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## Academic Leadership


It can seem at times as though all of academic administration today is focused only on the need for continual change and the endless pursuit of "the big idea.” This book takes an entirely different approach to developing your proven academic leadership: It introduces one practical and field-tested idea each day for an entire academic year.


Provides practical information from practicing chairs and lists proven strategies for dealing with a variety of issues. Each chapter details a problem, tips on how to deal with the situation, and concludes with study questions. Its concise format is ideal for busy chairs who need a brief but informative resource they can turn to for solutions to particular problems.

This guide skillfully demonstrates how managers and other employees can achieve their career objectives by forming mutually advantageous alliances. Urging patient planning of strategies, the authors offer advice on coping with turf rivalries, handling delicate inter-level relations and tips on how to bypass rules and foster managerial flexibility and innovation.


This book provides a practical, focused, on-the-ground approach to help chairs learn to deal with challenging colleagues. Based on the literature in the field as well as on his own research and experience, the author outlines six steps for successfully dealing with any kind of a challenging colleague.


While the last two decades have seen an increase in our knowledge about how students learn, about leadership and change, and about how institutions work, there has been, over the same period, little change in how this information is used. The goal of this book is to help close this gap between research and practice.


This book focuses on the specific skills needed by chairs in order to effectively lead their departments. The department chair position is the most critical role in the university, and the most unique management position in America....The search for solutions to academia's leadership dilemma leads us to realize that the academic leader is the least studied and most misunderstood management position in America.


Based upon their extensive study of the demands on and needs of chairs, the authors have distilled their findings into a practical and highly accessible volume to guide chairs in their growth. Despite the varied paths to the position, the authors state that all chairs find themselves in an environment distinct from their former faculty situation.


Why do we see so little progress in diversifying faculty at America’s colleges, universities, and professional schools? This book explores this important question and provides steps for hastening faculty diversity. Dr. Moody provides practical and feasible
ways to improve faculty recruitment, retention, and mentorship, especially of underrepresented women in science-related fields and non-immigrant minorities in all fields.


Practically focused, easily accessible, this book is directly relevant to the academic environment in which department chairs operate. The authors conducted interviews with department chairs and heads at 38 academic institutions from across the U.S. and Canada, public and private, two-year and four-year. Each chapter is packed with practical advice and concludes with questions and resources to help chairs develop constructive responses to the myriad issues facing them.

**Assessment**


This book is a pragmatic guide for developing, aligning, and assessing general education programs in meaningful, manageable and sustainable ways. It presents a variety of approaches to help readers understand what other campuses are doing to develop a repertoire of methods so they can make informed decisions about their own programs. It critically reviews examples of direct and indirect assessments.


The book features fifty valuable Classroom Assessment Techniques, each presented in a format that provides an estimate of the ease of use, a concise description, step-by-step procedures for adapting an administering the technique, practical advice on how to analyze the data, pros and cons, caveats, and other useful information. The techniques are cross-indexed so that faculty can easily locate the appropriate techniques for assessing their particular teaching goals in their academic discipline.


This book brings together in one volume the best current knowledge of what assessment methods work best and how their principles should be incorporated into all effective assessment efforts, whether at institutional, program, or department levels.

This book examines assessment from the point of view of what assessment does and can do, arguing that we need to think differently about assessment if it is to make a useful contribution to the educational purposes of higher education. Topics covered include: the link between assessment, teaching and learning; the place of self- and peer assessment; the role of assessment for certification; and the operation of feedback in the assessment process.


This book serves as a practical guide to outcomes-based assessment in student affairs is designed to help readers meet the growing demand for accountability and for demonstrating student learning. The authors offer a framework for implementing the assessment of student learning and development and pragmatic advice on the strategies most appropriate for the readers’ particular circumstances.


This book focuses on describing important elements of feedback content and strategy. Provides practical suggestions and classroom examples that demonstrate what to do and not do to have a positive impact on students. Readers will learn what kinds of feedback work best in various content areas and how to adjust feedback for different kinds of learners, including successful students, struggling students, and English language learners.


This book is an inquiry into how and why we innovate in assessment and what practices ‘work’ in different contexts and cultures. It offers case studies illustrating the problems encountered with traditional assessment methods, and shows how change can be realistically managed without compromising standards.


