

# Kettering University

## CENTER FOR EXCELLENCE IN TEACHING & LEARNING

### **Books and booklets held in the CETL Resource Center, listed alphabetically by author with a brief synopsis.**

Aleamoni, Lawrence M. Techniques for Evaluating and Improving Instruction. San Francisco: Jossey-Bass Publishers, 1987.

This book is aimed at providing faculty and administrators with practical approaches for instructional improvement and evaluation programs.

Alzahabi, Basem. A Primer on Course-Level Assessment. 2001.

Angelo, Thomas. Classroom Assessment & Research: An Update on Uses, Approaches, and Research Findings. San Francisco: Jossey-Bass Publishers, 1998.

This volume concentrates on the extension of the techniques into a variety of areas, with a discussion of using classroom assessment techniques as tools for building student learning skills.

Angelo, Thomas, and Patricia K. Cross. Classroom Assessment Techniques: A Handbook for College Teachers. 2<sup>nd</sup> Ed. San Francisco: Jossey-Bass Publishers, 1993.

This edition offers how-to advice on classroom assessment, from what it is and how it works to how to plan, implement, and analyze assessment projects.

Astin, Alexander W. What Matters in College: Four Critical Years Revisited. San Francisco: Jossey-Bass Publishers, 1993.

This book addresses a wide range of issues pertaining to traditional-age college undergraduates who enter college soon after completing high school, showing how cognitive and affective outcomes are affected by student peer group experiences and by the faculty's values, interests, and styles of teaching. Intended primarily for faculty, administrators, and policy makers.

Bess, James. Teaching Well & Liking It: Motivating Faculty to Teach Effectively. Baltimore: Johns Hopkins University Press, 1997.

This book consists of a collection of 21 essays addressing the theoretical and practical issues affecting teacher motivation. The contributors cite personal experiences from the fields of psychology, education, sociology, and public policy as each considers the internal and external factors that create effective teaching, organizational conditions such as job characteristics, leadership, and student diversity, and system-wide conditions such as career phases, public policy, politics, and the vagaries of the academic marketplace.

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

Nihil Nimus is a unique and essential guide to the start of a successful academic career. As its title suggests (nothing in excess), it advocates moderation in ways of working, based on the single-most reliable difference between new faculty who thrive and those who struggle. By following its practical, easy-to-use rules, novice faculty can learn to teach with the highest levels of student approval, involvement, and comprehension, with only modest preparation times and a greater reliance on spontaneity and student participation. Similarly, new faculty can use its rule-based practices to write with ease, increasing productivity and creativity through brief, daily sessions of focused and relaxed work.

Boice, Robert. First Order Principles for College Teachers: Ten Basic Ways to Improve the Teaching Process. Bolton, MA: Anker Publishing Company, 1996.

The author has developed ten basic principles that together form a foundation for effective teaching. These steps help teachers learn to relax and manage their jobs and their own growth as teachers.

Bosworth, Kris. Collaborative Learning: Underlying Processes and Effective Techniques. San Francisco: Jossey-Bass Publishers, 1994.

This volume uses information about current developments in collaborative learning across the country to extend our understanding of its possibilities and offer guidance to faculty who wish to establish effective collaborative learning classrooms.

Brookfield, Stephen. Becoming a Critically Reflective Teacher. San Francisco: Jossey-Bass Publishers, 1995.

The author offers a very personal and accessible guide to how faculty at any level and across all disciplines can improve their teaching. Applying the principles of adult learning, he thoughtfully guides teachers through the processes of becoming critically reflective about teaching, confronting the contradictions involved in creating democratic classrooms, and using critical reflection as a tool for continuous personal and professional development.

Brookfield, Stephen. The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom. San Francisco: Jossey-Bass Publishers, 1990.

This book offers insight, inspiration, and down-to-earth advice to new and seasoned teachers, showing how to thrive on the unpredictability and diversity of classroom life. There is also practical advice on lecturing, discussions, role-playing, simulation, and other instructional techniques.

Bruffee, Kenneth. Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge. 2<sup>nd</sup> Ed. Baltimore: John Hopkins University Press, 1999.

The author begins by discussing the place of collaborative learning in higher education, explaining what it is, how it works, and why. He then examines the implications of the Kuhnian understanding of knowledge on which collaborative learning is based, explaining how non-foundational social constructionist thought changes our understanding of education in general. He argues that changing college and university education depends first on changing how teachers think about knowledge, teaching, and learning. He describes the practical value of the activities encouraged by a collaborative approach, students working in consensus groups and research teams, tutoring peers, and helping each other with editing and revision.

