



Learner-Centered Teaching: Five Key Changes to Practice

Maryellen Weimer

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"The thoughtfulness, personalization, and consideration Maryellen Weimer demonstrates in discussing the experience of faculty members, her ability to identify issues that are shared and solvable, and her suggestions and solutions to commonly experienced stressors and difficulties in college teaching are major strengths of this volume. . . . In a way, it is a 'workshop between book covers'—or perhaps several workshops!"

—**Laura L. B. Border**, director, Graduate Teacher Program and Collaborative Preparing Future Faculty Network, University of Colorado at Boulder

"A book by Maryellen Weimer always displays her wonderful grasp of the literature on college teaching and learning, her ability to tell good stories, and her wit and wisdom. This one is no exception."

—**Nancy Van Note Chism**, professor, Indiana University School of Education, Indiana University-Purdue University Indianapolis

Praise for ***Enhancing Scholarly Work on Teaching and Learning***

"In her characteristically research-based, direct, and practical style, Maryellen Weimer provides a much-needed guide, critique, and road map of the scholarship of teaching and learning. Weimer's new book will be of use to teachers, researchers, and administrators alike and nicely complements her *Learner-Centered Teaching* and *Classroom Research*, by Cross and Steadman."

—**Thomas A. Angelo**, director, University Teaching Development Centre, Victoria University of Wellington, New Zealand

"Yet again, Maryellen Weimer has made a perfectly timed contribution to the pursuit of excellence in teaching and learning. *Enhancing Scholarly Work on Teaching and Learning* does indeed shed clarifying light on the exciting new emphasis on scholarly approaches to teaching. In her distinctively conversational and clear style, Dr. Weimer maps out the nature of pedagogical literature—how to read it and how to contribute to it. . . . This book is the perfect next step in the journey to understand the benefits of scholarly teaching."

—**Gary Poole**, director, Centre for Teaching and Academic Growth; founding director, Institute for the Scholarship of Teaching and Learning, University of British Columbia

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