CETL Lending Library

Following is a list of books that CETL (The Center for Excellence in Teaching and Learning) has in its lending library. These books will be in regular circulation at the MSU Memorial Library and they may be borrowed by faculty or staff.

A description of each book is provided so as to give faculty and staff a better understanding of the content of the books. All books mostly relate to teaching, learning and higher education issues and have been categorized alphabetically by title into the following sections:

Classic Educational Resources

The Child and the Curriculum/The School and Society, John Dewey, University of Chicago Press, 1974. *

Democracy and Education, John Dewey, Macmillan Publishing Co., 1944. *

Education and the Rise of the Corporate State, Joel H. Spring, Beacon Press, 1972. *

Multiple Intelligences: The Theory in Practice, Howard Gardner, Basic Books, 1993.

Howard Gardner's brilliant conception of individual competence is changing the face of education today. In the ten years since the publication of his seminal Frames of Mind, *thousands of educators, parents, and researchers have explored the practical implications*

of Multiple Intelligences (MI) theory—the powerful notion that there are separate human capacities. These human capacities, categorized by Gardner as the Seven Intelligences, are: linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence. This book brings together previously published and original work by Gardner and his colleagues at Project Zero to provide a coherent picture of what we have learned about the educational applications of MI theory from projects in schools and formal research over the last decade.

The One Best System: A History of American Urban Education, David Tyack, Harvard University Press, 1974. *

Critical Thinking

Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting, Stephen D. Brookfield, Jossey-Bass Publishers, 1987.

Critical thinking—reflecting on the assumptions underlying our actions and considering new ways of looking at the world and living in it—is an essential skill for adults in these complex times. In this book, the author shows that critical thinking is not simply an abstract, academic exercise for college students, but an engaging productive process enabling people to be more effective and innovative in every aspect of life work. He offers a practical, straightforward guide to helping adults develop their critical thinking skills in four key arenas of adult life: in personal relationships, in the workplace, in political involvement, and in their responses to the media.

Invitation to Critical Thinking, Vincent E. Barry and Joel Rudinow, Holt, Rinehart and Winston, Inc., 1990. *

One of the most exciting developments in education in recent years has been the emergence of courses in informal logic and critical thinking designed to help students develop skills and dispositions for reasoning effectively and independently in real-life practical situations. This book is intended to (1) help students understand and evaluate arguments of some substance, depth, and complexity— asks that many students find troublesome; (2) help students learn to deal intelligently and autonomously with the mass media, through which so mush of the information confronting each of us is presented; and (3) help students develop critical standards of assessment and judgment to apply to their own thinking and writing.

The Power of Critical Theory: Liberating Adult Learning and Teaching, Stephen D. Brookfield, Jossey-Bass, 2005. (3)

This book makes a powerful case for how critical theory can illuminate the everyday practices of adult learners. It is Brookfield's attempt to put the "critical" back into critical thinking by emphasizing that it is an inherently political process. He presents

arguments for the importance of critical theory in fostering the kind of learning that leads to a truly democratic society, and he explores a number of tasks for adult learners including learning to challenge ideology, contest hegemony, unmask power, overcome alienation, learn liberation, reclaim reason, and practice democracy. He examines the works of noted theorists such as Adorno, Horkheimer, Foucault, Althusser, Gramsci, Fromm, Marcuse, and Habermas, and guides readers through key concepts and how they relate to the these theories. He also explores issues of race and gender through critiques drawing on the work of Cornel West, Angela Davis and Bell Hooks, among others.

Diversity, Culture & Community

147 Practical Tips for Teaching Diversity, William M. Timpson, Raymond Yang, Evelinn Borrayo, & Silvia Sara Canetto, 2005. *
> This book presents concrete ideas for addressing various issues that surface when teaching about human diversity.

Bibiography of Reources for Multicultural Higher Education. Compiled by: Kwabena Siaka et al., 2004. *

Bowling Alone: The Collapse and Revival of American Community, Robert D. Putnam, Simon & Schuster, 2000.
> In this groundbreaking book based on vast new data, Putnam shows how we have become increasingly disconnected from family, friends, neighbors, and our democratic structures— and how we may reconnect. Putnam warns that our stock of social capital, the very fabric of our connections with each other, has plummeted, impoverishing our lives and communities. Putnam draws on evidence including nearly 500,000 interviews over the last quarter century to show that we sign fewer petitions, belong to fewer organizations that meet, know our neighbors less, meet with friends less frequently, and even socialize with our families less often. We're even bowling alone. More Americans are bowling than ever before, but they are not bowling in leagues. Putnam shows how changes in work, family structure, age, suburban life, television, computers, women's roles and other factors have contributed to this decline.

Building Bridges for Women of Color in Higher Education: A Practical Guide for Success, Conchita Y. Battle & Chontrese M. Doswell, University Press of America, 2004.
> This book is designed to create a forum for synthesizing collective voices from women of color in academia. It can serve as a professional development tool for all academicians-- both those embarking upon and those maintaining careers in higher education. Filled with dynamic women of color sharing one of their most valuable resources, their experience, the authors mentor the reader by discussing practical lessons and mapping career path strategies. It will serve as a resource for women to turn to for inspiration and guidance in any phase of their academic careers.

Diversity & Motivation: Culturally Responsive Teaching, Raymond J. Wlodkowski and Margery B Ginsberg, Jossey-Bass, 1995.

College and university faculty ask: How can we become more effective teachers of a culturally diverse student body? This book provides comprehensive and useful answers to this question. It provides a conceptual framework for culturally responsive teaching and useful instructional strategies that promote a community-centered approach to teaching and learning. With insight and strategies, it offers faculty an integration of theory and practice that draws upon years of experience and research with students from various backgrounds.

The General College Vision: Integrating Intellectual Growth, Multicultural Perspectives, and Student Development, Jeanne L. Higbee, Dana B. Lundell, & David R. Arendale, 2005. *

This book examines the experiences of faculty, staff, and students in the General College at the University of Minnesota. Their various perspectives examine how the college successfully contributes to intellectual growth, enhances multiculturalism, and promotes diverse perspectives, and supports student development through learning assistance and developmental education.

The Modern American College, Arthur W. Chickering & Associates, Jossey-Bass Publishers, 1981. *

No Neutral Ground: Standing by the Values We Prize in Higher Education, Robert B. Young, Jossey-Bass Publishers, 1997.*

If the academy is to continue to play a critical role in determining the beliefs and behavior of American society, it is vital that those within higher education remain clear and consistent about their core values. In this book, Young identifies seven essential values (service, truth, equality, individuation, justice and community) and explains how higher education administrators, faculty, and trustees can incorporate these values into their own practice and transmit them to students and the community at large.

The Politics of Survival in Academia: Narratives of Inequality, Resilience, and Success, Lila Jacobs, Jose Cintron, & Cecil E. Canton, Rowman & Littlefield Publishers, Inc. 2002.

This book presents the personal accounts of African American, Asian American, and Latino faculty who use "narratives of struggles" to describe the challenges they faced to become bona fide members of the U.S. academy. These narratives show how survival and success require a sophisticated knowledge of the politics of academia, insider knowledge of the requirements of legitimacy in scholarly efforts, and a resourceful approach to facing dilemma between cultural values, traditional racist practices, and academic resilience. This book also shows the empowerment process of these individuals. Within the process of self-redefinition, they confronted racism, sexism, rejection, the clash of

cultural values, and structural indifference to cultural diversity. The faculty recount how they ultimately learned to skillfully accommodate all of these issues.

The Tipping Point: How Little Things Can Make a Big Difference, Malcolm Gladwell, Little, Brown and Company, 2002.

The Tipping Point is that magical moment when an idea, trend, or social behavior crosses a threshold, tips, and spreads like wildfire. Gladwell argues for the proposition that minor alterations, carefully conceived and adeptly enacted, can produce major consequences for individuals, organizations, and communities—how a few individuals or a single haphazard event can set off a social epidemic that profoundly alters the culture. Gladwell assembles a fascinating mix of facts to support his theory—from the impact of Paul Revere to a rash of suicides in Micronesia—and manages to weave everything into a cohesive explanation of human behavior. His book "will make you see the world in a different way."

Ethics and Spirituality

The Active Life: A Spirituality of Work, Creativity, and Caring, Parker J. Palmer, Jossey-Bass, 1990.

This book is Parker J. Palmer's deep and graceful exploration of a spirituality for the busy, sometimes frenetic lives many of us lead. Telling evocative stories from a variety of religious traditions, including Taoist, Jewish, and Christian, Palmer shows that the spiritual life does not mean abandoning the world but engaging it more deeply through life-giving action. He celebrates both the problems and potentials of active life, revealing how much they have to teach us about ourselves, the world, and God.

The Company of Strangers: Christians and the Renewal of America's Public Life, Parker J. Palmer, Jossey-Bass, 1981.

In this book, Palmer combines spiritual insight and social sensibility and provides a model for the interaction of these two realms. He puts forth a graceful and balanced vision of the renewal of public life and how the church can contribute to it. He explores the relations between interior search and public involvement

Exploring Spirituality and Culture in Adult and Higher Education, Elizabeth Tisdell, Jossey-Bass Publishers, 2003.

This book discusses how spiritual development is informed by culture and how this knowledge is relevant to teaching and learning. For educators, an understanding of how spirituality is informed by culture, and how spirituality assists in meaning-making, can aid their efforts to help their students' educational experiences become more transformative and culturally relevant. Tisdell shows higher educators how they can draw on both psychological and socio-cultural aspects of spirituality to facilitate ongoing

knowledge construction in their students--and themselves. For example, educators and students can use classroom activities that incorporate image, symbol, music and art forms that focus on both the commonalities and differences of human experience.

Good Work: When Excellence and Ethics Meet, Howard Gardner, Mihaly Csikszentmihalyi and William Damon, Basic Books, 2001.

