



RESOURCE GUIDE

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Welcome!

What follows is a resource guide to some of the intellectual work that either shaped my thinking or which I referred to directly in today's presentation.

I hope that it is helpful to you and I encourage you to stay in touch.

Warmly,
Sarah

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For my substack newsletter

" follow QR code →



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Books

1. Tracie Marcella Addy, Derek Dube, Khadijah Mitchell, and Mallory SoRelle: [What Inclusive Instructors Do: Principles and Practices for Excellence in College Teaching](#).
2. Susan Blum (ed): UNgrading: [Why Rating Students Undermines Learning \(and What to Do Instead\)](#)
3. Karen Costa: [99 Tips for Creating Simple and Sustainable Educational Videos](#)
4. Lisa D'Amour: [Under Pressure: Confronting the Epidemic of Stress and Anxiety in Girls](#)
5. Flower Darby, James Lang: [Small Teaching Online: Applying Learning Science in Online Classes](#)
6. Christopher Emdin: [Ratchetdemic: Reimagining Academic Success](#)
7. Joshua Eyler: [How Humans Learn-The Science and Stories Behind Effective College Teaching](#)
8. Joe Feldman: [Grading for Equity](#)
9. Zaretta Hammond: [Culturally Responsive Teaching & the Brain](#)
10. Paul Hanstedt: [Creating Wicked Students](#)
11. Mary Helen Immordino-Yang: [Emotions, Learning, and the Brain: Exploring the Educational Implications of Affective Neuroscience](#)
12. Kelly Hogan and Viji Sathy: [Inclusive Teaching: Strategies for Promoting Equity in the College Classroom](#)
13. Keith Johnstone: [Impro](#)
14. James Lang: Distracted: [Why Your Students Can't Focus and What You Can Do About It](#)
15. Viola Spolin: [Improvisation for the Theater](#)
16. Thomas Tobin & Kirsten Behling: [Reach Everyone, Teach Everyone](#)

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Blogs & Web Articles

Maha Bali, Autum Caines, Mia Zamora: [Community Building Activities](#)

David Clark & Robert Talbert: [Grading for Growth](#)

Bryan Dewsbury: [The Soul of My Pedagogy](#)

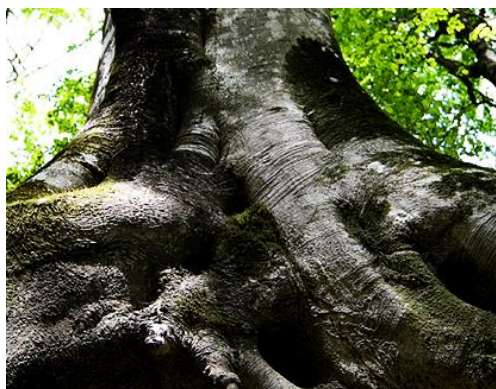
Art Jenke: [In College Students, COVID-19 Has Increased Depression Rate and Raised New Barriers to Mental Health Care](#)

Jessica Lahey: [Teaching-Just Like Performing Magic](#)

Michelle Pacansky-Brock: [Humanizing Online Education](#)

Kentina Smith: [Stimulating Curiosity Using Hooks](#)

John Warner: [A Million Thoughts on 'The Coddling of the American Mind'](#)



Peer-Reviewed Journal Articles

Becker, Eva Susann, Goetz, Thomas, Morger, Vinzenz, and Ranellucci, John. 2014. The importance of teachers' emotions and instructional behavior for their students' emotions: An experience-sampling analysis. *Teaching and Teacher Education*, 43, 15–26.

Browman, Alexander S., and Mesmin Destin. 2016. The effects of a warm or chilly climate toward socioeconomic diversity on academic motivation and self-concept. *Personality and Social Psychology Bulletin* 42, no. 2: 172–187.

Cavanagh, Sarah R., Lang, James M., Birk, Jeffrey L., Fulwiler, Carl E., and Urry, Heather L. 2021. A multicourse, multisemester investigation of the impact of cognitive reappraisal and mindfulness instruction on short- and long-term learning in the college classroom. *Scholarship of Teaching and Learning in Psychology*, 7(1), 14.

