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**YOUR ISSUE  
IS INSIDE.**



Inside:

The 5 most profound things ever said about teaching.

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# Reflections on the Art of Teaching

From *The Teaching Professor*

"The teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron."

*Horace Mann*

(1796-1859), American educator

"The highest function of the teacher consists not so much in imparting knowledge as in stimulating the pupil in its love and pursuit."

*Henri Frederic Amiel*

(1821-1890), Swiss philosopher

"The best teacher is the one who suggests rather than dogmatizes, and inspires his listener with the wish to teach himself."

*Edward George Bulwer-Lytton*

(1803-1873), English novelist

"The true aim of every one who aspired to be a teacher should be not to impart his own opinions, but to kindle minds."

*Frederick William Robertson*

(1816-1903), English clergyman

"Teachers should be held in the highest honor. They are the allies of legislators, they have agency in the prevention of crime, they aid in regulating the atmosphere, whose incessant action and pressure cause the life-blood to circulate, and to return pure and healthful to the heart of the nation."

*Lydia H. Sigourney*

(1791-1865), American author



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### **About your Editor**

Professor Maryellen Weimer has dedicated more than 20 years of her career to promoting teaching and learning. She has served as associate director of the National Center on Post-Secondary Teaching, a division of the U.S. Department of Education Research and Development Center. In addition, Professor Weimer has directed Penn State's Instructional Development Center for 10 years.

Dr. Weimer has a Ph.D. in Speech Communications from Penn State, where she teaches communications at the Berks Lehigh Valley College. She has served on the editorial board of a number of journals, consulted with over 165 colleges and universities on instructional issues, and been the keynote speaker at educational conferences nationwide.



### **About the Publisher**

*The Teaching Professor* is published by Magna Publications, the leader in publishing for higher education professionals for three decades. Other popular Magna publications include *Distance Education Report*, *Academic Leader*, *Administrator*, *The National On-Campus Report*, *Events*, *Perspective*, and *Recruitment and Retention in Higher Education*.



*"The Teaching Professor* newsletter has been distributed to all full-time faculty at Pueblo Community College for the past five years as part of a comprehensive teaching and learning support system. Almost every issue elicits a question or comment from a faculty member. When we miss an issue, the phone rings. This newsletter provides consistently high quality and is a vital link to support and enhance good teaching on our campus."

*Frank Smith*

Instructional Staff Developer  
Pueblo Community College





# THE Teaching PROFESSOR

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*You enter the classroom where the year's new students are slumped in their seats, chatting idly or staring into space. It's the first day of the semester, and your heart pounds a bit faster. As you step up to the podium, your students straighten in their seats a bit and slowly open their notebooks.*

*Their eyes reflect uncertain expectations. But then you start to teach. You speak with passion and fire about your subject, in the way only you can.*

*A change takes place in the room. Your students lean forward, becoming engaged in the discussion. You can see it in their eyes: They're captivated by the knowledge, catching some of your fire, and learning what you're teaching.*

An idealistic view? Not at all. Because now, for less than the price of a cup of coffee per day, there's a new "Professor's Coach" you can hire to keep you motivated, enthusiastic, and confident in the classroom — and to help you perfect your teaching technique to levels most professors only dream about....

Dear Professor:

Dr. Rob Gilbert, a colleague of mine who teaches sports psychology at a New Jersey college, always begins his lesson on motivation the same way.

He holds a crisp, new \$100 bill in his hand, extends it away from his body, and asks, "Who knows how to get \$100 richer by the end of this class?"

Then he stands absolutely still and doesn't say another word. The students fidget in their seats, look around the classroom uncomfortably, murmuring under their breath.

Minutes go by. Finally, a brave soul hesitantly gets out of his chair ... walks to the front of the room ... takes the \$100 bill from Rob's hand (Rob offers no resistance) ... and, after Rob says nothing, walks back to his seat and sits down. "Congratulations," says Rob, "you just passed the first test."

After his first class this year, Tim, the student who took the money, approached Rob and asked him why he was willing to give away \$100 for which the college would obviously not reimburse him.

“Tim, 20 years from now, you will have forgotten 90% of what you learned while attending this college,” Rob replies. “But you will still remember this class, this day, and the lesson of the \$100 bill.”

Why am I sharing this story — and this unusual teaching technique — with you?

Because I suspect that you, like Rob and I, share a passion. A passion for knowledge ... information ... scholarship ... communication ... the classroom ... learning ... and most of all, teaching others what we know.

If that's true, I want to send you — at no cost or obligation of any kind — the next 2 issues of a unique publication, *The Teaching Professor*.

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Just as your best students rely on you as a coach and mentor, more than 16,000 professors nationwide think of *The Teaching Professor* as their “coach” in the classroom and their teaching career.

Written *by* professors who teach *for* professors who teach, *The Teaching Professor* is like an exclusive club for academics who place a premium on teaching.

In this “club,” we discuss what really matters most in teaching including: How to instill in your students a passion for learning...teaching young scholars to verify facts in their research ...integrating the Internet, multimedia, software, and other new technology into your curriculum...understanding the changing face of academia in the 21st century...overcoming cynicism and highlighting the relevance of your course to students' lives.

Here's just a sampling of what we've covered in recent issues:

- Teaching the under-prepared student.
- Using games to liven up lessons.
- Are field trips an absolute waste of time?
- What to do when a student says you are being unfair.
- Creating classroom projects that are memorable and successful.
- Detecting plagiarism rapidly and accurately using the Internet.
- Overcoming teacher burnout.
- 7 essential truths every professor should know about teaching.
- Making pop quizzes less painful.
- Are most professors satisfied with their lives and careers?
- How to reduce students' anxiety in test-taking.
- An easy way to remember your students' names.
- The 10 most important trends in higher education.

Because *The Teaching Professor* is written by professors, not journalists, we don't have to guess what you, as a teacher, are concerned about. We know, because we're teachers, too!

distance education \* student evaluations \* multimedia learning tools \* classroom games, activities, and exercises \* literacy and writing skills \* critical thinking \* integrating the Internet with classroom discussion \* scholarship in the MTV age \* fostering critical thinking in the classroom \* lecture techniques \* coping with larger class sizes

Over the past 14 years, *The Teaching Professor* has gained a reputation for getting straight to the heart of what matters most to teaching professors. As you can see by scanning the enclosed issue, the articles are practical, stimulating, thought-provoking, and packed with techniques and strategies you can apply immediately in your classroom each and every day.

— If you like to think (and what academic doesn't?), you will absolutely love reading *The Teaching Professor*. But don't take my word for it. Accept my trial offer, get 2 issues FREE, and judge for yourself.

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Sincerely,



Maryellen Weimer, Ph.D.  
Editor, *The Teaching Professor*

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