What does it mean to carry out "good work?" What strategies allow people to maintain moral and ethical standards at a time when market forces have unprecedented power, and work life is being radically altered by technological innovation? These are the questions at the heart of this groundbreaking book. Enlivened with stories of real people facing hard decisions, this book offers powerful insight into one of the most important issues of our time an, indeed, into the future course of science, technology, and communication.

The Heart of Learning: Spirituality in Education, Steven Glazer, ed., Penguin Putnam, Inc., 1994.

This collection of writings draws together the most important teachers and spiritual leaders of our time to help students, teachers, parents, and lifelong learners understand more about why we learn and teach. Words from The Dalai Lama, Rabbi Zalman Schachter-Shalomi, Bell Hooks, Parker J. Palmer, Huston Smith and others show how learning can be far more than the intellectual process--that it can be a way to connect with the mysteries and wonders both in ourselves and in the world. This book welcomes the spirit back into the learning process without dogma or exclusion and inspires a new paradigm for learning.

A Hidden Wholeness: The Journey Toward and Undivided Life—Welcoming the Soul and Weaving Community in a Wounded World, Parker J. Palmer, Jossey-Bass, 2004.

"At a time when many of us seek ways of working and living that are more resonant with our souls, (this book) offers insight into our condition and guidance for finding that we seek--within ourselves and with each other. (Palmer) speaks to our yearning to live undivided lives—lives that are congruent with our inner world—in a world filled with forces of fragmentation."

The Road Less Traveled: A New Psychology of Love, Traditional Values and Spiritual Growth, M. Scott Peck, M.D., Simon & Schuster, 1978. *

Confronting and solving problems is a painful process, which most of us attempt to avoid. And the very avoidance results in greater pain and an inability to grow both mentally and spiritually. Drawing heavily on his own professional experience. Dr. M. Scott Peck, a practicing psychologist, suggests ways in which confronting and resolving our problems—and suffering through the changes—can enable us to reach a higher level of self-understanding. He discusses the nature of loving relationships: how to recognize true compatibility; how to distinguish dependency from love; how to become one's own person; and how to be a more sensitive parent. This best-seller integrates psychological and spiritual insights that show how to embrace and achieve serenity and fullness in your life.

To Know as We are Known: Education as a Spiritual Journey, Parker J. Palmer, HarperCollins Publishers, 1993.

This primer on authentic education explores how mind and heart can work together in the learning process. Moving beyond the bankruptcy of our current model of education, Parker Palmer finds the soul of education through a lifelong cultivation of the wisdom each of us possesses and can share to benefit others. It is an eye-opening critique of contemporary approaches and shows in concrete forms how to be a teacher and learner in search of truth.

Experiential Education

Building Partnerships for Service-Learning, Barbara Jacoby & Associates, Jossey-Bass Publishers, 2003.

Service –Learning has the potential to yield tremendous benefits to students, communities, and institutions of higher education. To be successful, service-learning must be grounded in a wide range of solid, reciprocal, democratic partnerships. This book gives service-learning practitioners a comprehensive guide to building the effective relationships that are essential to service-learning success and sustainability. Topics included are: fundamentals and frameworks for developing sustainable partnerships; assessment as a partnership-building process; the dynamics of collaboration between academic affairs and student affairs; partnering with students; creating campuswide infrastructure for service-learning; case studies of outstanding partnerships; exploring challenges and benefits of corporate and international partnerships; and the dynamic relationship of service-learning and the civic renewal of higher education.

Active Learning: Creating Excitement in the Classroom, Charles C. Bonwell and James A. Eison, George Washington University, 1991.

Traditional lecture methods of instruction often dominate college and university classrooms, but research literature suggests that students must do more than just listen: they must read, write, discuss, and be more engaged in solving problems. Most important, to be actively engaged, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing. This book discusses the nature of active learning, the empirical research on its use, common obstacles and barriers that give rise to faculty resistance to interactive instructional techniques, and how faculty, faculty developers, administrators, and educational researchers can make real promise of active learning.

Ethical Issues in Experiential Education, Jasper S. Hunt, The Kendall/Hunt Publishing Co., 1994.

"The goal of this book is to encourage experiential education practitioners to reflect carefully on the ethical issues inherent in their profession. Most of the human service professions have spent considerable amounts of time and energy explaining the ethical issues faced by their practitioners. Mush has been written about ethics in the fields of medicine, law, psychology, education, social work, and counseling, to name just a few. It is quite appropriate that practitioners in the field of experiential education indulge in a bit of ethical navel gazing in order that we may better serve our students, our organizations, the wider community, and ourselves." Along with some ethical theory, Hunt covers subjects including social implications, students' rights, individual vs. group benefit, sexual issues, risk-benefit analysis, environmental concerns, secrecy, deception, informed consent, and paternalism.

Experiential Learning in Higher Education: Linking Classroom and Community, Jeffery A. Cantor, George Washington University, 1995.

The current literature suggests that experiential learning is a necessary component of formal instruction in colleges and universities for many reasons. Faculty are concerned with optimizing the chances for their students to more easily enter their chosen professions or meet desired goals upon graduation. The typical college student is becoming more complex, and more nontraditional learners are opting for college study and demanding more varied modes of learning. This book addresses these and other issues and provides the academic community with an understanding of the current state-of-the-art practices in experiential learning, providing suggestions for program design, development, and operation.

Reflective Practice for Educators: Professional Development to Improve Student Learning, Karen F. Osterman & Robert B. Kottkamp, Corwin Press, 2004.

This book presents John Dewey's ideas on the process of inquiry in learners and focuses on the importance of the reflective element in this process. Reflective practice has the potential to renew a sense of optimism, commitment and efficacy as one learns to support meaningful professional growth, shape a culture of learning, and make important changes in students' learning. Written for teachers, administrators and professional development specialists in schools and universities, this book is an educator's guide to reflective practice. The authors explain the potential to create meaningful change in schools and show readers how to integrate reflective practice effectively into the daily work of schools. It describes the reflective process in action, illustrates its power to create meaningful change in classrooms, explains how it is important for school reform, and offers ideas and practical strategies to facilitate collaborative learning, data-based inquiry, dialogue, and problem-solving in schools.

The Theory of Experiential Education (3rd Edition), Jasper S. Hunt, Karen Warren & Michael Sakofs (Eds.), Kendall Hunt Publishing, 1995.

The third edition of this groundbreaking book looks at the theoretical foundations of experiential education from a philosophical, historical, psychological, social and ethical

perspective through a collection of articles. The aim of the book is to encourage readers to think about why they are doing what they are doing. It has become a generally accepted truth in experiential education that one must always combine action with reflection in order to have a full human experience. Reflection, when written down, becomes in some sense theory.

The Theory of Experiential Education (2nd Edition), Richard Kraft & Michael Sakofs (Eds.), Association for Experiential Education, 1988.

This historical and groundbreaking book is the first compilation of articles on the theoretical foundations of experiential education taken from the Journal of Experiential Education*. Various practitioners and educators in the field cover theories in experiential education from philosophical, historical, psychological, social and ethical perspectives, and provide a bridge between practitioners of experiential education and the world-at-large of education in general.*

Faculty Development Resources

Advice for New Faculty Members: Nihil Nimus, Robert Boice, Allyn and Bacon, 2000.

This book is a unique and essential guide to the start of a successful academic career. As is subtitle suggests (nothing in excess), it advocates moderation in ways of working, based on the most reliable research differentiating between new faculty who thrive and those who struggle. By following its practical, easy-to-use rules, new faculty can learn to teach with the highest levels of student approval, involvement, and comprehension—with only modest preparation time and a greater reliance on spontaneity and student participation. Similarly, new faculty can use its rule-based practices to write with ease, increasing productivity, creativity, and "publishability" through brief, daily sessions of focused and relaxed work. And they can socialize more successfully by learning about often-misunderstood aspects of academic culture, including mentoring.

Building and Sustaining Learning Communities: The Syracuse Learning Experience, Sandra N. Hurd and Ruth Federman Stein, Anker Publishing Company, Inc., 2004.

Learning communities are small groups of students who come together with faculty and student affairs professionals to engage in common learning experiences. In this book, the authors, along with many colleagues, describe: the rationale for learning communities, particularly in a large university, the process for setting them up, and reflections on these unique environments. The first part of this book demonstrates theoretical benefits of learning communities and discusses various issues involved in planning and implementing these communities. The second part details the experiences of faculty and students

involved in Syracuse University's learning communities, including arts, citizenship, education, interprofessional, leadership, management, multicultural, online learning, and wellness. This book is a fascinating and practical guide for all readers interested in building and sustaining learning communities.

Building Faculty Learning Communities, Milton D. Cox and Laurie Richlin, ed., Jossey-Bass Publishers, 2004.

Changing our colleges and universities into learning institutions has become increasingly important while also becoming 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. The chapters in this issue of New Directions for Teaching and Learning describe from a practitioner's perspective the history, development, implementation, and results of faculty learning communities across a wide range of institutions and purposes. Institutions are invited to use this volume to initiate faculty learning communities on their campuses.

Classroom Research: Implementing the Scholarship of Teaching, K. Patricia Gross & Mimi Harris Steadman, Jossey-Bass Publishers, 1996.

This book is the "next step" resource to Thomas A Angelo and K. Patricia Cross's bestselling guide, Classroom Assessment Techniques. This book details a collaborative process for investigating teaching and learning issues. This process engages teachers in problem-based discussions, integrates their teaching experience with recent research and theory on learning, and gives examples of classroom assessment and classroom research projects that can be carried out in any classroom. It provides a pathway into "the scholarship of teaching." Designed to be used by faculty in groups and in workshops, this book's case method approach illustrates ways to think about a variety of common learning issues.

Communication Skills for Department Chairs, Mary Lou Higgerson, 1996.