Discussion teaching is a powerful tool for developing skills as well as conveying knowledge. In the give and take of discussion, students go beyond abstract understanding to the active application of important principles. They are confronted with the same kind
of ambiguous, many-sided problems they will face in their professional lives. The elements of great teaching can be identified and consciously practiced. Many of the essays describe the building blocks of successful group leadership: negotiating a "contract" governing the conduct of the group; orchestrating a constructive process of questioning, listening, and responding; encouraging independent thinking; and guiding participants toward useful roles in their interaction with one another.


This book reflects the most current knowledge and practice in course and curriculum design and connects this knowledge with the critical task of assessing learning outcomes at both course and curricular levels.


In this text, the authors present extensive data from two groundbreaking national research projects. Their studies include a large national survey focused on attitudes and perceptions of learning, intensive student interviews before and after the service semester, and additional comprehensive interviews to explore student views of the service-learning process.


This book is about writing effective multiple-choice test items and studying responses to items to evaluate and improve them. This book is intended for anyone seriously interested in cognitive testing.


This book applies relevant theories and principles through teaching scenarios and case studies to create a pragmatic framework and set of tools that will allow teachers to engage with students through formative activities. It will appeal to new and experienced teachers in higher and further education, as well as professional developers.


This book is a recently developed, interactive approach to psychoeducational assessment that follows a test-intervene-retest format, focuses on learning processes and
modifiability, and provides the possibility of direct linkage between assessment and intervention.


This book is an innovative approach to conducting psycho educational evaluation that has an immediate appeal to researchers, clinicians and teachers, while a number of texts on this approach have been published, these have not always addressed the interaction of theoretical, methodological and professional concerns in a way that makes these easily accessible to both academics and practitioners.


Schools, as mirrors of society, represent heterogeneous communities of increasing cultural and economic diversity. The dispute over the role of assessment concerns the question of how to test learners and for what purpose. This book is a compendium of scholarly papers comprised of research, theory, policy and procedure reviews, conceptualization of educational system’s needs and historical accounts and perspectives on future instructional goals and practices.


This interdisciplinary journal publishes theoretical articles, original empirical research, book reviews, and other matters of interest to a broad range of researchers and practitioners in the field of dynamic assessment and instruction.


Higher education is moving to an era concerned with broadening the range of talent, with a consequent emphasis not just on selection but also on assessment for student growth and development. This change has brought with it a heightened attention to the diversity of the student population as a means of expanding the base of talent. This book emphasizes the intersection of equity and fairness with issues of access, quality, diversity and accountability in higher education.

This book explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment. Principles for designing and using these new kinds of assessment are presented and examples are used to illustrate the principles.


This book provides a step-by-step guide to the planning and implementation of assessment procedures at two and four year colleges and university graduate programs.


This seminal book documents the current practice of institutional assessment and provides suggestions for how to plan an assessment program, carry it out, and use its result to provide suggestions for academic improvement. Strategies for assessment include establishing learning goals and objectives, encouraging faculty and student involvement in assessment, selecting and designing instruments, and examples of different approaches to assessment.


The body of this volume describes how faculty in eight professionally oriented disciplines have developed and practiced assessment on their campuses and the lessons these faculty offer to colleagues in their own and other disciplines. The book also includes a chapter on the use of authentic assessment within several disciplines on a single university campus and another chapter about the British quality assurance movement. The final chapter reviews the current practice of assessment within the eight featured disciplines; the role accrediting bodies play in fostering assessment in these disciplines; and the lessons, issues, and challenges that are common across disciplines.


This book explores how university staff can assess skills and practice fairly, effectively, efficiently, and imaginatively. International case studies and theoretical perspectives on topics such as inclusive assessment, assessing across the arts, humanities and sciences (from lab work to dance), the importance of involving all stakeholders in assessment, and how to formulate feedback to help students understand what is required of them.

This book is a comprehensive exposition of the interactive means of evaluating learner modifiability and planning for appropriate educational goals. Balancing enthusiasm for this exciting new field with well-developed theory and empirical investigation, the book reviews the history, basic principles and philosophies of dynamic assessment, as well as research and the development of innovative procedures.


This practical guide defines what rubrics are, and shows how to construct and use them. At its most basic, a rubric is a scoring tool that divides an assignment into its component parts and provides detailed description of what constitutes acceptable levels of performance for each part.


