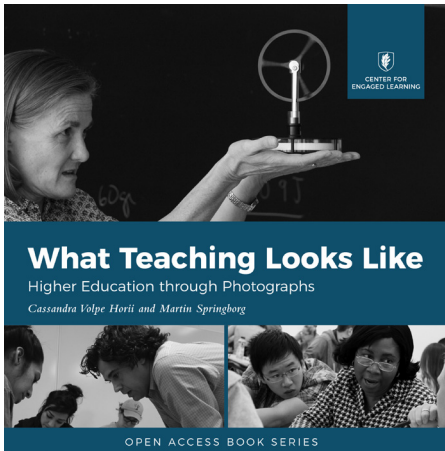


READING GROUP GUIDE

from the Center for Engaged Learning



What Teaching Looks Like

Higher Education through Photographs

Cassandra Volpe Horii and Martin Springborg

Download the open access book and access supplemental resources (including additional discussion questions specific to each chapter) at doi.org/10.36284/celelon.oa4

FOR DISCUSSION

1. What moments in your teaching do you wish you could freeze and examine more closely through photographs? What do you think you would find in those images?
2. If you had access to photographs of your teaching, how could they complement or contribute to the other ways you document and communicate about your work?
3. If someone were to take photographs of your classes, do you think they would show an environment more teacher-centered, learner-centered, partnership-based, or a combination? How would you be able to tell?
4. Think of a time when your use of technology in teaching seemed particularly effective or conducive to learning for your students. If you were to see photographs of that time, what might you notice about the way technology was used?
5. How is teaching and learning represented in your institution's existing photographs?
6. Do your institutional images tend to represent learner-centered, teacher-centered, or partnership-based instruction? Why do you think that is the case, and are there differences depending on the context?
7. What reactions, emotions, and thoughts arise when you view the book's images from the back of and within large classes? How do you think these views compare with experiences students and faculty have in large classes at your institution?
8. How could you use authentic photographs of teaching and learning at your institution to prompt reflection on and changes in teaching practices more broadly?
9. Who makes decisions about teaching spaces and technologies at your institution? Are they informed by visual representations of current uses, alongside other data and evidence? How might such visual evidence complement the decision-making process?

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What Teaching Looks Like delves into higher education—the challenges faced by students, faculty, staff, and administrators alike from all variety of institution types and across campus sectors—in a way that has not been done before. By weaving together a unique collection of documentary photographs of modern teaching and learning at US colleges and universities with research-based discussion of the state of engaged learning, the book teaches readers to think through and with photographs in new ways, offering insights and perspectives with the potential to change teaching, administrative, and support practices for the better. The project not only reflects the state of how US institutions educate the next generation of thinkers and innovators, it informs what we could aspire to do as educators and reveals experiences and perspectives of today's students in ways that are only accessible through photographs.

The ultimate intent of this book is to make both faculty and administrative work visible, both to audiences internal to our colleges and universities as well as to external stakeholders and decision makers of today and tomorrow, and in doing so, understand and value this work more effectively. It is vital for those whose work is concentrated within one area to see, understand, and empathize with their colleagues from other campus sectors. It also remains necessary for those outside of higher education to visualize and understand the work that faculty, administrators, and students are engaged in day-to-day. Some decision makers continue to hold on to antiquated images and stereotypes of those who work in the education system. The images and discussion in the book challenge these outdated stereotypes.

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