This book presents communication strategies tailored to the specific responsibilities and contexts of the department chair's position. The strategies are applied in real-life case studies that develop critical thinking and communication skills. This book is organized into three parts: Cultivating the Department Culture, Working with Faculty, and Interfacing with External Publics. *

Dreams and Shadows: Portraits of a Professional, Sonja Schmieder, ed., Augsburg College PTS Project, JDL Technologies, 2003.

This monograph is a compilation of 28 papers by top educators and leaders from across the country who answered the question "What should a 'millennium' teacher know and be able to do?" The publication was written to help convey to future teachers what being a

member of the teaching profession entails: what it means to be a "professional" as opposed to "just having a job;" and, what is lost in not acting "professionally." It was a means for authors to reveal their "ideal" of who a professional is and how a professional acts. It was an opportunity for them to indicate the most significant responsibilities and modes of behavior that mark one as a "professional."

The Elements of Great Speechmaking: Adding Drama & Intrigue, Robert V. Smith, University Press of America, 2004.

This book provides professionals with the tools necessary to communicate effectively and successfully in the 21st century. It is unique in that it teaches readers how to innovatively infuse their speeches and presentations with the crucial components of drama and intrigue. Because of its balance of philosophy, pragmatism, and substance, this book will appeal to professionals in educational, governmental, and corporate environments.

Empowering the Faculty: Mentoring Redirected and Renewed, Gaye Luna and Deborah L. Cullen, George Washington University, 1995.

The concept of quality improvement has been incorporated into higher education within the last decade. Incumbent with this concept is the empowerment of college and university faculty— to harness their talents and skills and promote their professional growth. Mentoring has been known to invigorate senior faculty, to help junior professors learn the ropes, and to assist female and minority faculty members in understanding organizational culture. This book synthesizes the literature in terms of conceptual frameworks, mentoring arenas, and roles and functions of mentors and protégés. It discusses the dynamics of mentoring for empowering faculty members and leaders and the importance of mentoring women and minorities in academe. A discussion of planning mentoring and faculty mentoring models focuses on developing and empowering faculty to ultimately benefit the institution.

Faculty in New Jobs: A Guide to Settling in, Becoming Established and Building Institutional Support, Robert J. Menges and Associates, Jossey-Bass Publishers, 1999. (2 copies-1*)

Drawing on a study conducted by researchers at the National Center on Postsecondary Teaching, Learning, and Assessment, this book offers practical, real-world advice covering all phases of the faculty career--from the difficult early process of settling in, to becoming socially and academically established, to ultimately building the institutional supports necessary for a successful career. With a slice-of-life perspective on topics such as race, gender, and disciplines, along with suggestions for dealing with issues of stress, collegiality, mentoring, and time pressures, this book provides information and strategies for faculty, faculty developers, senior colleagues, and administrators.

A Guide to Faculty Development: Practical Advice, Examples, and Resources, Kay Herr Gillespie, ed., Anker Publishing Company, Inc., 2002.

Prepared under the auspices of the Professional and Organizational Development (POD) Network in Higher Education, this book is a fundamental resource for faculty developers,

as well as for faculty administrators interested in promoting and sustaining faculty development in their institution. Based on POD's classic volume, A Handbook for New Practitioners, *this book offers up-to-date and relevant information on a range of faculty development topics, including: setting up faculty development programs; assessing teaching practices; offering a range of programs and services with focuses on promoting your program; researching specific audiences, such as department chairs and poor quality teachers; using problem-based learning; addressing diversity issues, and establishing a successful faculty development committee.*

How Institutional Transformation Works and Becomes Visible, Office of Academic Affairs, Alverno College Institute, 2002.

This 32-page booklet examines institutional transformation through the case study of Alverno College. How institutional transformation works and becomes visible will differ for institutions, faculty, students, staff, and trustees. A college that is in the midst of a crisis (e.g., enrollment, finances) may experience the dynamic of transformation very differently from one that has more generic ideas about why it should change. One that has a broad set of responsibilities for graduate and professional schools will "transform" quite differently from one that has more focused teaching and learning goals for students, and so is more learning-centered overall. At Alverno College, the dynamic of placing student learning at the "center" was a major influence in their transformation.

New Faculty: A Practical Guide for Academic Beginners, Christopher J. Lucas and John W. Murray, Jr., Palgrave, 2002. (2 copies)

Successfully launching an academic career in higher education is apt to require more explicit preparation than the informal socialization typically afforded in graduate school. Job success requires balancing multiple demands on one's time and energy. This book offers "survival" advice on a variety of subjects: practical tips on classroom teaching, student performance evaluation, detailed advice on grant writing, student advising, professional service and publishing. Beginning faculty members--and possibly their more experienced colleagues as well--will find this lively guidebook informative and thought-provoking.

Outlearning the Wolves: Surviving and Thriving in a Learning Organization, David Hutchens, Pegasus Communications, Inc. 2001.

Another of the Learning Fables from Pegasus Books. A short, humorous, illustrated story that teaches organizational learning through a powerful metaphor for understanding the issues that organizations face when they realize they must learn how to think differently. A flock of sheep, fearful of wolves' mythical cleverness, is initially debilitated by fragmentation and false assumptions. But as the sheep build a culture for learning, the contributions of each individual are utilized in strikingly new and productive ways.

The Resilient Practitioner: Burnout Prevention and Self-Care Strategies for Counselors, Therapists, Teachers, and Health Professionals, *Thomas M. Skovholt, Allyn and Bacon, 2001.*

> *This book addresses and gives clear explanations of practitioner stress and provides remedies that can be implemented. It was written for people in the "high-tough" career fields--helping professions, education, caring professions, or human services. At all career stages, this book will be a resource of encouragement for professional development. Real-life examples and extensive research form the background for this book. Topics covered include: caring for others vs. self preservation; the caring cycle; the path from novice to senior practitioner; the elevated stressors of the novice practitioner; hazards of practice; burnout and burnout prevention; codependency; sustaining professional self; sustaining personal self; and a self-care action plan.*

The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions, Peter Seldin, 2004. *

> *This book is designed to help faculty prepare teaching portfolios. This edition focuses on self-reflection and documenting teaching performance. This book offers practical suggestion, step-by-step instructions and field-tested recommendations that will prove invaluable to those involved in evaluating and improving teaching. Sample portfolios are also included.*

Scholarship Assessed: Evaluation of the Professoriate, Charles E. Glassick, Mary Taylor Huber and Gene I. Maeroff, Jossey-Bass Publishers, 1997.

> *This book picks up where* Scholarship Reconsidered *left off (see below). Begun under the oversight of Ernest L. Boyer and completed by authors Glassick, Huber, and Maeroff, this book examines the changing nature of scholarship in today's colleges and universities. It proposes new standards for assessing scholarship and evaluating faculty with special emphasis on methods for documenting effective scholarship. Based on the findings of the Carnegie Foundation's National Survey on the Reexamination of Faculty Roles and Rewards, this is an excellent resource for anyone engaged in the debate about creating institutional standards of rigor and quality in our colleges and universities.*

Scholarship Reconsidered: Priorities of the Professoriate, Ernest L. Boyer, Jossey-Bass Publishers, 1990.

> *In this groundbreaking study, Ernest L. Boyer offers a new paradigm that recognizes the full range of scholarly activity by college and university faculty. He suggests that four general areas of endeavor be viewed as scholarship: discovery, integration of knowledge, teaching, and service. Boyer questions the existence of a reward system that pushes faculty toward research and publication and away from teaching and proposes reconsidering the priorities of the professoriate.*

Shadows of the Neanderthal: Illuminating the Beliefs That Limit Our Organizations, David Hutchens, Pegasus Communications, Inc. 1999.

Another of the Learning Fables from Pegasus Books. A short, humorous, illustrated story about fear, complemented by a superb summary of principles for working with mental models. Using cavemen as characters, this story illustrates how people can become stuck in beliefs that drastically limit their ability to share insights and make progress. With engaging use of metaphor, this funny story teaches us how to surface, share, and challenge our own and other's hidden beliefs and to recognize how they inform--and often misinform--what we do. "...Required reading for anyone who is trying to institutionalize learning."

Successful Beginnings for College Teaching: Engaging Your Students from the First Day, Angela Provitera McGlynn, Atwood Publishing, 2001. (2 copies)

If you're a college teacher, the first days of each course you teach are the most critical of the term. The tone you set in your classroom in the beginning will either grab your students or "lose" them--whether "lose" means losing students physically (they drop the course) or psychologically (they simply "tune out" for the duration of the term). In this book, McGlynn, a veteran instructor, shows you the many tools and strategies you can employ to get your classes off to a positive, fruitful start. You'll learn how to make your expectations clear, create a welcoming classroom atmosphere, motivate your students for the long haul, and keep your students involved through the inevitable "mid semester blahs and on the end of the term. Also explored is the increasingly common and disturbing classroom problem--student incivility--so that all of your students can learn in an inclusive safe environment that is free from frustrating distractions.

The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions, 3rd ed., Anker Publishing Company, 2004.

Since the publication of the first edition of this best-selling guide, tens of thousands of faculty have used it to prepare teaching portfolios. This new edition continues to focus on self-reflection and documenting teaching performance, and has been revised and expanded. Its straightforward approach, practical suggestions, step-by-step instructions, and field-tested recommendations will prove invaluable to those involved in evaluating and improving teaching. This edition includes new information on web-based teaching portfolios, descriptions of how seven colleges and universities have actually implemented portfolios, and 22 new sample teaching portfolios from an array of disciplines and institutions. It also includes: time-tested strategies and proven advise for getting started and maintaining the most effective use of portfolios; how portfolios can be used for promotion and tenure decisions; how portfolios can be used to improve teaching; helpful answers to frequently asked questions, and; field tested suggestions for improving portfolios.

