

Teaching Resources and Books

Ken Bain: *What the Best College Teachers Do*

With the strong conviction that good teaching can be learned, and after 15 years of observing teachers in action, Bain undertook an exploration of the essentials of effective teaching. The result is an insightful look at what makes a great teacher, based on a study of three dozen teachers from a cross section of disciplines from medical-school faculties to undergraduate departments. After interviewing students and colleagues, observing classrooms and laboratories, and examining course materials from syllabi to lecture notes, Bain concludes that the quality of teaching is measured not by whether students pass exams but whether they retain the material to such an extent that it influences their thoughts and actions. Bain focuses on what the best teachers know and understand about their subject matter as well as the learning process; how they prepare; what they expect of their students; how they treat students; and how they evaluate student progress. Although this book is aimed at teachers, it is a thoughtful and valuable resource for students and parents as well.

A.W. Bates, Gary Poole: *Effective Teaching with Technology in Higher Education*.

Effective Teaching with Technology in Higher Education draws on current research and best practice to show how to integrate technology into teaching in higher education. This book provides a comprehensive theoretical and pedagogical foundation for helping instructors make critical decisions about the use of technology within the college curriculum. This practical and much needed resource discusses the relationship between knowledge, learning, teaching, and the nature of media, and shows how this information should inform the use of technology in a teaching environment. The authors introduce a decision model that is based on key criteria for selecting appropriate technologies for teaching in higher education. They also provide guidance for developing and delivering a course using electronic technology and discuss the organizational and technical support structures that are needed to back up instructors using technology.

Liat Ben-Moshe, Rebecca C. Cory, Mia Feldbaum, Ken Sagendorf: *Building Pedagogical Curb Cuts: Incorporating Disability in the University Classroom and Curriculum*

This book is a result of an interdisciplinary effort by Syracuse University's Future Professoriate Program (FPP) who invited authors to explore ideas on how institutions can better focus on the needs and perspectives of scholars and students with disabilities. The authors come from a variety of disciplines and have engaged in disability scholarship, activism, and accommodation in their classes. Further, it provides their personal experiences and methods for creating accessible and challenging learning environments. The book includes a resource guide, which makes classrooms inclusive, and integrates the disability perspective into the curricula.

Berenstein, Burnett, Goodburn, Savoy: *Making Teaching and Learning Visible: Course Portfolios and the Peer Review of Teaching*

A course portfolio captures and makes visible the careful, difficult, and intentional scholarly work of planning and teaching a course and is an invaluable tool for documenting and reflecting on the quantity and quality of student learning. Illustrated through examples of course portfolios created through a four-year project on peer review of teaching, this book demonstrates that well-designed peer review can be integrated into the daily professional lives of faculty, improve faculty teaching by providing a guiding context for formative assessment and collaboration, and make the learning that comes from effective teaching visible and accessible for review within institutional reward systems.

Explicitly intended to help faculty conceptualize how their teaching and the student learning that results can be made visible, this book offers a model of peer review to document, assess, reflect on, and improve teaching and student learning through the use of a course portfolio. It provides a rationale for treating teaching as intellectual work, accompanied by a rich collection of materials—course portfolios, reviewers' comments, and portfolio authors' reflections drawn from more than 200 professors in various disciplines and institutions—that faculty can use to develop their own models for peer review of teaching.

Stephen D. Brookfield: *Becoming a Critically Reflective Teacher*

Building on the insights of his highly acclaimed earlier work, *The Skillful Teacher*, and applying the principles of adult learning, Brookfield thoughtfully guides teachers through the processes of becoming critically reflective about teaching, confronting the contradictions involved in creating democratic classrooms, and using critical reflection as a tool for ongoing personal and professional development.

Stephen Brookfield: *The Skillful Teacher: on Technique, Trust, and Responsiveness in the Classroom*

In this second edition of the book that has become a classic in the field, award-winning author Stephen D. Brookfield offers inspiration and down-to-earth advice to new and seasoned teachers. *The Skillful Teacher* is a comprehensive guide that shows how to thrive on the unpredictability and diversity of classroom life and includes insights developed from the hundreds of workshops conducted by the author. This new edition also reflects the many changes that have come about in the decade since the book was first published and includes new chapters that deal with emerging topics such as classroom diversity and teaching in online learning environments.

Nancy Van Note Chism: *Peer Review of Teaching: a Sourcebook*

This concise yet comprehensive sourcebook is for administrators, particularly deans and department chairs, who wish to develop a strong peer review component to their system for evaluating and improving teaching. And this book is for faculty who will be engaged in the system, as both evaluators and as subjects of teaching evaluation. It consists of two parts: Part One details a framework for designing and implementing peer review, and Part Two provides guidelines, protocols, and forms for each task involved in an effective system of peer review.