Cayanus, Jacob L., and Martin, Matthew M. 2008. Teacher self-disclosure: Amount, relevance, and negativity. *Communication Quarterly*, 56(3), 325–41.

de la Fuente, J., Lahortiga-Ramos, F., Laspra-Solis, C., Maestro-Martín, C., Alustiza, I., Aubá, E., & Martín-Lanas, R. (2020). A structural equation model of achievement emotions, coping strategies and engagement-burnout in undergraduate students: A possible underlying mechanism in facets of perfectionism. *International journal of environmental research and public health*, 17(6).

Felsman, Peter, Sanuri Gunawardena, and Colleen M. Seifert. 2020. Improv experience promotes divergent thinking, uncertainty tolerance, and affective well-being. *Thinking Skills and Creativity* 35: 100632.

Pekrun, Reinhard, Frenzel, Anne C., Perry, Raymond P., and Goetz, Thomas. 2007. The control-value theory of achievement emotions: An integrative approach to emotions in education. In Paul A. Schutz and Reinhard Pekrun (Eds.), *Emotion and Education* (pp. 13–36). Amsterdam: Academic Press.

Huk, Thomas, and Ludwigs, Stefan. 2009. Combining cognitive and affective support in order to promote learning. *Learning and Instruction*, 19(6), 495–505.

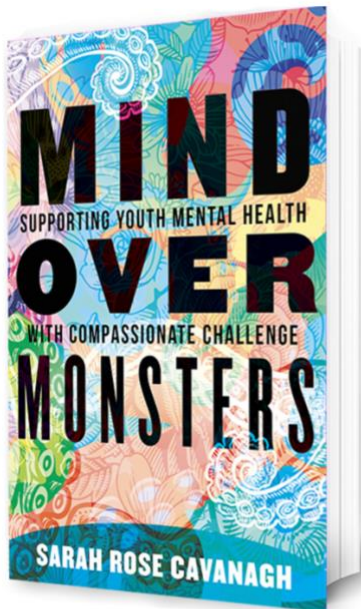
Quinlan, Kathleen M. 2016. How emotion matters in four key relationships in teaching and learning in higher education. *College Teaching*, 0(0), 1–11.

Radel, Remi, Sarrazin, Philippe, Legrain, Pascal, and Wild, Cameron T. 2010. Social contagion of motivation between teacher and student: Analyzing underlying processes. *Journal of Educational Psychology*, 102(3), 577–87.

Schinske, J., & Tanner, K. (2014). Teaching more by grading less (or differently). *CBE—Life Sciences Education*, 13(2), 159–166.

Witt, Paul L., Wheelless, Lawrence R., and Allen, Mike. 2004. A meta-analytical review of the relationship between teacher immediacy and student learning. *Communication Monographs*, 71(2), 184–207.

Yeager, David S. and Walton, Gregory M. 2011. Social-psychological interventions in education: They're not magic. *Review of Educational Research*, 81, 267–301.



ORDER

Mind Over Monsters

SUPPORTING YOUTH MENTAL HEALTH WITH COMPASSIONATE CHALLENGE

Alarming statistics in recent years indicate that mental health problems like depression and anxiety have been skyrocketing among youth. While major stakeholders argue over whether we need greater compassion or whether so-called “coddling” might in fact be driving up rates of mental health problems and we should instead introduce more challenge, psychologist and professor Sarah Rose Cavanagh presents extensive evidence to argue that this is a false duality. Instead, she proposes that first we need to create learning and living environments characterized by *compassion*, and then we need to guide our youth into practices that encourage *challenge*. In *Mind over Monsters*, Cavanagh highlights the voices of actual students and supplements these insights with science sourced not just from psychology and sociology but also pedagogy, neuroscience, and critically evaluated peer-reviewed research. To identify *solutions*, Cavanagh interviews a roster of experts across the country who are dedicating their lives working with young people to help them actualize their goals. The result of these combined sources of inquiry indicates that to encourage youth mental health, we need to create what Cavanagh calls compassionate challenge—learning environments that help our students face their fears, to vanquish their monsters, but in a supportive, safe, and even playful way. *Mind over Monsters* bridges the opposing sides of the youth mental health crisis and offers a new path out—one that does not just treat symptoms but encourages the overall health of young people.