The Tip of the Iceberg: Managing the Hidden Forces That Can Make or Break Your Organization, David Hutchens, Pegasus Communications, Inc. 2001.

Another of the Learning Fables from Pegasus Books. A short, humorous, illustrated story that illustrates how organizations can be trapped by systems when they fail to understand them. Using animals from the arctic, this story portrays scenarios encountered in the workplace everyday, helping executives learn how to think about systems and develop successful business strategies for both the long and the short run. It portrays how those who want to solve problems for the long haul must move beyond linear thinking to systemic awareness. A fun and entertaining way to explore systems thinking— "even my 10-year-old daughter loved it."

To Improve the Academy: Resources for Faculty, Instructional and Organizational Development, Volume 19, Anker Publishing Company, 2001. (2 copies)

An annual publication of the Professional and Organizational Development (POD) Network in Higher Education, this book offers a resource for improvement in higher education to faculty and instructional development staff, department chairs, faculty deans, student services staff, chief academic officers, and educational consultants. Sections in this volume are: Focus on Trends in Faculty Development, Focus on Faculty Development and Student Learning, and Focus on Faculty Development and Professional Support.

To Improve the Academy: Resources for Faculty, Instructional and Organizational Development, Volume 21, Anker Publishing Company, 2003.

An annual publication of the Professional and Organizational Development (POD) Network in Higher Education, this book offers a resource for improvement in higher education to faculty and instructional development staff, department chairs, faculty deans, student services staff, chief academic officers, and educational consultants. Sections in this volume are: Faculty Development and its Role in Institutional and National Crisis, Faculty Focus in Faculty Development, Student-Centered Faculty Development, and Philosophical Issues in Faculty Development.

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Faculty Development Resources Specific to Women

Building Bridges for Women of Color in Higher Education: A Practical Guide for Success, Conchita Y. Battle & Chontrese M. Doswell, University Press of America, 2004.

> *This book is designed to create a forum for synthesizing collective voices from women of color in academia. It can serve as a professional development tool for all academicians-- both those embarking upon and those maintaining careers in higher education. Filled with dynamic women of color sharing one of their most valuable resources, their experience, the authors mentor the reader by discussing practical lessons and mapping career path strategies. It will serve as a resource for women to turn to for inspiration and guidance in any phase of their academic careers.*

Career Strategies for Women in Academe: Arming Athena, Lynn H. Collins, Joan C. Chrisler, & Kathryn Quina, (Eds.), Sage Publications, Inc., 1998.

> *Making one's way through the minefields that are found in the academic professions is difficult for anyone, but the issues encountered by women in academe are pervasive and require specific strategies. In this book, the editors provide a wealth of information about institutional pitfalls in higher education professions, advice on how to handle difficult situations, and encouragement to those who persevere in their pursuit of an academic career. Sections include: the current state of women in higher education, women's roles in academe, assuming leadership in higher education and breaking the "glass ceiling," and taking charge of one's self and one's career.*

Common Ground: Feminist Collaboration in the Academy, Joanna Stephens Mink & Elizabeth G. Peck (Eds.), Albany, NY: State University of New York, 1998.

> *Placed in the context of the academic environment, this multi-focused book identifies students as active contributors and learners; faculty as researchers, teachers and learners; and administrators as a synthesis of all three modes of collaboration. While focusing on the mutuality of educational enterprises, this book raises questions about the dynamics of gender and cooperation at various levels of academia. It reveals the transformative power of collaboration by challenging traditional notions of single authorship and beliefs about knowledge as individually owned and acquired. By offering different perspectives on feminism and collaboration, this book establishes the basis for rethinking Romantic notions about creativity, re-conceptualizing conventional ideas regarding competition, and re-reading traditional hierarchies and authoritarian relationships. (One of editors, the Joanna Stephens Mink, and contributing authors, Anne O'Meara and Nancy MacKensie, are all professors of English at MSU.)*

Facilitator's Guide for Women in the Classroom: Cases for Reflection, Derek Bok Center for Teaching and Learning, Harvard University, 1996.

> *This is the companion book to a videotape that shows a series of short vignettes depicting moments in teaching and learning in which the role of women is an issue—either because of*

the gender of the teacher or the students, or because of the topic, or both. The classrooms range from science and economics to women's studies. The central questions on the tape are: What prevents full participation by women in academe and how can classrooms be made more open for them? The purpose of the Guide is to help viewers/readers recognize and understand more fully the experience of women and to provoke them to develop strategies to counter problems when they occur.

Lifting a Ton: A Woman's Guide to Surviving in the Academic World,
Paula J. Caplan, University of Toronto Press, 1995.

"The subject of this book, the ongoing mistreatment of women academics in the academic world, is close to my heart. The difficulties described herein are all true. I have suffered them and still do—as have every one of my colleagues and predecessors. This is true for women in the U.S and in Europe as well as in Canada. Caplan is lucid, devastating, practical. Caplan's genius is to explore difficult, always heartbreaking, areas of injustice, without simplifying anything, and then to advise us on how to survive. She helps us understand where we are, what's happening, what's going to happen, and what our opinions are. This book should be required reading…"

<div align="right">

–Phyllis Chester, Ph.D., author <u>Women and Madness</u>

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No young woman setting out on an academic career should be without this book. Caplan has provided an invaluable road guide to all the pedagogical potholes she may encounter, from unwritten rules to current myths of academia."

<div align="right">

–Doris Anderson, President of the National Action Committee

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Ms. Mentor's Impeccable Advice for Women in Academia, Emily Toth,
University of Pennsylvania Press, 1997.

In this book, "Ms. Mentor" advises academic women about issues that are not often discussed openly. In a witty and informative question and answer format, she covers topics such as: How does one really clamber onto the tenure track in such a small, nasty job market? Is there such a thing as the perfectly marketable dissertation topic? How does a meek young woman become a tiger of an authority figure in the classroom—and get great teaching evaluations? How does one cope with sexual harassment, grandiosity, and bizarre behavior from entrenched colleagues? She informs of the social mores, strategies, and realities of academia—"when to snicker, when to hide, what to eat, and when to sue"— and how to get firmly planted in the "rich red earth of tenure."

Powerful Subjects: Are Women Really Taking Over the University? Jocey
Quinn, Trentham Books, 2003.

Universities have traditionally been spaces where men are constituted as powerful subjects and where they define what is worth knowing. This is the first book to explore the emerging female face of higher education, charting women's new position as the 'normal' student and the fear and resistance this has provoked. Feminists dreamed of transforming the malestream curriculum and culture in universities, precipitating a radical upheaval of what can and should be known, and this book examines how far this has been

achieved. *Qualitative research with women students of diverse backgrounds in the UK and with women academics internationally reveals the interplay between women's power, or lack or it, in the university and the world outside.*

Surviving the Academy: Feminist Perspectives, Danusia Malina & Sian Maslin-Prothero (Eds.), Falmer Press, 1998.

This book explores the intricate relationships between women, their lives, and higher education. These different roles and relationships continue to create tensions in women's personal and professional lives. This book, a compilation of specially commissioned papers as well as papers presented at a Women in Higher Education Network (WHEN) conference, explores these tensions and the gender division of labor in the workplace and identifies strategies for survival. The contributors discuss a range of issues affecting women in higher education—their roles and practices at different levels, in a variety of disciplinary areas—and explore the creation of spaces for dialogue and cooperation.

Inspiration

The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life, Parker L. Palmer, Jossey-Bass Publishers, 1998.

Teachers choose their vocation for reasons of the heart, because they care deeply about their students and about their subject. But the demands of teaching cause too many educators to lose heart. In this book, Palmer takes teachers on an inward journey toward reconnecting with their vocation and their students— and recovering their passion for one of the most difficult and important of human endeavors. It "builds on the simple premise: Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher."

The Courage to Teach: A Guide for Reflection and Renewal, Rachel C. Livsey with Parker L. Palmer, Jossey-Bass Publishers, 1999.

This guide, like Parker L. Palmer's book, <u>The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life</u>, "invites the reader to explore the inner landscape of a teacher's life along three distinct but related pathways: intellectual, emotional, and spiritual. (It) "raises questions, examines ideas, explores images, and suggests practices that emerge from the rich array of insights in <u>The Courage to Teach</u>."

Teaching with Fire: Poetry That Sustains the Courage to Teach, Sam M Intrator & Megan Scribner, ed., Jossey-Bass, 2003.

"We must find ways to keep our hearts alive as we serve our students. Poetry has the power to keep us vital and focused on what really matters in life and schooling." This book is a collection of eighty-eight poems from well-known poets such as Walt Whitman, Langston Hughes, Emily Dickenson, Pablo Neruda and Billy Collins. Each poem is accompanied by stories from teachers explaining the significance of that poem in his or her life.

The Lemming Dilemma: Living With Purpose, Leading With Vision, David Hutchens, Pegasus Communications, Inc. 2000.

> *Another of the Learning Fables from Pegasus Books. A short, humorous, illustrated story that introduces the crucial organizational learning discipline of personal mastery--the evolving process of self-awareness that enables people to create new possibilities for themselves and their organizations. In this story, Emmy the lemming wakes up to her own purpose and vision, and defies the age-old urge to follow the other lemmings off the cliff. The story shows profound lessons about what it means to be the leader of your own life and to share your vision with others.*

Let Your Life Speak: Listening for the Voice of Vocation, Parker L. Palmer, Jossey-Bass Publishers, 2000.

> *With wisdom, compassion and gentle humor, the author invites us to listen to the inner teacher and follow its leadings toward a sense of meaning and purpose. Telling stories from his own life and the lives of others who have made a difference, he shares insights gained from darkness and depression as well as fulfillment and joy, illuminating a pathway toward vocation for all who seek the true calling of their lives.*

The Long Haul: An Autobiography, Myles Horton, with Judith Kohl & Herbert Kohl, Teachers College Press, 1998.

