelings; and life is a
battle between good people and evil people. These three Great Untruths contradict basic psychological principles about well-being and ancient wisdom from many cultures. Embracing these untruths—and the resulting culture of safetyism—interferes with young people’s social, emotional, and intellectual development. It makes it harder for them to become autonomous adults who are able to navigate the bumpy road of life.


*Reach Everyone, Teach Everyone* is aimed at faculty members, faculty-service staff, disability support providers, student-service staff, campus leaders, and graduate students who want to strengthen the engagement, interaction, and performance of all college students. It includes resources for readers who want to become UDL experts and advocates: real-world case studies, active-learning techniques, UDL coaching skills, micro- and macro-level UDL-adoption guidance, and use-them-now resources.