In this book, the authors provide an in-depth look at how quality questions can transform classrooms. They offer strategies that engage all students in the teacher’s questions and prompt students to generate their own questions. In turn, these superior questions will enrich students; their school’s learning community, and any instructor’s own professional development. This book includes a complete framework for preparing questions, presenting questions, prompting student responses, processing student responses, teaching students to generate questions, and reflecting on questioning practice; checklists for classroom applications; reproducibles, rubrics, resources, evaluation tools, and more.


This second edition of the classic resource offers a concise, step-by-step guide that helps make assessment simple, cost-efficient, and useful to an institution. It contains effective strategies for meeting the requirements of accreditation agencies, legislatures, review boards, and others, while emphasizing and showing how to move from data to actions that improve student learning. This thoroughly revised and updated edition includes many new or expanded features.


The authors show how the grading process can be used for broader assessment objectives, such as curriculum and institutional assessment. This thoroughly revised and updated edition includes a wealth of new material including: Expanded integration of the use of technology and online teaching; A sample syllabus with goals, outcomes, and criteria for student work; New developments in assessment for grant-funded projects; Additional information on grading group work, portfolios, and service-learning experiences; New
strategies for aligning tests and assignments with learning goals; Current thought on
assessment in departments and general education, using classroom work for program
assessments, and using assessment data systematically to "close the loop"; Material on
using the best of classroom assessment to foster institutional assessment; New case
examples from colleges and universities, including community colleges

Press.

This book provides a coverage of writing assessment that is both broad and in-depth,
discussing the relevant research and theory, and addressing practical considerations in the
design, development and use of writing assessments.


This book has broad consequences, both for individual lives and for society at large.
Divided into five sections, the essays focus on political and legal issues, the validity and
reliability of testing, old and new models of assessment, social inclusion and equity, and
future prospects.

And a series of short booklets from the Association of American Colleges and
Universities:

  American Colleges and Universities
  Goes to College*. Washington, DC: Association of American Colleges and
  Universities
  Washington, DC: Association of American Colleges and Universities
  Curricular Efficiency*. Washington, DC: Association of American Colleges and
  Universities
  Terrain*. Washington, DC: Association of American Colleges and Universities
  and The Carnegie Foundation for the Advancement of Teaching
  Association of American Colleges and Universities
  education outcomes*. Washington, DC: Association of American Colleges and
  Universities
  worthy of our mission*. Washington, DC: Association of American Colleges and
  Universities
  institution*. Washington, DC: Association of American Colleges and Universities
Building Cultural Competence presents the latest work in the intercultural field and provides step-by-step instructions for how to effectively work with the new models, frameworks, and exercises for building learners’ cultural competence. Featuring fresh activities and tools from experienced coaches, trainers, and facilitators from around the globe, this collection of over 50 easy-to-use activities and models has been used successfully worldwide in settings that range from Fortune 500 corporations to the World Bank, non-profits, and universities.


This practical guide will empower even the busiest faculty members to create culturally inclusive courses and learning environments. In a collection of more than 50 vignettes, exceptional teachers from a wide range of academic disciplines—health sciences, humanities, sciences, and social sciences—describe how they actively incorporate diversity into their teaching. Different strategies discussed include a role-model approach, creating a safe space in the classroom, and the cultural competency model. Written for teaching faculty in all disciplines of higher education, this book offers practical guidance on culturally inclusive course design, syllabus construction, textbook selection, and assessment strategies.


This book provides information about how to integrate topics of diversity into a variety of psychology courses and programs of study. Because psychology now contains a rich body of knowledge that reaches across gender, social, and cultural lines, a single class about gender or cross-cultural studies is no longer sufficient to teach students about multiculturalism. Instead, such issues need to be incorporated into each part of the psychology curriculum.

Using case studies from universities throughout the nation, *Doing Diversity in Higher Education* examines the role faculty play in improving diversity on their campuses. The power of professors to enhance diversity has long been underestimated, their initiatives often hidden from view. Winnifred Brown-Glaude and her contributors uncover major themes and offer faculty and administrators a blueprint for conquering issues facing campuses across the country.


This book explores best practices for effective teaching and learning about various forms of systemic group privilege such as that based on race, gender, sexuality, religion, and class.


This book provides frames for understanding the current state of intergroup relations in higher education. It also presents the voices and experiences of college students, faculty, and administrators, integrating this first-person material with research literature. This book also shows concrete actions people and organizations have taken to alter institutional racism and other forms of discrimination on campus and what further action they can take to work toward social justice.