> *In his own, direct modest, plain-spoken style, Myles Horton tells the story of the Highlander Folk School. A major catalyst for social change in the United States for more than sixty years, this school has touched the lives of many people, Martin Luther King, Jr., Rosa Parks, Eleanor Roosevelt, and Pete Seeger. Filled with disarmingly honest insight and gentle humor, this book is an inspiring hymn to the possibility of social change. It is the story of Myles Horton, in his own words: the wise and moving recollections of a man of uncommon determination and vision.*

Stories of the Courage to Teach: Honoring the Teacher's Heart, Sam M. Intrator, Jossey-Bass, 2002.

> *This book has its genesis in Parker J. Palmer's* <u>*The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*</u>*. Since its publication in 1997, Palmer's book has struck a chord with teachers who felt weighed down by the educational system in which they work and it helped them to begin to recover the joy of teaching. Intrator's book is a collection of essays written by teachers at every level of practice who have been touched by Palmer's message. They have taken her words to heart and explore the inner landscape of their lives as educators. Their essays honor the heart of all teachers who struggle to reconnect with the course of their vocation.*

Teachers with the Courage to Give: Everyday Heroes Making a Difference in Our Classrooms, Jackie Waldman, ed., Conari Press, 2001.

"Each of us remembers the teacher who made a difference in our lives--the special person who has given us a glimpse of what we may accomplish or who we may become," says Jackie Waldman. In this book, she shares the stories of forty-two incredible teachers who go beyond the call of duty to make a powerful difference in the lives of their students.

Teaching from the Heart: Reflections, Encouragement, and Inspiration, Sharon M. Draper, Heinnemann, 2000.

According to the author, 1997 Teacher of the Year, teaching is a vocation, not a job, and those who teach need to be reminded of the importance of the work they do. This book does just that, offering inspiration and encouragement for anyone who has lost sight of the rewards of the profession. This book is not a reference or study guide, but rather features essays, conversations and poems that provide a needed boost. The treatment is light and friendly and is the kind of book that mentors passes along to their student teachers or college professors assign to their students as they begin their own teaching careers.

Those Who Can...Teach!: Celebrating Teachers Who Make a Difference, Lorraine Glennon and Mary Mohler, Wildcat Canyon Press, 1999.

A compilation of stories that pay tribute to the amazing men and women who devote their lives to students of all ages and walks of life. Inspiring reading for anyone who is a teacher, who hopes to become one, or whose life has been deeply touched by a dedicated educator. This book shows how one person can make a difference in both the life of an individual and the character of a nation.

Why I Teach: Inspirational True Stories from Teachers Who Make a Difference, Esther Wright, M.A., Prima Publishing, 1999.

A collection of stories from teachers everywhere that will remind you of those magic moments when a light goes on in the eyes of a child, when resistance breaks, when hearts connect--moments that make the challenges of teaching worth every second and remind you of why you are here in the first place. This book is a celebration of the power of teaching.

Leadership

First, Break all the Rules: What the Worlds Greatest Managers Do Differently, Marcus Buckingham & Curt Coffman, Simon & Schuster, 1999.

Based on in-depth interviews by the Gallop organization of over 80,000 managers in over 400 companies—the largest study of its kind ever undertaken. The greatest managers in the world seem to have little in common. They differ in age, gender, race, etc. They

employ vastly different goals. Yet despite their differences, great managers share one common trait: They do no hesitate to break virtually every rule held sacred by conventional wisdom. They do not believe that, with enough training, a person can achieve anything he sets his mind to. They do not try to help people overcome their weaknesses. They consistently disregard the golden rule. And, yes, they even play favorites. This book explains why, as it examines how managers excel at turning each employee's talent into performance.

Connecting Leadership to the Brain, *Michael H. Dickmann & Nancy Stanford-Blair*, Corwin Press, 2002. *
This book presents a framework aligning leadership with the ever-growing body of knowledge about neuroscience and human intelligence. This guide invites school administrators, teachers, policymakers, and industry leaders to further their understanding of leadership and fully embrace and embody the notion of becoming mindful leaders. Carefully researched and documented, yet filled with practical, immediately usable strategies, this book is a must-read for anyone seeking to understand and influence human behavior.

Good to Great, Jim Collins, Harper Collins Publishers, 2001.
Why some companies make the leap and others don't. How can good companies or organizations, or even mediocre or bad ones, achieve enduring greatness? Collins and his research team contrast companies who made astounding leaps from good to great with other companies who remained only good. Tackling one of the biggest questions that business has to offer, Collins disproves most of the current management hype of the superhuman CEO or the cult of IT. He write of not enabling mediocrity to become excellence, but rather competence to become excellence—that "great management is attainable by mere mortals and that its practitioners can build great institutions."

Leading with the Brain in Mind: 101 Brain-Compatible Practices for Leaders, Michael Dickmann, Nancy Stanford-Blair, & Anthea Rosati-Bojar, Corwin Press, 2004. *
Effective leadership hinges not only on understanding the nature of human intelligence, but also, more importantly, on applying the principles that nurture it. Taking leaders from knowledge about the value of brain-based leadership to action based on the available research is what thuis inspiring guide is all about. Using a combination of research, stories, case studies and reflective activities, the authors give readers a new understanding of leadership and provide them with the tools they need to bring new life and effectiveness to their roles.

Learning & Assessment

Adults as Learners: Increasing Participation and Facilitation Learning, K. Patricia Cross, Jossey-Bass Publishers 1981.

Describing "lifelong" learning as an attitude rather than a system, the author provides insight and research into the needs, motivations, recruitment, and demographics of adults who wish to be lifelong learners. Cross writes that, "lifelong learning is not a privilege or a right; it is simply a necessity for anyone, young or old, who must live with the escalating pace of change—in the family, on the job, in the community and in the worldwide society." This book aids in facilitating adult learning based on how and what adults learn and what they want to learn.

Assessing Student Learning: A Common Sense Guide, Linda Suskie, Anker Publishing Company, 2004.

This book summarizes current thinking on the practice of assessment in a comprehensive, accessible, and useful fashion for those without formal experience in assessing student learning. Short on background and theory and long on practical advice, it provides sensible guidance for assessment practitioners on virtually all aspects of assessment. It includes sections on: setting the stage for successful assessment by discussing the nature and rationale for assessing, principles of good practice, and campus culture; decisions involved in launching successful assessment efforts; information on choosing and using different assessment tools such as hands-on assignments, reflective writing, portfolios, traditional tests, surveys and focus groups, and published instruments; and information on summarizing, analyzing, communicating and using assessment results. This book presents teachers with well-informed principles and options that they can select and adapt to their own circumstances.

Classroom Assessment Techniques: A Handbook for College Teachers, Thomas A. Angelo and K. Patricia Cross, Jossey-Bass Publishers, 1993. (2 copies)

This book is a practical handbook to help college faculty develop a better understanding of the learning process in their own classrooms and assess the impact of their teaching upon it. It features fifty valuable classroom assessment techniques, each presented in a format that provides an estimate of ease of use, a concise description, step-by=step procedures for adapting and administering the technique, practical advise on how to analyze the data, pros, cons, caveats, and other useful information. The techniques are indexed for their usefulness in assessing content knowledge, higher-order thinking skills, course-related attitudes and values, and students' reactions to the course.

Collaborative Learning Techniques: A Handbook for College Faculty, Elizabeth F. Barkley, K. Barbara Gross, & Claire Howell Major, Jossey-Bass Publishers, 2005.

Engaging students in active learning is a predominant theme in today's classrooms. To promote active learning, teachers across the disciplines and in all kinds of colleges are incorporating collaborative learning into their teaching. This book guides teachers on what to do, how to do it, and why collaborative learning is important to students. The author synthesizes relevant research and good practice literature to offer detailed procedures for thirty collaborative learning techniques and practical suggestions on topics such as

how to form groups, assign roles, build team spirit, solve problems, and evaluate and grade student participation.

Cooperative Learning: Increasing College Faculty Instructional Productivity, David W. Johnson, Roger T. Johnson and Karl A. Smith, George Washington University, 1991.

The use of active learning strategies, such as cooperative learning, is growing at a remarkable rate. Professors are incorporating cooperative learning (the instructional use of small groups so that students work together to maximize their own and each other's learning) to increase students' achievement, create positive relationships among students, and promote students' healthy psychological adjustment to school. This monograph is about hoe college faculty can ensure that students actively create their knowledge rather than passively listening to the professor's. It is about structuring learning situations cooperatively at the college level so that students work together to achieve shared goals. Sections include: What is cooperative learning; basic elements of cooperative learning; research in cooperative learning; instructor's role in cooperative learning; base groups; and cooperation among faculty.

The Course Syllabus: A Learning-Centered Approach, Judith Grunert, Anker Publishing Company, 1997.

This practical manual presents why and how to construct a syllabus that shifts from what you will cover (the traditional syllabus) to one that reflects what tools and information you can provide students to help them learn (the learning-centered syllabus). The book's underlying assumption is that good teaching helps students understand how to actively acquire, use, and extend knowledge in an ongoing process of learning. The book's goal is to assist anyone interested in designing a learning-centered syllabus and shows how to plan and construct one. Contents include: the definition of learner-centered syllabus; planning the syllabus; eight principles of designing a course that fosters critical thinking; samples of content of a learner-centered syllabus; samples from successful syllabi; checklists; and references and suggested reading.

Creating Learning Centered Classrooms: What Does Learning Theory Have to Say?, Frances K. Stage, Patricia A Muller, Jillian Kinzie and Ada Simmons, George Washington University, 1998.