Campbell, William, and Karl A. Smith. New Paradigms for College Teaching. 1997. This book is written for faculty searching for new ways to help students learn. Chapters provide a variety of methodologies including cooperative learning, writing-across-the-curriculum, active learning, and learning communities.

Chism, Nancy. Peer Review of Teaching: A Sourcebook. Bolton, MA: Anker Publishing Company, 1999.

This sourcebook is for administrators who wish to develop a strong peer review component to their system for evaluating and improving teaching and for faculty who will be engaged in the system, both as evaluators and as subjects of evaluation.

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

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.

Curzan, Anne, and Lisa Damour. First Day to Final Grade: A Graduate Student's Guide to Teaching. Ann Arbor: University of Michigan Press, 2000.

The text is written to function as a quick reference tool, but is equally effective when read from start to finish in preparation for teaching. It focuses on the how-to's of teaching, such as setting up a lesson plan, running a discussion, and grading, as well as issues specific to the teaching assistant's unique role as both student and teacher, such as working effectively with the course professor and balancing teaching with graduate studies. While some of the text addresses only first-time teachers, experienced teaching assistants can learn new teaching strategies from the material and use the specific lesson plans provided to vary their pedagogical approach. In addition, sections addressing the needs of international teaching assistants, questions of authority, diversity in the classroom, and various learning styles will also prove helpful to many.

Davidson, Cliff I., and Susan A. Ambrose. New Professors Handbook: A Guide to Teaching and Research in Engineering and Science. Bolton, MA: Anker Publishing Company, 1994.

For anyone making the transition to new faculty member in engineering and science, this resource distills the literature on teaching and gives information on starting and conducting a research program. Includes: course planning, lecturing, and developing exams; supervising graduate research, getting research funding, and conducting graduate seminar programs; and exercises that apply concepts.

Davis, Barbara. Tools for Teaching. San Francisco: Jossey-Bass Publishers, 1993.

The author offers a collection of classroom-tested strategies and suggestions designed to improve the teaching practice of beginning, mid-career, and senior faculty members. From designing and offering new courses to tackling the problems of burnout and stagnation, this book provides faculty members with information they need to improve and revitalize their courses.

Dezure, Deborah. Learning from Change: Landmarks in Teaching and Learning in Higher Education. Sterling, VA: Stylus Publishing, 2000.

The author and a panel of contributing editors have selected landmark articles on teaching and learning in higher education published in change from its launch to the present. Through the articles and commentaries we follow the controversies, witness the reception of innovations, and trace the threads of continuity of the past thirty years.

Diamond, Robert. Designing & Assessing Courses & Curricula: A Practical Guide. 2<sup>nd</sup> Ed. San Francisco: Jossey-Bass Publishers, 1998.

This book reflects the best current knowledge and practice in course and curriculum design and connects this knowledge with the critical task of assessing and learning outcomes at both course and curricular levels. Tested and refined through long-term use and study, the change model presented in this book shows how to move from concept to actualization, from theory to practice.

Erickson, Bette. Teaching College Freshman. San Francisco: Jossey-Bass Publishers, 1991.

This book gives new and veteran faculty practical guidance on how to most effectively teach and create academic support systems for college students in their first, most critical year. It describes how to design a useful syllabus, how to develop productive out-of-class assignments, how to enhance class participation through creative techniques, and how to evaluate student learning for better insights.

Feldman, Kenneth A., and Michael B. Paulsen. Teaching & Learning in the College Classroom. 2<sup>nd</sup> Ed. Boston: Simon and Schuster Custom Publishing, 1998.

The purpose of this book is to increase the awareness and understanding of the most important issues, practices, and research associated with the principles of effective teaching and learning in the college classroom. This book serves as a source book for faculty members, faculty and instructional developers, administrators, undergraduates, graduates, and others with a general interest in higher education.

Johnson, David, Roger T. Johnson, and Karl A. Smith. Active Learning: Cooperation in the College Classroom. Edina, MN: Interaction Book Company, 1996.

This book is about how college faculty can use cooperative learning to increase student achievement, create positive relationships among students, and promote healthy student psychological adjustment to college. This book contains a set of practical strategies for structuring cooperative learning and the conceptual framework needed to understand how to create a truly cooperative learning community in your classes and college.

Keating, Anne, and Joseph Hargitai. Wired Professor: A Guide to Incorporating the World Wide Web in College Instruction. NY: New York University Press, 1999.

Written for teachers with limited experience on the Internet, this book is a collegial, hands-on guide on how to build and manage instruction-based web pages and sites. In addition to practical tips, this book incorporates discussions on a variety of topics from the history of networks, publishing, and computers to hotly debated issues such as the pedagogical challenges posed by computer-aided instruction and distance learning. These discussions are geared to the non-computer savvy reader and written with an eye to allowing instructors to maximize use of the Internet as a creative medium, a research resource of unparalleled dimension, and a community-building tool.