If you are like many teachers, you continue to look for ways to improve your classroom instruction. This book is a result of that search for new strategies, understandings, and lessons to support the changing population of students who enter the classroom. The book walks you through several stages, including: a general recognition of culture and how it shapes the lens through which you view the world; an examination of research on diverse learners; a discussion of the achievement gap; personal narratives and racial histories of two educators; and much more.


This book provides a clear understanding of the concept of social justice on college campuses, including aspects of identity development and oppression. The authors discuss institutional and historical systems of power and how these affect identity and relationships. The second half of the book provides conceptual tools and strategies to help design and implement social justice programs on campuses.

Recognizing the importance of diversity as a means of embracing the experiences, perspectives and expertise of other cultures, this book shares what has been most effective in helping institutions to create an atmosphere and a campus culture that not only admits students, faculty and staff of color but accepts and welcomes their presence and participation. This is a landmark reference for every institution concerned with inclusivity and diversity. The successes it presents offers academic leaders much they can learn from, and ideas and procedures they can adapt, as they discuss and develop their own campus policies and initiatives.


This book explores and analyzes learning as a distinctive experience for women. The authors are all established adult education professionals and recognized authorities on women as adult learners. Together, they examine and compare the importance of such factors as sense of identity, self-esteem, social world, and power in what and how women learn.


This book guides educators toward a better understanding of how changes in the student population have resulted in the need for new approaches to classroom instruction. By including voices form inside classrooms along with analyses from scholarly researchers, this volume provides college and university teachers, administrators, students, and scholars with a critical instrument for improving higher education.


This tool, intended for students and non-students alike, enables readers to examine systems of privilege and difference in our society. Written in an accessible, conversational style, Johnson links theory with engaging examples in ways that enable readers to see the underlying nature and consequences of privilege and their connection to it.


This book explores this important question and provides steps for hastening faculty diversity. Drawing on her extensive consultant practice and expertise as well as research and scholarship from several fields, Dr. Moody provides practical and feasible ways to
improve faculty recruitment, retention, and mentorship, especially of under-represented women in science-related fields and non-immigrant minorities in all fields. The second edition of Faculty Diversity offers new insights, strategies, and caveats to the current state of faculty diversity. This revised edition includes: New strategies to prevent unintended cognitive bias and errors that damage faculty recruitment and retention and expanded discussion on the importance of different cultural contexts, political, and historical experiences inhabited and inherited by non-immigrant faculty and students.


In this book, the author redefines the way we understand ourselves in relation to one another. It is about how we think in groups--and how our collective wisdom exceeds the sum of its parts. Why can teams of people find better solutions than brilliant individuals working alone? And why are the best group decisions and predictions those that draw upon the very qualities that make each of us unique? The answers lie in diversity--not what we look like outside, but what we look like within, our distinct tools and abilities.


Today’s leaders in higher education are focused on creating multicultural campuses. However, most higher education and student affairs professionals receive limited training for understanding the complexity of multicultural issues. If multiculturalism is to flourish on college campuses, education professionals must develop the sensitivity and awareness in affirming relevant multicultural issues and develop the skills needed to offer meaningful services to all their students. This book is a unique resource that offers student affairs practitioners and faculty a guide that features a model of core competencies that embraces the broad scope of multicultural issues including race, class, religion, gender, sexual orientation, age, and abilities.


This book is a wonderful introduction to teaching in the United States. Any international scholar who attempts to help American students learn will appreciate the rich insights into the culture of the American classroom. Full of practical wisdom that teachers can apply immediately, this book offers approaches to teaching and learning that any teacher will find useful.


This practical handbook will introduce readers to social justice education, providing tools for developing “critical social justice literacy” and for taking action towards a more just
society. Accessible to students from high school through graduate school, this book offers a collection of detailed and engaging explanations of key concepts in social justice education, including critical thinking, socialization, group identity, prejudice, discrimination, oppression, power, privilege, and White supremacy.


In *Situations Matter*, Sommers argues that by understanding the powerful influence that context has in our lives and using this knowledge to rethink how we see the world, we can be more effective at work, at home, and in daily interactions with others. He describes the pitfalls to avoid and offers insights into making better decisions and smarter observations about the world around us.