In the past decade, there has been a focus on teaching techniques in college classrooms, a movement that emphasizes active learning, the value of out-of-class learning, and the importance of assessment on college campuses. The all-important issue of learning by college students has been addressed without focusing on the all-important issue of how students learn academic material. One change that could begin to maximize students' learning would create "learning-centered" campuses. To create such a campus, we need to know how students learn, to understand barriers to students' learning, and to develop classroom techniques that promote learning among college students. The keys to this

knowledge lie in the fields of psychology, philosophy, and sociology, and many have a basis in the study of children's learning and development. Sections in this book include: frameworks for the college classroom; attribution theory; the self-efficacy of the college student; social constructivism as a basis for learning; Freire's theory of conscientization; other theories challenging classroom assumptions; classroom-based research; and implications for the college classroom.

Designing and Assessing Courses and Curricula: A Practical Guide, Robert M. Diamond, Jossey-Bass, 1998.

Many institutions, departments, and instructors recognize significant problems in the content and design of curricula or courses. But their efforts toward change are often hampered by uncertainty about where to begin, the questions to ask, the options to explore, what outcomes to target, and what roles faculty, curriculum committees, and administrators should play. This book provides a model for this change. Written with the faulty member in mind, it responds to the questions of faculty who see the need for change, but are unsure of how to reach their goals. Tested and refined through long-term use and study, the model presented in this book shows how to move from concept to actualization, from theory to practice. This newly revised edition contains more than fifty percent new material with many new examples and hands-on guidance for designing effective courses and curricula.

Effective Grading: A Tool for Learning and Assessment, Barbara E. Walvoord and Virginia Johnson Anderson, Jossey-Bass Publishers, 1998. (2 copies)

The grading process can yield rich information about student learning. The authors view grading as a complex process that serves multiple roles: motivation, communication, and organization. Through discussion, classroom examples, activities, and resources, this practical and informative book enables faculty to go beyond using grades as isolated artifacts and helps them make classroom processes more fair, time-efficient, and conducive to learning. Classroom assessment of learning can then contribute to departmental and general-education assessment in ways that meet the needs of institutions and accrediting agencies. This book balances assessment theory and hands-on advice. It offers an in-depth examination of the link between teaching and grading and provides concrete guidance on such critical steps as setting and communicating grading standards, developing assignments to grade, managing time spent on grading, and providing feedback for students.

Generating Learning and Action Principles in Role and Context: A discussion by Professional Staff Advisors, Advising Department, Alverno College Institute, 1998.

Most conversations about learning to teaching happen in a particular department or office. When generating action principles at a department meeting, faculty or staff may bring forward a depth of understanding about a learning or action principle as it impacts their particular role. In this 15-page booklet seven professional staff advisors at Alverno

College Institute use different facets of one learning principle, "Learning that lasts is developmental and individual, transitional and transformative," to generate action principles. It is a summary of a transcribed conversation.

Learner Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning, Mary E. Huba and Jann E. Freed, Allyn and Bacon, 2000.

This resource is a well constructed introduction to learner-centered assessment, complete with practical, ready-to-implement assessment techniques. Designed to bring you up to speed quickly, this book is grounded in the principles of constructivist learning theory and continuous improvement. It helps you to connect with what you already know about assessment, integrate that knowledge with new information, and try approaches to enhance your students' learning. You see clearly what it means to shift from a teacher-centered paradigm of instruction to a learner-centered paradigm. It includes practical approaches for: formulating intended learning outcomes; gathering ongoing feedback from your students to guide instruction; developing scoring rubrics with clear criteria for guiding and evaluating student work; assessing student's ability to think critically and address issues and problems in their disciplines; and using portfolios to promote and evaluate student learning.

Learner-Centered Teaching: Five Key Changes to Practice, Maryellen Weimer, Jossey-Bass Publishers, 2002.

In this book, the author explains that learning-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 further learning. To help educators accomplish the goals of learner-centered teaching, this book presents meaning, practice, and ramifications of the learner-centered approach, and how this approach transforms the college classroom environment. This book shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone, and offers advice for educators who wish to transition to a learner-centered approach in their classrooms.

Learning and Change in the Adult Years: A Development Perspective, Mark Tennant and Philip Pogson, Jossey-Bass Publishers, 1995.

This book is the first in-depth treatment of the connection between the literature of adult development and the practice of adult education. It is clearly and accessibly written and helps teachers understand how developmental processes affect adult's capacity for self-direction and their ability to learn from experience. The authors provide an informative and well-written exploration of the key developmental issues in adulthood and how they can be addresses in teaching and learning within lifelong education programs. They provide a reaffirmation of the importance of psychology as a foundation for understanding and working successfully with adult learners. This book is recommended to all who take learner-centered education seriously.

Learning and Motivating in the Postsecondary Classroom, Marilla D. Svinicki, Anker Publishing Company, 2004.

While there is much available research and theory about learning and motivation, until now there has been no resource that translates esoteric finding into everyday language and examples that can be readily applied to college classrooms. This book brings the findings and theories of educational psychology to classroom faculty, helping them to adopt a scholarly approach to understanding their students' learning problems. Nine clearly written chapters demonstrate how theories can be successfully adapted to the classroom, and a useful appendix succinctly outlines the theories: cognitive, concept learning, social learning, constructivism, and motivational.

Learning That Lasts: Integrating Learning, Development and Performance in College and Beyond, Marcia Mentkowski & Associates, Jossey-Bass Publishers, 2000.*

Today's colleges and universities face increasing pressure to develop programs and curricula that will teach students how to handle life's unexpected challenges and events. This book explores what it means for learners to transform themselves and for educators to foster essential skills for learning, leading, teamwork, and adapting with integrity in college and beyond. It intertwines educational theory, practice and research by demonstrating how learning frameworks can shape curricula, teaching strategy and assessment. The author defines "learning that lasts" as the successful integration of learning, development, and performance.

The Learning Portfolio: Reflective Practice for Improving Student Learning, John Zubizarreta, Anker Publishing Company, 2004.

The learning portfolio— grounded in a process of reflection, evidence, and collaboration— is a rich, flexible document that engages students in continuous, thoughtful analysis of their learning. The portfolio may be paper, electronic, or other creative medium, but at its center, the power of writing and reflection combine in the portfolio with purposeful, selective collection and assessment of learning endeavors and outcomes to improve learning. This book offers both an academic understanding of and rationale for learning portfolios and practical information that can be custom tailored to suit many disciplinary, pedagogical, programmatic, and institutional needs. This book reflects the intellectual growth and excitement that both professors and students have experienced in developing learning portfolios.

Problem-Based Learning in the Information Age, Dave S. Knowlton and David Sharp, ed., Jossey-Bass Publishers, 2003.

This volume of New Directions for Teaching and Learning *provides information about theories and practices associated with problem-based learning (PBL). Partially because of changes in the Information Age that are transforming the nature of knowledge and the types of problems that people face, professors are adopting PBL to facilitate a broader and more up-to-date role of what it means to learn. Professors, however, will encounter*

their own set of problems when designing and implementing a problem-based curriculum. Not unlike PBL assignments to their students, the issues and obstacles professors will encounter require practical solutions. The authors have practical experience in the design and implementation of PBL and offer insightful commentaries and guidelines including: ideas for designing useful problems; creating environments conducive to problem solving; facilitating students' problem-solving activities; and assessing students' efforts in problem solving.

Student Learning: A Central Focus for Institutions of Higher Education (A Report and Collection of Institutional Practices of the Student Learning Initiative), Alverno College Institute, 2002.

What can we do to improve the quality of student learning in our institutions? This is a question that all of us involved in higher education ask ourselves regularly. We are already making significant efforts to foster student learning on our campuses, but a commitment to making our institutions effective learning environments requires ongoing attention to this question. This publication is an invitation to focused inquiry into the discourse about what it means to make student learning a central focus of institutions of higher education. Complementing this discourse is a large section containing various institutional practices that describe initiatives at each of the institutions across the country that participated in the authoring of this publication.

T*eam-Based Learning: A Transformative Use of Small Groups in College Teaching*, Larry K. Michaelsen, Arletta Bauman Knight and Dee Fink (Eds.), Stylus Publishing, 2004.

This book describes team-based learning (TBL), an unusually powerful and versatile teaching strategy that enables teachers to take small-group learning to a new level of effectiveness and transform the classroom experience. It is the only pedagogical use of small groups that is based on a recognition of the critical difference between "groups" and "teams," and intentionally employs specific procedures to transform newly formed groups into high-performance learning teams. This is a complete guide to implementing TBL in a way that will promote the deep learning all teachers strive for: critical thinking, collaboration, mastery of discipline knowledge, and the ability to apply it.

Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices, Stephen D. Brookfield, Jossey-Bass Publishers, 1986.

This book gives a comprehensive and appropriately critical acquaintance with the present state of adult education, both theoretical and practical. If offers case studies and program examples drawn from settings in Canada, the U.S., and Europe which reflect a welcome international outlook, as well as a bibliography of 690 titles that provide a wealth of research material. It is a useful guide to both facilitating adult learning and for developing a philosophy of practice that will help to develop solid theories-in-use.

Online Education & Technology

Building Learning Communities in Cyberspace: Effective Strategies for the Online Classroom, Rena M. Palloff and Keith Pratt, Jossey-Bass Publishers, 1999. (2 copies)

Written for faculty, instructors, and trainers in any distance learning environment, this book shows how to create a virtual classroom environment that helps students excel academically, while fostering a sense of community. This practical, hands-on guide is filled with illustrative case studies, vignettes, and examples from a wide variety of successful online courses. It offers proven strategies for handling challenges that include: engaging students with subject matter; accounting for attendance and participation; working with students who do not participate; understanding the signs of when a student is in trouble; and, building online communities that accommodate personal interaction.

Effective Teaching with Technology in Higher Education, A. W. Bates and Gary Poole, Jossey-Bass, 2003.

This book provides a comprehensive theoretical and pedagogical foundation for helping instructors make critical decisions about the use of technology within the college curriculum. It 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 provide guidance for and discussions about: developing and delivering a course with technology; organizational and technical support structures that are needed; trends and future of delivery of teaching with technology; and, advantages and disadvantages of technology-based teaching and learning.