Rita-Marie Conrad and J. Ana Donaldson: *Engaging the Online Learner: Activities and Resources for Creative Instruction*

Engaging the Online Learners includes an innovative framework—the Phases of Engagement—that helps instructors become more involved as knowledge generators and cofacilitators of a course. The book also provides specific ideas for tested activities (collected from experienced online instructors across the nation) that can go a long way to improving online learning. *Engaging the Online Learner* offers the tools and information needed to convert classroom activities to an online environment *and* use online activities in a classroom-based course, assess the learning that occurs as a result of collaborative activities, phase-in activities that promote engagement among online learners, help online learners use online tools, build peer interaction through peer partnerships and team activities, create authentic activities, and implement games and simulations.

Milton Cox & Laurie Richlin: *Building Faculty Learning Communities: New Directions for Teaching and Learning*

Changing our colleges and universities into learning institutions has become increasingly important at the same time it has become more difficult. Faculty learning communities have proven to be effective for addressing institutional challenges, from preparing the faculty of the future and reinvigorating senior faculty, to implementing new courses, curricula, and campus initiatives on diversity and technology. The results of faculty learning community programs parallel for faculty members the results of student learning communities for students, such as retention, deeper learning, respect for other cultures, and greater civic participation.

Robert M. Diamond: *Serving on Promotion, Tenure, and Faculty Review Committees*

This is a concise, easy-to-use guide for committee members involved in the review of faculty for tenure, post-tenure, promotion, or contract renewal. While the focus of these committees is somewhat different across institutions, the questions asked, the data collected, and the need for a high-quality, equitable process is consistent. Provosts, deans, department chairs, and other committee members have found this book an essential resource rich in valuable suggestions.

Alice Fairhurst and Lisa Fairhurst: *Effective Teaching, Effective Learning: Making the Personality Connection in your Classroom*

This book explores how different teaching and learning styles are embedded in different personality types.

Kathleen Farrell, Nisha Gupta, Mary Queen: *Interrupting Heteronormativity*

The purpose in this book is twofold: first, to make visible the everyday, seemingly inconsequential ways in which classrooms become sites for the reinforcement of heteronormative ideologies and practices that inhibit student learning and student-teacher interactions. And second, to aid educators in identifying, and working with students to avoid marginalization in the classroom.

Peter Filene: *The Joy of Teaching: A Practical Guide for new College Instructors*

This concise, down-to-earth guide for teachers preparing their first courses builds on a sturdy base of pedagogical theory and tackles everything from syllabus writing and lecture planning to class discussions, grading, plagiarism, and teacher-student interactions outside of the classroom.

L. Dee Fink: *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*

Many teachers use content-centered approaches to instruction, but the author advocates a learning-centered approach where courses are developed to create significant learning experiences for students. Fink draws upon existing concepts in the literature on college teaching (active learning, educative assessment), adds some new ideas (a taxonomy of significant learning, a teaching strategy theory), and shows how to systematically combine these in a way that results in powerful learning experiences for students.

The book presents valuable conceptual and procedural tools for teachers in their work of designing instruction. Acquiring a deeper understanding of the design process will empower teachers to creatively design courses for significant learning in a variety of circumstances and settings.

Gappa, Austin & Trice: *Rethinking Faculty Work: Higher Education's Strategic Imperative*

Written for educators, administrators, policy makers, and anyone else concerned with the future of higher education, *Rethinking Faculty Work* shows how changes in higher education are transforming the careers of faculty and provides a model that makes it possible for all faculty to be in a position to do their best. This important resource offers a vision of academic workplaces that will attract superb faculty committed to fulfilling the missions of the universities and colleges where they work.

Charles Glassick, Mary Huber, Gene Maeroff: *Scholarship Assessed*

Scholarship Assessed continues the exploration begun by *Scholarship Reconsidered*. It examines the changing nature of scholarship in today's colleges and universities and proposes new standards with a special emphasis on methods for assessment and documentation.

Begun under the oversight of Ernest L. Boyer, and based on the findings of the Carnegie Foundation's National Survey on the Reexamination of Faculty Roles and Rewards, *Scholarship Assessed* provides a base of information for and gives focus to the debate of institutional standards of rigor and quality.