Claude M. Steele, who has been called “one of the few great social psychologists,” offers a vivid first-person account of the research that supports his groundbreaking conclusions on stereotypes and identity. He sheds new light on American social phenomena from racial and gender gaps in test scores to the belief in the superior athletic prowess of black men, and lays out a plan for mitigating these “stereotype threats” and reshaping American identities.


*Understanding Race, Class, Gender, and Sexuality: A Conceptual Framework*, Second Edition, is the only text that develops a theoretical framework for the analysis of intersectionality. Weber argues that these social systems are historically and geographically contextual power relationships that are simultaneously expressed and experienced at both the macro level of social institutions and the micro level of individual lives and small groups. This is also the only text that teaches students how to apply the theory to their own analyses.

**General Reflections on Higher Education**


Contemplative pedagogy is a way for instructors to, empower students to integrate their own experience into the theoretical material they are being taught in order to deepen their

Overall, despite their vastly increased resources, more powerful technology, and hundreds of new courses, colleges cannot be confident that students are learning more than they did fifty years ago. Looking further, Bok finds that many important college courses are left to the least experienced teachers and that most professors continue to teach in ways that have proven to be less effective than other available methods. In reviewing their educational programs, however, faculties typically ignore this evidence. Instead, they spend most of their time discussing what courses to require, although the lasting impact of college will almost certainly depend much more on how the courses are taught.


This book illustrates how higher education can respond to the forces of disruptive innovation, and offers a nuanced and hopeful analysis of where the traditional university and its traditions have come from and how it needs to change for the future.


This book is essential reading for all educators who are dedicated to becoming part of an exciting frontier in education that is destined to be established as the model of educational excellence. Fink demonstrated throughout this text that he has developed expertise about higher education, from which he formulated a methodology that is presented as a road-map for others to transform their teaching into significant learning experiences. Creating change is never easy and Fink thoroughly delineated this message as he provides the step-by-step processes required by educators and institutions to create significant learning experiences.


According to Gordon and Bridglall, the ability to learn is more of a developed human capacity than a fixed aptitude with which one is born. They argue that the emergence of academic ability is associated with exposure to specialized cultures that privilege the attitudes, knowledge, and skills that schools reward. Children who are born to and raised in these cultures tend to do well in school, while those who are not exposed to such
cultures tend seldom rise to high levels of academic achievement.


Bell hooks--writer, teacher, and insurgent black intellectual--writes about a new kind of education, *education as the practice of freedom.* Teaching students to "transgress" against racial, sexual, and class boundaries in order to achieve the gift of freedom is, for hooks, the teacher's most important goal. He speaks to the heart of education today: how can we rethink teaching practices in the age of multiculturalism? What do we do about teachers who do not want to teach, and students who do not want to learn? How should we deal with racism and sexism in the classroom?


Kadison and DiGeronimo do a commendable job of outlining the many stresses students face, such as academic pressure, financial problems, and feelings of social inadequacy and, for women, a fear of sexual assault. The authors outline the self-destructive coping mechanisms adopted by those with emotional problems, including eating disorders, drug abuse, cutting, and suicide attempts. Parents will find sensible suggestions for helping their children deal with college life.


As the importance of teacher leaders continues to grow, the demand for new information and new inspiration on teacher leadership grows as well. Updated research, fresh examples, and the insights of over 5,000 teacher leaders have produced a revitalized edition of this definitive work on teacher leadership.


*Student Success in College* describes policies, programs, and practices that a diverse set of institutions have used to enhance student achievement. This book clearly shows the benefits of student learning and educational effectiveness that can be realized when these conditions are present. Based on the Documenting Effective Educational Practice (DEEP) project from the Center for Postsecondary Research at Indiana University, this book provides concrete examples from twenty institutions that other colleges and universities can learn from and adapt to help create a success-oriented campus culture and learning environment.

In this book Lewis draws from his experience to explain how our great universities have abandoned their educational mission. This book provides an intimate history of these struggles at Harvard, showing how its mission evolved from education to consumer satisfaction- and makes an impassioned argument for change.


This book is filled with stories that Harvard students shared with the author about their experiences of inspiration, frustration, and discovery. Filled with practical advice, failures, and hopes and it presents strategies for academic success.


This book presents a combination of instruction and exercises that shows the reader how to become active learners rather than passive recipients of information, use critical thinking to more fully appreciate the power of the discipline they are studying, to see its connections to other fields and to their day-to-day lives, and to maintain an overview of the field so they can see the parts in terms of the whole. The model of critical thinking (used throughout the book) is in terms of the elements of reasoning, standards, and critical thinking processes.