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

This book is a follow-up to P. Palmer's book *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. It was written to contribute to the growing national conversation about reforming education, especially teaching and learning, and to support those teachers as they work for educational reform. It is intended to help groups of people gather around the ideas in the book and translate them into meaningful action in their institutions and in their own lives.

Lowman, Joseph. Mastering the Techniques of Teaching. 2<sup>nd</sup> Ed. San Francisco: Jossey-Bass Publishers, 1995.

The author expands his earlier model of effective teaching to place more emphasis on motivational skill and commitment to teaching. In this second edition, he presents still more options on how to organize classes and use group work to promote learning.

Magnan, Robert. 147 Practical Teaching Tips for Teaching Professors. Madison, WI: Atwood Publishing, 1992.

This book is designed to help all professors improve their teaching effectiveness. The author writes on such things as, using the classroom space to make lessons more effective, creating discussions with structure and direction while allowing the students to control content, and using evaluations to find out from your students how well you're teaching.

Mazur, Eric. Peer Instruction: A User's Manual. Upper Saddle River, NJ: Prentice Hall, 1997.

This text presents an entirely new approach to introductory physics within a calculus-based conceptual and a mathematical framework. It offers an approach to presenting the material that is more gradual than existing books on the subject. This manual develops the full conceptual framework of each chapter within the first section of that chapter while addressing questions common to that topic. The material in this section concentrates on the underlying ideas and paints the big picture, whenever possible, without equations. The second part of each chapter then develops the rigorous mathematical framework linked to the material presented in the first part. Each chapter also includes a short set of qualitative, conceptual questions at the end of the first section designed to strengthen the focus on the conceptual framework and facilitate understanding of the mathematical framework. The book is written in a lively, engaging style that anticipates the questions readers will have, articulates them, and answers them in a direct dialogue with the reader.

McKeachie, Wilbert, Graham Gibles, Diana Van Note Laurillard, Nancy Chism, Robert Menges, Marilla Svinicki, Clair Ellen Weinstein. McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers. 10<sup>th</sup> Ed. Boston: Houghton Mifflin Company, 1999.

A basic guide that covers a range of current topics in higher education such as cooperative learning, student journals, cognitive learning strategies, study skills, and more.

Millis, Barbara, and Phillip G.Cottell, Jr. Cooperative Learning for Higher Education Faculty. Phoenix, AZ: Oryx Press, 1998.

This definitive how-to book on cooperative learning at the postsecondary level is designed to serve as a vital resource for faculty who use a collaborative approach to education. It offers an overview of the cooperative learning process, including its rationale, research base, value, and practical implementation. The authors also describe a variety of approaches to cooperative learning drawn from complementary movements such as classroom research, writing across the curriculum, computer technology, and critical thinking.

Murray, John P. Successful Faculty Development and Evaluation: The Complete Teaching Portfolio. Washington, D.C.: The George Washington University, 1997.

Nichols, James O. The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness. New York: Agathon Press, 1995.

This book is intended for the needs of the busy chairperson or administrator charged with leading the implementation process within an individual department or program. It includes an entirely new chapter on “closing the loop” to show use of results to improve academic and educational support programming. Also new are appendices that provide specific examples of forms used to provide a record of implementation of institutional effectiveness and/or assessment of educational outcomes.

Bransford, John D., Ann L. Brown, and Robert Cocking. How People Learn: Brain, Mind, Experience, and School. Washington, D.C.: National Academy Press, 2000.

This book includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. This book examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system.

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

The author takes teachers on an inner journey toward reconnecting with their vocation and their students and recovering their passion for one of the most difficult and important of human endeavors.

Ramsden, Paul. Learning to Lead in Higher Education. London: Routledge, 1998.

With fewer public funds and more students, universities around the world face a crisis in sound and effective management. This book provides practical approaches to school management aimed at increasing the responsiveness of higher education to change.

Sarasin, Lynne C. Learning Style Perspectives: Impact in the Classroom. Madison, WI: Atwood Publishing, 1999.

This book addresses the learning needs of the students, taking into consideration individual preferences for absorbing and retaining material in an auditory, visual, or tactile manner. These characteristics are described, along with appropriate teaching techniques, student reactions, and an evaluation of each style of learning.

Schoenfeld, A. Clay, and Robert M. Mager. Mentor in a Manual: Climbing the Academic Ladder to Tenure. 2<sup>nd</sup> Ed. Madison, WI: Atwood Publishing, 1994.

The authors cover the tenure track from start to finish in this book. It is a guide that includes informative and useful examples, suggestions, data, and advice for faculty navigating the 'rough waters' of the pre-tenure years.

