

New Faculty Orientation – Conversation on Pedagogy
SUNY New Paltz

Ken Bain, *What the Best College Teachers Do*, Harvard UP, 2004.

1. “Highly effective teachers design better learning experiences for their students in part because they conceive of teaching as fostering learning” (67).
2. “When we encounter new material, we try to comprehend it in terms of something we already know” (26).
3. Successful teachers understand that “people construct models of reality rather than simply store or “absorb” knowledge” as a set of memorized facts (84).
4. There is no “legitimate separation between learning ‘the facts’ and learning to reason with those facts” (87).
5. “Keep larger questions of the course constantly at the forefront” of your discussions (38).

Maggie Berg and Barbara Seeber, *The Slow Professor: Challenging the Culture of Speed in the Academy*. U Toronto P, 2016.

6. “Slow Professors advocate deliberation over acceleration. We need time to think, and so do our students. Time for reflection and open-ended inquiry is not a luxury but is crucial to what we do” (x).

Melissa Kamins and Carol Dweck, “Person Versus Process Praise and Criticism: Implications for Contingent Self-Worth and Coping” *Developmental Psychology* 35 (1999): 835-847 (Bain 174).

7. People who believe intelligence is fixed often develop a sense of helplessness, while those who believe it is expandable with hard work are more likely to succeed.

Maxine Greene. *Releasing the Imagination: Essays on Education, the Arts, and Social Change*. San Francisco: Jossey-Bass, 2005.

8. “You are working with human possibility. You are trying to awaken people and overcome what Dewey used to call the ‘anesthetic’ in life, the numbness. You are doing what Paulo Freire talks about when he talks about overcoming silences and giving people the capacity to overcome whatever internalized oppression they feel” (64).