“Most current rhetoric about teaching and learning tends to frame challenging students and acting with compassion as mutually exclusive enterprises. But, as Sarah Rose Cavanagh reminds us in this beautifully-written defense of humane teaching, that dichotomy has always been a false choice. The crises we face are monstrous problems indeed. *Mind Over Monsters* neither evades nor surrenders to this bleak reality, but gives us the tools to create learning spaces offering both sanctuary and liberation. It is an essential book.”

—KEVIN GANNON, DIRECTOR OF THE CENTER FOR ADVANCEMENT OF FACULTY EXCELLENCE AT QUEENS UNIVERSITY OF CHARLOTTE

[Monsters Weblink](#)

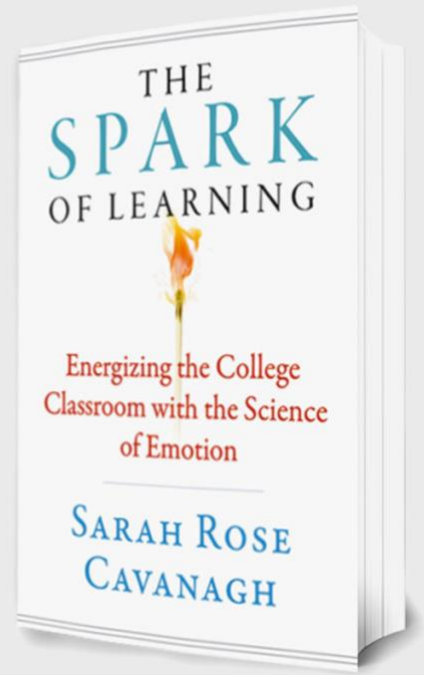
Spark

WRITTEN FOR EDUCATORS, SPARK OF LEARNING ARGUES THAT THINKING STRATEGICALLY ABOUT EMOTION IN THE CLASSROOM CAN ENLIVEN THE CLASSROOM EXPERIENCE FOR TEACHERS AND STUDENTS ALIKE.

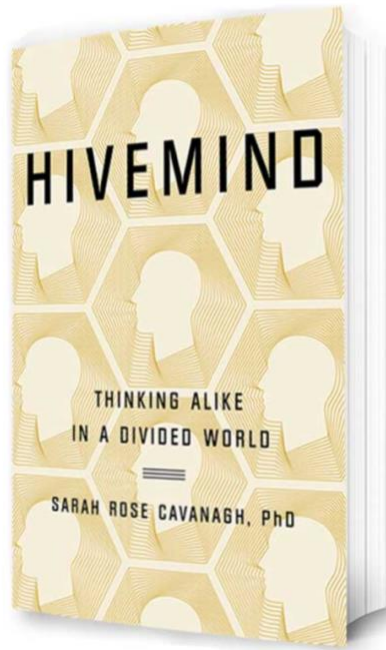
Historically we have constructed our classrooms with the assumption that learning is a dry, staid affair best conducted in quiet tones and ruled by an unemotional consideration of the facts. In friendly, readable prose, Sarah Rose Cavanagh argues that if you as an educator want to capture your students’ attention, harness their working memory, bolster their long-term retention, and enhance their motivation, you should consider the emotional impact of your teaching style and course design.

“A phenomenal contribution to the scholarship on teaching and learning. Cavanagh immediately engages her audience through narrative and humor and manages to cover almost every major insight from the literature.”

—ELIZABETH BARRE, RICE UNIVERSITY



[Spark Weblink](#)



Hivemind

A COLLECTIVE CONSCIOUSNESS IN WHICH WE SHARE CONSENSUS THOUGHTS, EMOTIONS, AND OPINIONS; A PHENOMENON WHEREBY A GROUP OF PEOPLE FUNCTION AS IF WITH A SINGLE MIND.

In this provocative book, Sarah Rose Cavanagh provides an overview of contemporary social neuroscience, a consideration of the degree to which the advent of smartphones and social media has amplified both the promises and perils of our hypersociality, and an appeal to attend to the collective aspects of our well-being. Leading a narrative journey from the site of the Charlottesville riots to the boardrooms of Facebook, considering such diverse topics as zombies, cults, and honeybees, Cavanagh leaves no stone unturned in her quest to understand our contemporary challenges.

"[Cavanagh] masterfully bridges the world between research and popular narrative nonfiction in her fascinating, beautifully written book."

—CHICAGO TRIBUNE (JOHN WARNER)

[Hivemind Weblink](#)