Seldin, Peter. Changing Practices in Evaluating Teaching: A Practical Guide to Improved Faculty Performance and Promotion/Tenure Decisions. Bolton, MA: Anker Publishing, 1995.

This is a guide to improved faculty performance and promotion/tenure decisions. Notable in this volume is the focus on 'colleagueship' and student learning.

Seldin, Peter, and Associates. Successful Use of Teaching Portfolios. Bolton, MA: Anker Publishing, 1993.

This book provides tangible evidence of sound classroom instruction. Written for college and university presidents, provosts, academic vice-presidents, deans, department chairs and faculty, it offers the ready-to-use, hands-on information required to foster the most effective use of portfolios.

Seldin, Peter. Successful Use of Teaching Portfolios: A CEDA Workshop Resource Document. Bolton, MA: Anker Publishing, 1993.

Seldin, Peter. Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions. 2<sup>nd</sup> Ed. Bolton, MA: Anker Publishing, 1997.

This book offers college and university faculty and administrators the kind of practical, research-based information necessary to foster the most effective use of portfolios.

Seymour, Elaine, and Nancy M. Hewitt. Talking About Leaving: Why Undergraduates Leave the Sciences. Oxford: Westview Press, 1997.

This intriguing book explores the reasons that lead undergraduates of above-average ability to switch from science, mathematics, and engineering majors into non-science majors. Based on a three-year, seven-campus study, the volume takes up the ongoing national debate about the quality of undergraduate education in these fields, offering explanations for net losses of students to non-science majors.

Sorcinielli, Mary. Writing to Learn: Strategies for Assigning and Responding to Writing Across the Disciplines. San Francisco: Jossey-Bass Publishers, 1997.

This volume traces the authors' move from a focus on disciplinary writing to a focus on students' learning. Teachers of writing and teachers for other disciplines explore the use of different types of writing tasks, to improve students' communicative abilities and help students learn.

Sutherland, Tracey. Using Active Learning in College Classes: A Range of Options for Faculty. San Francisco: Jossey-Bass Publishers, 1998.

The editors are concerned that some faculty believes only complicated, group-oriented activities constitute genuine active learning. Therefore, they've underlined the importance of context in making decisions about teaching methods. Whether strategies fall toward the simple or the complex end of the continuum, if students are effectively engaged, active learning is a success.

Tobias, Sheila. Overcoming Math Anxiety. New York: W. W. Norton, 1993.

The new edition retains the author's pungent analysis of what makes math hard for otherwise difference in brain organization and function, and it has been enlarged to include problems, successful people and how women, more than men, become victims of a gendered view of math. It has been substantially updated to incorporate new research on what we know and don't know about sex puzzles, and strategies tried out in hundreds of math-anxiety workshops the author and her colleagues have sponsored.

Walvoord, Barbara. Effective Grading: A Tool for Learning and Assessment. San Francisco: Jossey-Bass Publishers, 1998.

Tailored to specific needs of faculty members who seek to make grading a valuable part of student learning and motivation, this text 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.

Warren, Thomas. View from the Academy: Liberal Arts Professors on Excellent Teaching. Lanham, MD: University Press of America, Inc., 1992.

In this volume the authors present some of their colleagues' views of their own teaching as they prepare teachers who are well-educated and who can teach well.

Weimer, Maryellen. Improving College Teaching: Strategies for Developing Instructional Effectiveness. San Francisco: Jossey-Bass Publishers, 1990.

The author presents in-depth case studies of improvement programs implemented at a variety of colleges to reveal techniques administrators can use to facilitate improvement throughout their institutions. Also it includes how academic leaders can tailor improvement programs to the need and characteristics of their institutions.

Weimer, Maryellen, Rose Ann Neff. Teaching College: Collected Readings for the New Instructor. Madison, WI: Atwood Publishing, 1993.

This collection of essays, written by seasoned and committed educators, guides the first-time instructor through the phases of course planning, teaching and evaluation. The essays offer insights and inspirations, concrete approaches and creative alternatives.

Whicker, Marcia Lynn, Jennie Jacobs Kronenfeld, and Ruth Ann Strickland. Getting Tenure. Thousand Oaks, CA: Sage Publications, 1993.

This brief, practical guide demystifies the tenure process on how to strategize to maximize your chances of hearing those golden words, 'You got it'.

Wlodkowski, Raymond J. Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults. San Francisco: Jossey-Bass Publishers, 1999.

A resource for teachers, trainers, and others who want to be a motivating influence on adults as learners. The author points out that all motivation must come from within learners but explores factors that trigger it and ways teachers can stimulate and nourish it.