Jarvis, Holford & Griffin: *The Theory and Practice of Learning, 2nd ed.*

Learning is among the most basic of human activities. The study of learning, and research into learning is becoming a central part of educational studies. This is a comprehensive introduction to contemporary theories and modern practices of learning. Updated and expanded, this second

edition should be of interest to teachers, facilitators, human resource developers and students of education. The contents cover: lifelong learning; the social background to learning; cognitivist theory; types of learning; learning using ICT; and philosophical reflections on learning.

Barbara Gross Davis: *Tools for Teaching*

A rich compendium of classroom-tested strategies and suggestions designed to improve the teaching practices of all college instructors, including beginning, mid-career, and senior faculty members. Davis presents 49 teaching tools that cover both traditional practical tasks--writing a course syllabus, delivering an effective lecture--as well as newer, broader concerns such as responding to diversity on campus, using computer and multimedia technology, and coping with budget constraints.

Mary Taylor Huber, Pat Hutchings: *The Advancement of Learning*

Francis Bacon, lawyer, statesman, and philosopher, remains one of the most effectual thinkers in European intellectual history. We can trace his influence from Kant in the 1700s to Darwin a century later. The *Advancement of Learning*, first published in 1605, contains an unprecedented and thorough systematization of the whole range of human knowledge. Bacon's argument that the sciences should move away from divine philosophy and embrace empirical observation would forever change the way philosophers and natural scientists interpret their world.

James M. Lang: *Life on the Tenure Track: Lessons from the First Year*

In this fast-paced and lively account, Jim Lang asks -- and mostly answers -- the questions that confront every new faculty member as well as those who dream of becoming new faculty members: Will my students like me? Will my teaching schedule allow me time to do research and write? Do I really want to spend the rest of my life in this profession? Is anyone awake in the backrow? Lang narrates the story of his first year on the tenure track with wit and wisdom, detailing his moments of confusion, frustration, and even elation -- in the classroom, at his writing desk, during his office hours, in departmental meetings -- as well as his insights into the lives and working conditions of faculty in higher education today. Engaging and accessible, *Life on the Tenure Track* will delight and enlighten faculty, graduate students, and administrators alike.

Wilbert J. McKeachie: *Teaching Tips: Strategies, Research, and theory for College and University Teachers*

McKeachie's Teaching Tips is a handbook designed to provide helpful strategies for dealing with both the everyday problems of teaching at the university level, and those that pop up in trying to maximize learning for every student. The suggested strategies are supported by research and are grounded in enough theory to enable teachers to adapt them to their own situations. The author does not suggest a "set of recipes" to be followed mechanically, but gives teachers the tools they need to deal with the ever changing dynamics of teaching and learning.

Linda B. Nilson: *Teaching at its Best: A Research Based Resource for College Instructors*

This best-selling handbook is an essential toolbox—a compilation of hundreds of practical teaching techniques, formats, classroom activities, and exercises—meant to give classroom instructors a go-to guide for help teaching any subject matter. It is for those who teach in traditional contexts as well as those who teach adult and diverse student populations; it is for those who use considerable technology and multimedia resources as well as those who rely on conventional classroom methods. Newly revised and expanded, this edition covers more on the topics relevant to today's classroom such as technology and the Internet, simulations and games, diversity, service learning, and faculty evaluation systems. It also includes entirely new sections on teaching with laptops, course portfolios, three new sections on teaching problem solving, and a new chapter on getting your students to do readings.

Douglas Reimondo Robertson: *Making Time, Making Change: Avoiding Overload in College Teaching*

Lack of time may be the single most commonly experienced problem among American faculty. It is fair to say that the overwhelming majority of the roughly 400,000 full time faculty in American colleges and universities feel overloaded in their teaching lives; they perceive that they do not have time to do their basic faculty duties properly; and they believe that overload goes with the job. We complain yet we do not reflect on and evaluate our paradigms for how we use our time. Perhaps a pernicious norm has evolved: anyone not complaining about being overwhelmed is suspect. We act as if we have no choice. Essentially, the objective of this book is to elevate our awareness of how we use our time and how we might improve that use of time. We need to shift our perspective on using time from subject (a perspective from which we act naively) to object (a perspective on which we act intentionally). The tool that we will use to stimulate this shift in awareness comes from a vintage analysis of systems theory and research and focuses on managing the boundaries of our teaching selves better. In *Making Time, Making Change*, author Douglas Reimondo Robertson leads you on the road to a more rewarding, and less harried, teaching life!

