The Skillful Teacher: On Technique, Trust & Responsiveness in the Classroom, Third Edition

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Transition Guide

Major Changes to the Third Edition

Six Entirely New Chapters

- Chapter 9: Teaching About Racism: how to ease into discussions of racism by using autobiographical narrative
- Chapter 10: Using Imagination, Play, and Creativity: how to introduce visual, musical, three-dimensional and kinetic teaching methods to increase students’ engagement
- Chapter 11: Teaching in Teams: how to work well together in team-taught courses
- Chapter 12: Teaching Students to Think Critically: how to sequence instruction so students learn to explore different viewpoints, assess assumptions, make connections across content, and consider evidence.
- Chapter 15: Helping Students Take Responsibility for Learning: how to encourage students to develop their own arguments and judgments and to become more self-directed as learners
- Chapter 18: Exercising Teacher Power Responsibly: how to use your authority as a teacher in ways that help students develop confidence in your teaching

Completely Updated Research, Theory, and Bibliography to Cover 2005–2015

In each chapter, 75% of older references have been replaced with new and updated research that has appeared in the last ten years.

Examples of Using Social Media in College Teaching

Throughout the text there are new discussions of the ways in which contemporary social media can be used in the traditional college classroom to enhance teaching and learning.

New Techniques, Exercises, and Practical Activities

In each chapter there are descriptions of new classroom exercises to try out that get students participating in class, thinking more critically, and taking responsibility for their own learning.

Every Chapter Has Been Completely Rewritten

Instead of adding to and adapting existing chapters, this third edition has been completely rewritten from scratch. Certainly some sections are very similar to the previous editions but approximately 50% of the second edition has either been removed or substantially updated.
Preface

The preface sets out the purposes of the book and intended audience and provides an overview of its contents. It notes some of the new issues highlighted on campus since the second edition such as the need to address racism and other contentious issues in a way that keeps discussion going, the growth of the ‘flipped’ classroom, and the importance of broadening teaching modalities to work with highly visual millennial students.

Chapter 1: Experiencing Teaching

Describes teaching as a process of ‘muddling through’ a series of unpredictable and often contradictory situations, particularly for digital immigrants being asked to teach digital natives.

Chapter 2: The Core Assumptions of Skillful Teaching

Adds a fourth core assumption not in the first two editions—that college students should be treated as the adults they are becoming—and considers the implications this has for how teachers work with young adults. The chapter interprets the four core assumptions of skillful teaching with a particular emphasis on first generation students and provides that was not evident in earlier editions. It also incorporates recent research and theory that illustrate the chapter themes.

Chapter 3: Understanding Our Classrooms

Incorporates recent research on evidence-based teaching and adds a new section on how social media tools and platforms—Twitter, Todaysmeet, texting, word clouds—can be incorporated into face-to-face teaching to enhance student engagement.

Chapter 4: What Students Value in Teachers

Proposes a new conceptualization of the teacher as an ‘authoritative ally’ that incorporates the first and second editions’ emphasis on credibility and authenticity. Updates research on Millennial students’ perceptions of who make the best teachers and adds new examples of how to create an authoritative presence in class.

Chapter 5: Understanding and Responding to Classroom Emotions

Updates research on how students experience the college classroom to include studies of Millennials including a discussion of the ‘culture of entitlement.’

Chapter 6: Lecturing Creatively

Provides new techniques for lecturing creatively such as ‘Speaking in Tongues,’ the ‘Clint Eastwood Chair,’ and the use of online tools (‘Poll Everywhere’).

Chapter 7: Using Discussion Methods

Reprises discussion tools introduced in the first and second editions with the benefit of an additional ten years of use.
Chapter 8: Teaching in Diverse Classrooms

Updates research on students from multiple racial groups that are increasingly prominent on college campuses.

Chapter 9: Teaching About Racism

A wholly new chapter that explores how to teach about racism in ways that keep students involved in the conversation. The chapter identifies common mistakes made by White teachers working in multicultural classrooms and considers how racism is learned. It reviews the use of personal narrative in this work and advocates the use of multi-racial team-teaching to model how contentious racial issues can be discussed.

Chapter 10: Using Imagination, Play, and Creativity

A wholly new chapter on how to incorporate elements of play and creativity in the classroom in ways that meet the wide variety of learning dispositions that exist in contemporary college classrooms. Reviews research on brain chemistry to argue that visual, kinetic, musical and three-dimensional modalities can be introduced to keep students engaged. Techniques reviewed include the ‘Graphic Syllabus,’ ‘Drawing Discussion,’ ‘Lego Modeling,’ ‘Collage,’ and body movement (‘Rotating Stations’ and ‘Being Ignored’).

Chapter 11: Teaching in Teams

A completely new chapter that reviews research on team teaching to clarify its benefits for students such as: engaging a wider variety of learners, modeling respectful disagreement, creating an environment of risk and uncertainty, expressing a wide variety of perspectives, demonstrating synthesis and connection, and underscoring the importance of appreciation in group learning. For teachers, team-teaching is seen to develop supportive, trustful relationships and provide built-in critically reflective mirrors. The chapter ends by clarifying how the most successful teaching teams work and the establishment of joint authority.

Chapter 12: Teaching Students to Think Critically

A wholly new chapter that reviews research on how critical thinking is learned to set the stage for a discussion of what students say are the most successful teaching approaches to teach this skill, in particular the use of teacher modeling and the use of ‘Scenario Analysis.’

Chapter 13: Teaching Online

A completely rewritten chapter that reviews new research on online learning, provides new rubrics to assess online learning, and describes new ways of establishing teacher presence.

Chapter 14: Giving Helpful Evaluations

Reprises evaluative approaches introduced in the first and second editions with the benefit of an additional ten years of experience.

Chapter 15: Helping Students Take Responsibility for Learning

A completely new chapter that reviews how to build students’ self-confidence; through autobiographical disclosure, recognizing everyday cognition, using peer exemplars, and peer
learning. Suggests ways students can understand their own instinctive learning preferences (‘CIQs,’ ‘Letters to a Second Self,’ ‘Letters to Successors,’ ‘Learning Journey Posters,’ ‘Chalk Talk’), how they can develop informational literacy (search engine selection, Wiki construction), and how to design learning projects (developing project flow charts, practicing learning decisions, and creating tests and exams).

**Chapter 16: Understanding Students’ Resistance to Learning**

Reprises the causes of students’ resistance introduced in the first and second editions regarding with the benefit of an additional ten years of experience.

**Chapter 17: Responding to Students’ Resistance to Learning**

Reprises how to respond when students resist learning you deem to be important that were introduced in the first and second editions with the benefit of an additional ten years of experience.

**Chapter 18: Exercising Teacher Power Responsibly**

A completely new chapter that explores how students decide that we are exercising our power and authority in justifiable and responsible ways. Considers what transparency, responsiveness and fairness look like to students and what to do when students’ wants collide directly with teachers’ agendas.

**Chapter 19: Negotiating the Politics of Teaching**

Reprises approaches to negotiating organizational politics introduced in the first and second editions with the benefit of an additional ten years of experience.

**Chapter 20: Staying Sane: 16 Maxims of Skillful Teaching**

Reprises maxims on how to keep your sanity introduced in the first and second editions with the benefit of an additional ten years of experience.

**Bibliography**

A completely updated list of research and theoretical references, about 75% of which have been published since the second edition.