This book is for all who are new to the field of holistic education, all who want to deepen their understanding of its challenges, and all who want to practice and promote this vital approach to teaching and learning on their campuses. The book offers a rich interplay of analysis, theory, and proposals for action from two educators and writers who have contributed to developing the field of integrative education over the past few decades.


This book is the long-awaited second volume of Pascarella and Terenzini’s 1991 award-winning review of the research on the impacts of college on students. The authors review their earlier finding and then synthesize what has been learned since 1990 about college’s influences on students. The book also discusses the implications of the findings for research, practice, and public policy.


In this book, the author traces a path from students' adolescence into adulthood. His nine-stage model describes the steps that move students from a simplistic, categorical view of
knowledge to a more complex, contextual view of the world and of themselves. Throughout this journey of cognitive development, Perry reveals that the most significant changes occur in forms in which people perceive their world rather than in the particulars of their attitudes and concerns.


This book offers a highly revealing- and troubling- view of today’s high school students and the ways they pursue high grades and success. The author follows five motivated and successful students through a school year, closely shadowing them and engaging them in lengthy reflections on their school experiences.


This book argues that organizations are trying to fix a downstream problem that originates in schools and universities. Most people leave education with no idea what their real abilities are. Out of Our Minds answers three vital questions for all organizations that have a serious strategic interest in creativity and innovation.


This book examines how massive social change over the past few decades has created a new set of winners and losers and what this has done to society. Rosen puts contemporary social change in a historical context, showing that today’s turmoil resembles the disturbances that have taken place whenever society has undergone rapid and fundamental social change.


In this book the author builds on the *Change* magazine article he coauthored with Robert Barr in 1995. This book presents a new lens through which readers can see their own institutions and their own work. A radically fresh perspective examines existing functional frameworks and offers a way to re-envision and re-cast many familiar aspects of college work and college life.


Twenge uses findings from the largest intergenerational research study ever conducted—with data from 1.3 million respondents spanning six decades—to reveal how profoundly
different today’s young adults are. Here are the shocking truths about this generation, including dramatic differences in sexual behavior, as well as controversial predictions about what the future holds for them and society as a whole. Her often humorous, eyebrow-raising stories about real people vividly bring to life the hopes and dreams, disappointments, and challenges of Generation Me.


The author reveals how different today’s young adults are and makes controversial predictions about what the future holds for them and society as a whole. This book with give Boomers new insight into their offspring, and help GenMe’ers in their teens 20’s and 30s finally make sense of themselves and their goals and find their road to happiness.

**Instructional Design**


This book discusses the microevolution in college-level Composition through service-learning. The essays in this volume show why service-learning and communication are a natural pairing and give a background on the relationship between service-learning and communication with maps to suggest where it should go in the future.


Drawing heavily from Bloom's Taxonomy, this new book helps teachers understand and implement a standards-based curriculum. An extraordinary group of cognitive psychologists, curriculum specialists, teacher-educators, and researchers have developed a two-dimensional framework, focusing on knowledge and cognitive processes, that defines what students are expected to learn in school. A series of vignettes-written by and for teachers-illustrates how to use this unique framework. Its two-dimensional framework interrelates knowledge with the cognitive processes students use to gain and work with knowledge.


This handbook offers faculty a wide array of theory-based techniques designed for online teaching and technology-enhanced courses. Written by two pioneers in distance education, this guidebook presents practical instructional strategies spread out over a
A four-phase timeline that covers the lifespan of a course. It includes information on course management, social presence, community building, and assessment.


This volume contains material on research based teaching techniques for use in higher education. The focus is on small group learning procedures. None of this material has previously appeared in book form. Twenty of the articles first appeared in the Cooperative Learning and College Teaching newsletter that Jim Cooper and Pamela Robinson edited from 1990 to 1999. These articles address applications of small group learning within a variety of academic disciplines.


In this book, top researchers in the field of learning science and educational technology examine the current state of design and research on Digital Teaching Platforms (DTPs), the principles for evaluating them, and their likely evolution as a dominant medium for educational improvement. The authors examine DTPs in light of contemporary classroom requirements, as well as current initiatives such as the Common Core State Standards, Race to the Top, and the 2010 National Educational Technology Plan.