Engaging the Online Learner: Activities and Resources for Creative Instruction, Rita-Marie Conrad and J. Ana Donaldson, Jossey-Bass Publishers, 2004. (2 copies)

This is the first title in Jossey-Bass Guides to Online Teaching and Learning. This series helps higher education professionals improve the practice of online teaching and learning by providing concise, practical resources focused on particular areas or issues they might confront in this learning environment. This book includes an innovative framework—Phases of Engagement—that helps learners become more involved as knowledge generators and co-facilitators of a course. It provides specific ideas for tested activities (collected form experienced online educators across the nation) that can go a long way to improving online learning.

Facilitating Online Learning: Effective Strategies for Moderators, George Collison, Bonnie Elbaum, Sarah Haavind and Robert Tinker, Atwood Publishing, 2000.

This book is aimed specifically at new or relatively new facilitators of online education or training courses. The authors guide you in learning the groundbreaking techniques and

skills necessary to effectively facilitate online dialogue, community, and, ultimately, education.   Chapters include: principles that support effective moderating; negotiating space--forms of dialogue and goals of moderating; key facilitator roles; healthy online communities; voice; critical thinking strategies; and, roadblocks and getting back on track.

Teaching

147 Practical Tips for Teaching Professors, Robert Magnan, ed., Atwood Publishing, 1990.

> *From the issues of* The Teaching Professional *comes this collection of tried and tested tips for new and experienced professors. Starting with pre-term activities and moving through the term to examinations, grading, and evaluation, this book covers all the important phases of the teaching process. You will find inside topics such as physicality, large lectures, discussions, and evaluations. Whether you lecture to mega-classes or lead small discussions, this book will help you improve your teaching effectiveness.*

147 Practical Tips for using Icebreakers with College Students, Robert Magnan, 2005. *

> *This book is designed to help faculty members that are deciding to use icebreakers for the first time as well as teachers that already use icebreakers. This book includes icebreakers that will help students feel more comfortable, introduce the teacher, and get a sense of the students in general as well as many more. A great resource for those that have used icebreakers for years or are just getting started.*

The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning, James E. Zull, Stylus Publishing, 2002. *

> *Neuroscience tells us that the products of the mind--thought, emotions, artistic creation--are the result of the interactions of the biological brain with our senses and the physical world: in short, thinking and learning are the products of a biological process. The realization that learning actually alters the brain, by changing the number and strength of synapses, offers a powerful foundation for rethinking teaching practice and one's philosophy of teaching. The author invites teachers in higher education to accompany him in his exploration of what scientists can tell us about the brain to discover how this knowledge can influence the practice of teaching. He describes the brain's functions in clear, non-technical language and an engaging conversational tone, always relating them to the real world of the classroom and his own evaluation as a teacher.   This book is grounded in the practicalities and challenges of creating effective opportunities for deep and lasting learning, and of dealing with students as unique learners.*

Becoming a Critically Reflective Teacher, Stephen D. Brookfield, Jossey-Bass, 1995.

> *In this book, Brookfield applies the principles of adult learning and thoughtfully guides teachers through the process of becoming critically reflective about their teaching, confronting the contradictions involved in creating democratic classrooms, and using critical reflection as a tool for continuous personal and professional development. He describes through examples what critical reflection is and why it is so important, and tells teachers how they can reframe their teaching by viewing their practice through four distinctive lenses: their autobiographies as teachers, their students' eyes, their colleagues perceptions, and theoretical literature. Taking the reader through theory, research, and practicalities, he tackles the ideology of what it means to operate in a critically reflective pose and how it has a direct impact on teaching and learning.*

Best Practice: New Standards for Teaching and Learning in America's Schools, Steven Daniels, Harvey Daniels and Arthur Hyde, Heinemann, 1998.

> *In its original edition,* Best Practice *was the first book to summarize the emerging standards of state-of-the-art teaching, offering practical descriptions of instructional excellence across the curriculum. Now, in this extensively revised and expanded second edition, there are updated descriptions of progressive teaching in six subject areas: reading, writing, mathematics, science, social studies, and the arts. While this edition draws upon official standards documents from a disparate array of leading professional groups, it nonetheless reveals a surprising and encouraging level of agreement: The consensus is that students learn best in schools that are student centered, experiential, democratic, and collaborative--yet rigorously challenging. Following this book may yet attain this goal.*

Better Teaching, More Learning: Strategies for Success in Postsecondary Settings, James R. Davis, Oryx Press, 1993.

> *This book argues that postsecondary instructors have to improve their performance n the classroom not only by better understanding how teachers teach, but also how learners learn. Most teachers are well trained in their disciplines and are eager to communicate this knowledge to their students, but many feel hindered by the lack of a conceptual framework for thinking and talking about their profession. Few educators receive training in how to teach nor acquire an understanding of how learning occurs. Left without guidance, most teachers find and become comfortable with only one teaching strategy and confine themselves solely to it. Rather than focus on technique, as other writers on teaching improvement have done, the author puts student learning at the center of his discussion. He translates recent research on learning into a form useful for college teachers, and then integrates it with current thinking on teaching to construct a framework or model for effective classroom communication.*

Classroom Research: Implementing the Scholarship of Teaching, K. Patricia Cross and Mimi Harris Steadman, Jossey-Bass Publishers, 1996.

The Craft of Teaching, Kenneth E. Eble, Jossey-Bass Publishers, 1988.

Eble's 1976 classic on college teaching was hailed as one of the best books ever published on the topic. Updated and revised, this book offers insights on issues of enduring importance—from how to help students and how to make the best use of the classroom to the nuts and bolts of assignments, tests, grades, and textbooks. It provides: an overview of teaching, looking at assumptions teachers make and the attitudes and skills they would do well to develop; teaching inside and outside the classroom; practical problems and predictable crises of day-to-day teaching; and preparing teachers in graduate school and the importance of the attitudes and commitments new teachers bring to teaching. Among other topics, such as mentoring, Eble devotes a chapter to critical thinking—analyzing such questions as what spurs us to think, how we move from random thought to problem-solving, and what teachers can do to encourage and develop students' thinking.

Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses, L. Dee Fink, Jossey-Bass Publishers, 2003. *

Dee Fink poses a fundamental question for all teachers: "How can I create courses that will provide significant learning experiences for my students?" In the process of addressing this question, he urges teachers to shift from a content-centered approach to learning to a learning-centered approach that asks "What kinds of learning will be significant for students, and how can I create a course that will result in that kind of learning?" Fink provides several conceptual and procedural tools that will be invaluable for all teachers when designing instruction.

Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms, Stephen D. Brookfield & Stephen Preskill, Jossey-Bass Publishers, 1999.

Stimulating good discussions is often one of the more difficult tasks of teaching, as well as an important and underutilized pedagogical approach that fosters democratic participation and enhances learning. This book is a guide to planning, conducting, and evaluating lively discussions, and offers a variety of practical ideas, tools, and techniques for creating democratic classrooms. The authors suggest exercises to get discussion started, strategies for maintaining its momentum, ways to elicit a diversity of views and voices, ideas for creative groupings and formats, and processes to encourage student participation. They address the tensions and possibilities that may arise from ethnic, cultural, social class, and gender differences, as well as how to balance the voices of students and teachers while still preserving the moral, political, and pedagogic integrity of discussion.

Engaging Large Classes: Strategies and Techniques for College Faculty, Christine A. Stanley and M. Erin Porter, ed., Anker Publishing Company, 2002.

Large classes are a fact of life in higher education. With 100 or more students in fixed seating, how does a teacher structure the class to promote student learning? How does one manage the logistics of such a class? Are there alternatives to the lecture format?

Are there actually advantages to the large class? This book addresses these and many other questions. Experienced teachers of large classes across a wide range of disciplines and institutions offer instructional strategies and advice for both new and experienced faculty members. What many contributors have learned is that large classes can be just as stimulating and rewarding as small ones, and that the large size can yield surprisingly positive opportunities.

The Facilitator's Pocketbook, John Townsend & Paul Donovan, 1999. *
 A pocketful of proven tips, techniques and tools for anyone who needs to bring out the best in people at meetings, in teambuilding sessions, project work, problem solving groups, and training events.

First-Order Principles for College Teachers: Ten Basic Ways to Improve the Teaching Process, Robert Boice, Anker Publishing Company, 1996.
Based on his many years of teaching, training, and writing, the author has developed ten basic principles that together form a foundation for effective teaching. Practicing these empirically tested principles can bring faster success to classroom performance, can generalize to other tasks such as scholarly writing, and can provide a basis for making better use of traditional advice about teaching improvement--and they are effective and economical. With the first-order principles, teachers learn how to relax and manage their jobs and their growth as a teacher. The principles, each building on the last, are: 1) moderate classroom incivilities with pro-social immediacies, 2) wait, 3) begin before feeling ready, 4) work and teach in brief regular sessions, 5) stop, 6) moderate over-attachment to content and overreaction to criticism, 7) moderate negative thinking and strong emotions, 8) let others do some of the work, 9) welcome learning and change, and 10) build resilience by limiting wasted efforts.

Journal on Excellence in College Teaching (Volume 7, Number 1), Milton D. Cox, ed., Miami University, 1996.
This volume of the journal includes articles from professional in the field addressing topics including: collaborative and cooperative learning; using reflection in cooperative learning groups; instruction and assessment of graduate students; do writing groups foster authentic voice; fostering moral conversations in the college classroom; teaching peace through structured controversy;; and classroom strategy for teaching economics in a multidisciplinary context.

Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults, Jane Vella, Jossey-Bass Publishers, 2002.
In this updated version of her landmark book, Jane Vella revisits her twelve principles of dialogue education with a new theoretical perspective gleaned from the discipline of quantum physics. Vella sees the path to learning as a holistic, integrated, spiritual, and energetic process. She uses engaging, personal stories of her work in a variety of adult settings, in different countries, and with different educational purposes, to show readers how to utilize the twelve principles in their own practice with any type of adult learner, anywhere. New material includes: the latest research on learning tasks; updated ways to

do needs assessment; and new insights from the field of quantum physics applied to adult teaching and learning.

McKeachie's Teaching Tips: Strategies, Research and Theory for College and University Teachers, Wilbert J. McKeachie, 11th edition, Houghton Mifflin Company, 2002. (plus one copy of the 10th Edition)

A best-selling practical handbook that is an invaluable tool for college instructors. Originally written for Teaching Assistants, it is now widely and highly regarded by more experienced teachers. The seven sections of this handbook are: Getting Started (including university culture and course preparation), Basic Skills for Facilitating Student Learning, Understanding Students, Adding to Your Repertoire of Skills and Strategies for Facilitating Active Learning, Skills for Use in Other Teaching Situations, Teaching for Higher Level Goals, and Lifelong Learning for the Teacher.

Models for Improving College Teaching: A Faculty Resource, Jon E. Travis, George Washington University, 1995.

As learning becomes more complex, students depend on faculty to assist them with a multitude of obstacles. Yet given the typical preparation college faculty receive for teaching, the tendency to concentrate on presentational methods, such as lecturing, can aggravate students' difficulties with learning. Instructors are encouraged to stop viewing teaching as "covering the content" and to start viewing it as "helping the students learn." Such a change in process orientation can lead to a focus on understanding how people learn and the variable and variations of learning that are possible. This book covers various models such as: assessment/feedback models; discussion/sharing models; dissemination models; clinical development models; teaching/learning models; and instructional planning models.

A New Alliance: Continuous Quality and Classroom Effectiveness, Mimi Wolverton, George Washington University, 1994.

The purpose of this volume is to describe several colleges and universities that decided upon a more proactive and systematic approach to changing the way faculty function in their classrooms and what they teach. It introduces the reader to a brief overview of five primary business and educational perspectives on continuous quality improvement-- those of Deming, Juran, Crosby, Cornesky, and Seymour. Each perspective shares a common origin in statistical quality control and its offspring, total quality management (TQM). The author utilizes case studies to illuminate and discuss these perspectives on quality control.

Student-Assisted Teaching: A Guide to Faculty-Student Teamwork, Judith E. Miller, James E. Groccia and Marilyn S. Miller, ed., Anker Publishing Company, 2001.

This monograph provides a range of models for undergraduate student-assisted teaching partnerships to help faculty, faculty developers, and administrators make learning more student-centered, more effective, and more productive. The 31 models in this book are supported with practical details and focus on four main aspects of a specific peer-assisted learning environment: 1) implementation, 2) evidence of effectiveness and learning benefits, 3) analysis of time and cost expenditures, and 4) suggestions for replication. The chapters present a range of approaches, application, disciplines, institutions, and contexts, and demonstrate that student-faculty partnerships can be adapted to meet diverse needs in a variety of situations. Areas discussed include: programs for first-year students, difficult courses, special groups, courses and programs for all students, and faculty development.

Successful Beginnings for College Teaching: Engaging Your Students from the First Day, Angela Provitera McGlynn, Atwood Publishing, 2001.

If you're a college teacher, the first days of each course you teach are the most critical of the term. The tone you set in your classroom in the beginning will either grab your students or "lose" them--whether "lose" means losing students physically (they drop the course) or psychologically (they simply "tune out" for the duration of the term). In this book, McGlynn, a veteran instructor, shows you the many tools and strategies you can employ to get your classes off to a positive, fruitful start. You'll learn how to make your expectations clear, create a welcoming classroom atmosphere, motivate your students for the long haul, and keep your students involved through the inevitable "mid semester blahs and on the end of the term. Also explored is the increasingly common and disturbing classroom problem--student incivility--so that all of your students can learn in an inclusive safe environment that is free from frustrating distractions.

Talkin' Tall: Voices for "Millennium" Teachers, Sonja Schmieder, ed., Augsburg College PTS Project, JDL Technologies, 2003. (2 copies)

During the past decade, we have seen the advent of an impressive array of dramatic initiatives directed at school reform, improvement and accountability. These initiatives have included standards-based education, technology-centered learning, the use of research on teaching and learning, data-driven educational decision-making, project-based learning, and high-stakes testing to assess student progress and to evaluate the effectiveness of schools and their personnel. This monograph is a compilation of 28 papers by top educators and leaders from across the country which addresses such initiatives.

Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement, George Washington University, 1995.

This book works with the assumption that teaching is not taken seriously by a large number of faculty and administrators, and that there is a lack of emphasis given to making the skill of teaching an important consideration in judging faculty performance and a focus of continuous professional development. It includes sections on: the challenge and process of instructional improvement; the teaching culture; the teacher as reflective practitioner; listening to the voice of students; colleagues, consultants, and chairs; and

new and junior faculty. This book portrays the expectations that students, employers, parents and other stakeholders have for measuring the quality of an institution and details the primary characteristics of a culture that is supportive of instructional improvement. For those institutions that are serious about taking teaching seriously, this book will be very useful in making these characteristics a permanent part of their culture.

Teaching at its Best: A Research-Based Resource for College Instructors, Linda B. Nilson, Anker Publishing Company, 2003.

This handbook is a compilation of hundreds of practical teaching techniques, formats, classroom activities, and exercises. This newly revised edition of the best-selling book covers more topics relevant to today's classroom such as technology and the internet, problem-based learning, diversity, service-learning, and faculty evaluation systems. New sections include teaching with laptops, course portfolios, teaching problem solving, getting your students to do readings, learning and adult learning, the learning-centered syllabus, the cognitive profile learning styles model, classroom management/incivility, academic honesty, and grading.

Teaching on Solid Ground: Using Scholarship to Improve Practice, Robert Menges, Mary Weimer and Associates, Jossey-Bass Publishers, 1996.

This book shows how critical new findings on teaching and learning can inform and enhance day-to-day practice in the college classroom. Experts on the scholarship of teaching illustrate research findings on key topics such a collaborative learning, creating effective assignments, giving feedback, and dealing with diversity. They explain in practical, useful terms how teachers can put this knowledge to use to strengthen both their own skills and their students' learning. This book presents new ways of thinking about instruction, and it explores the issues—including faculty motivation and quality teaching—that demand faculty attention at the institutional and professional level.

Tools for Teaching, Barbara Gross Davis, Jossey-Bass Publishers, 1993. (3 copies)

This book is a rich compendium of classroom-tested strategies and suggestions designed to improve the teaching practice of beginning, mid-career, and senior faculty members. Forty-nine teaching tools organized into twelve sections, cover both traditional tasks—writing a course syllabus, delivering an effective lecture—and newer, broader concerns, such as responding to diversity and using technology. Each tool includes a brief introduction, a set of general strategies, and concise descriptions of practical ideas culled from distinguished teachers, as well as from the literature on teaching and learning. The tools are designed to be read and used independently and function as a daily reference for faculty who are looking for best practices. From designing and offering a new course to tackling the problems of burnout or stagnation, this book provides faculty with the information they need to improve and revitalize their course.

The Trainer's Pocketbook, John Townsend, 1999. *
   A pocketful of proven tips, techniques and tools for trainers and team leaders.

Turning Teaching into Learning: The Role of Student Responsibility in the Collegiate Experience, Todd M. Davis and Patricia Hillman Murrel, George Washington University, 1993.
   Recent scholarship has emphasized the importance of student effort and involvement in their academic and co-curricular activities as the decisive elements in promoting positive college outcomes. As colleges have struggled to extend opportunities, an accompanying expectation for students to assume responsibility for their own education often has been lacking. Institutions must work to create a climate in which all students feel welcome and able to fully participate, and to nurture an ethic that demands student commitment and promotes students responsibility. This book includes chapters on: introduction to student responsibility; Robert Pace's contribution to responsibility; theories of student responsibility; research on student background; college environment; college outcomes; and implications of student responsibility.

The Use of Case Studies and Group Discussion in Education, Videotape, Minnesota State Colleges and Universities, 2001.

What the Best College Teachers Do, Ken Bain, Harvard University Press, 2004. (2)
   What makes a teacher great? Who are the professors students remember long after graduation? This book, the conclusion of a fifteen-year study of nearly one hundred college teachers in a wide variety of fields and universities, offers valuable answers for all educators. Ken Bain, Director of the Center for Teaching Excellence at New York University, shares humorous and touching stories giving examples of ingenuity and compassion, of students' discoveries of new ideas and the depth of their own potential.

Teaching Assistant Resources

Handbook for Teaching Assistants, Carolyn Leiberg, ed., University of Iowa, 2002.
   A publication put out by the University of Iowa, this handbook is a resource for new and continuing teachers. Sections included are: Help with Your Teaching; Teaching; Meeting the Students; Life in the Classroom; Communicating with Students, Expectations for Behavior, Academic Issues, and Code of Teaching Responsibilities.

* These books belong to The Center for Excellence in Teaching and Learning. Contact the Center if your wish to borrow these specific books.

Library dependencies can be added in two ways: unmanaged dependencies are jars dropped into the lib directory. managed dependencies are configured in the build definition and downloaded automatically from repositories. Unmanaged dependencies. Most people use managed dependencies instead of unmanaged. But unmanaged can be simpler when starting out. Unmanaged dependencies work like this: add jars to lib and they will be placed on the project classpath.

The Region 5 T/TAC lending library allows educational personnel and parents the opportunity to use devices, switches, DVDs, software, and books covering disabilities and special education-related topics that help enhance communication, learning, and teaching. Having a trial period offers the chance to explore the usefulness of different materials in different situations. All users must register for an online account to checkout library items. Register Now.