The DU community was fortunate to have Dr. Maryellen Weimer, professor emerita at Penn State University and recipient of Penn State’s Eisenhower Award for Distinguished Teaching, give the keynote address at this year’s Teaching and Learning Week. Whether you could attend this year’s seminar or not, we wanted to make available to the entire DU community Dr. Weimer’s abundant resource lists: “Using Group Work Effectively” and “The Responsibility for Learning.” Below you will find Dr. Weimer’s recommended bibliographies, as well links to the relevant articles. If you’re interested in learning more about Dr. Weimer or her work, then you can also sign up for her newsletter The Teaching Professor or follow her blog at Faculty Focus. Either way, we hope that you continue to make use of these rich resources. Should you have any questions, then please contact us at otl@du.edu.

Using Group Work Effectively

Types of Group Work


Forming Groups


Designing Group Activities and Assignments


**Interesting Group Activities and Assignments**


**Group Dysfunction: Causes and Cures**


**Assessing Learning in Groups**


**The Responsibility for Learning**

*Independent, Self-Directed Learning*

--comprehensive overview of the research on self-directed learning, an appendix lists 13 research identified characteristics of autonomous self-directed learners

--delivers what the title promises; good advice on gaining independence and autonomy as a learner

*Activities that Promote Responsibility for Learning*

--students write and answer their own test questions, and are graded on the content and difficulty of their questions

--“The expectation that they [students] may have to share information in the community space motivates most students to closely read the assigned materials. They want to help their classmates perform well on the quizzes and they don’t want to appear lazy or irresponsible to their peers.”

--gave students a set of categories (late arrival, sleeping in class, use of cell phones) and let them develop classroom policies

--a method in which students confront their exam performance in light of their exam preparation

--gives students a syllabus the only contains topical headings and charges them with constructing a list of graded assignments.

--students take a short answer quiz, submit with a number identification. Completed quizzes are passed out with a grading rubric. Each student grades two quizzes. If the quiz grades are the same, the grade counts, unless the student who took the quiz disagrees with the grade. If the grades are different or the student objects to the grade, the teacher grades the quiz.

--present students with an “initial offer” syllabus and then negotiate the details with them


--empirically investigated a method of having students record and describe their discussion contributions which showed that student did not over-reported their participation


--in a first year seminar course students implement a variety of evidence-based study strategies in preparation for an exam experience in another course and then analyze their effectiveness.

**Implementation Issues**


--a learner-centered course designed for honors students meets strong resistance to the dismay and disappointment of the teacher


--describes what happened when a teacher implemented made students responsible for learning with too many new approaches at once

**Student Resistance**


--the classic, go-to resource on student resistance, full of practical suggestions and encouragement


--explores the causes of student resistance and suggests good ways to address it


--Chapter 8 explores the signs of resistance, what causes it and how teachers can respond