Saroyan & Amundsen: *Rethinking Teaching in Higher Education: from a Course Design Workshop to a Faculty Development Framework*

This book is intended for faculty and faculty developers, as well as for deans, chairs, and directors responsible for promoting teaching and learning in higher education. Intentionally non-technical, it engages readers reflectively with a process for developing teaching and details the planning necessary to apply this process to teaching within disciplines.

The structure shows faculty members conceptualizing new courses or re-examining their teaching of existing courses, and translating the insights gained from the workshop to specific disciplinary content and learning outcomes. In addition four previous participants of the workshop write about its influence on their personal thinking about the practice of teaching.

Ira Shore: Empowering Education: Critical Teaching for Social Change

Professor Ira Shor, like his mentor Paulo Freire, denounces the current-traditional model of banking education--the practice of teaching where the instructor "deposits" information "into" the students. In the current-traditional model, the input is always selected by the authority, or teacher, and the student is a passive recipient of knowledge which has been preselected as both meaningful and useful for the student's future development. Professor Shor argues that this current-traditional model of teaching methodology not only places the "content" of the course beyond any control of the student, but it also prescribes the method of delivery for our students. I recommend the book to teachers and parents: we need empowered children and citizens.

Ira Shore: When Students Have Power: Negotiating Authority in a Critical Pedagogy

What happens when teachers share power with students? In this profound book, Ira Shor--the inventor of critical pedagogy in the United States-- relates the story of an experiment that nearly went out of control. Shor provides the reader with a reenactment of one semester that shows what really can happen when one applies the theory and democratizes the classroom. This is the story of one class in which Shor tried to fully share with his students control of the curriculum and of the classroom. After twenty years of practicing critical teaching, he unexpectedly found himself faced with a student uprising that threatened the very possibility of learning. How Shor resolves these problems, while remaining true to his commitment to power-sharing and radical pedagogy, is the crux of the book. Unconventional in both form and substance, this deeply personal work weaves together student voices and thick descriptions of classroom experience with pedagogical theory to illuminate the power relations that must be negotiated if true learning is to take place.

Walvoord & Johnson: Effective Grading: A Tool for Learning and Assessment

Effective Grading is written for the faculty member who believes the grading process is a valuable measure of student learning. This hands-on guide for evaluating student work offers an in-depth examination of the linkage between teaching and grading. It uses grades not as isolated artifacts, but as part of a process that, when integrated with course objectives, provides rich information about student learning. The authors reveal how the grading process can also be used for broader assessment objectives, such as curriculum and institutional assessment.

As practical as it is informative, *Effective Grading* contains a wealth of special materials, including AAHE's Principles of Good Practice for Assessing Student Learning, types of assignments and tests, and a plan for a faculty workshop on grading and assessment. In addition, the book provides background to the principles of the grading process as well as a wealth of illustrative examples, offering faculty both a sound basis in assessment theory and the practical tools they need to put it to work.

Maryellen Weimer: Enhancing Scholarly Work on Teaching & Learning: Professional Literature that Makes a Difference

In this book, Maryellen Weimer provides an essential resource for anyone who is engaged in efforts to improve teaching in higher education. This comprehensive book draws on a wide array of sources to help practitioners build on the foundation laid by existing scholarly work on teaching and learning. *Enhancing Scholarly Work on Teaching and Learning* reviews previously

published work on teaching and learning to better guide those engaged in pedagogical scholarship and to help develop a literature that meets the needs of faculty.

Maryellen Weimer: *Learner-Centered Teaching: Five Key Changes to Practice*

In this much needed resource, Maryellen Weimer—one of the nation's most highly regarded authorities on effective college teaching—offers a comprehensive work on the topic of learner-centered teaching in the college and university classroom. As the author explains, learner-centered teaching focuses attention on what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning. To help educators accomplish the goals of learner-centered teaching, this important book presents the meaning, practice, and ramifications of the learner-centered approach, and how this approach transforms the college classroom environment. *Learner-Centered Teaching* shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone.

Jon F. Wergin: *Departments that Work: Building and Sustaining Cultures of Excellence in Academic Programs*

Evaluation in departments is widespread but often fails to spark positive change. Based on his extensive work with academic departments across the country, Wergin explains that successful department evaluation exists only when faculty and departments have a strong influence on the purposes, processes, and methods of evaluation. The central purpose of *Departments That Work* is how academic programs can make evaluation more useful and critical reflection more likely.

James Zull: *The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning*

James Zull's crystal-clear mapping of how learning occurs, how learning changes the brain, and how many parts of the brain are activated as one learns should be interesting for all who teach. With simple diagrams of the physical structures of the brain, this is a wonderful synthesis of what is known about the brain and what is known about learning.