This book helps you make a strong connection with your audience and lead them to purposeful action. The author's approach is simple: building a presentation today is a bit like writing a documentary. Using this approach, you'll convey your content with passion, persuasion, and impact.


In this book the authors explore what it means to be “app-dependent” versus “app-enabled” and how life for this generation differs from life before the digital era. Through innovative research, including interviews of young people, focus groups of those who work with them, and a unique comparison of youthful artistic productions before and after the digital revolution, the authors uncover the drawbacks of apps: they may foreclose a sense of identity, encourage superficial relations with others, and stunt creative imagination.

Imprint.

When it was first published in 1997, this book became the gold standard reference for both new and experienced college faculty. Like the first edition, this book is based on a learner-centered approach. Because faculty members are now deeply committed to engaging students in learning, the syllabus has evolved into a useful, if lengthy, document. Today's syllabus provides details about course objectives, requirements and expectations, and also includes information about teaching philosophies, specific activities and the rationale for their use, and tools essential to student success.


Before you prepare instruction, it's important to be able to clearly state what the desired outcomes of that instruction should be. In this book, you'll learn the characteristics of well-stated objectives, how to derive suitable objectives, and how to write objectives to match the instructional results you are seeking to achieve.


This book includes updated information on the Millennial student, more research from cognitive psychology, a focus on outcomes maps, the latest legal options on copyright issues, and more. It will also include entirely new chapters on matching teaching methods with learning outcomes, inquiry-guide learning, and using visuals to teach, as well as section on the Socratic method, SCALE-UP classrooms, and more.


When we learn to present naked, we reach our audiences by communicating the essence of the message, stripping away all that is unnecessary and embracing the ideas of simplicity, clarity, honesty, integrity, and passion. If "slideware" is used, the slides never steal the show or rise above serving a strong but simple supportive role. The ideas in the presentation may or may not be radical, earth shattering, or new, but there is freshness to the approach and content that makes a lasting impression.


In this new edition, Garr gives his readers new, fresh examples to draw inspiration from, with a whole new chapter for those who present on more technical and educational topics based on techniques used by many presenters who give high-level talks at TED and other powerhouse events.

This book poses the core, essential questions of understanding and design, and provides readers with practical solutions for the teacher-designer. The book opens by analyzing the logic of backward design as an alternative to coverage and activity-oriented plans. Though backward from habit, this approach brings more focus and coherence to instruction. The book proposes a multifaceted approach, with the six “facets” of understanding. The facets combine with backward design to provide a powerful, expanded array of practical tools and strategies for designing curriculum, instruction, and assessments that lead students at all grade levels to genuine understanding. The authors have successfully put together a text that demonstrates what best practice in the design of learning looks like, enhancing for its audience their capability for creating more engaging and effective learning, whether the student is a third grader, a college freshman, or a faculty member.


The Understanding by Design Guide to Creating High-Quality Units offers instructional modules on the basic concepts and elements of Understanding by Design (UbD), the backward design approach used by thousands of educators to create curriculum units and assessments that focus on developing students understanding of important ideas. The eight modules are organized around the UbD Template Version 2.0 and feature components similar to what is typically provided in a UbD design workshop.

**Student Learning**


Distilling the research literature and translating the scientific approach into language relevant to a college or university teacher, this book introduces seven general principles of how students learn. The authors have drawn on research from a breadth of perspectives (cognitive, developmental, and social psychology; educational research; anthropology; demographics; organizational behavior) to identify a set of key principles underlying learning, from how effective organization enhances retrieval and use of information to what impacts motivation. Integrating theory with real-classroom examples in practice, this book helps faculty to apply cognitive science advances to improve their own teaching.

Any conversation about effective teaching must begin with a consideration of how students learn. However, instructors may find a gap between resources that focus on the technical research on learning and those that provide practical classroom strategies. How Learning Works provides the bridge for such a gap.


In spite of soaring tuition costs, more and more students go to college every year. A bachelor's degree is now required for entry into a growing number of professions. And some parents begin planning for the expense of sending their kids to college when they're born. Almost everyone strives to go, but almost no one asks the fundamental question posed by Academically Adrift: are undergraduates really learning anything once they get there? The authors answer to that question is a definitive no. Their extensive research draws on survey responses, transcript data, and, for the first time, the state-of-the-art Collegiate Learning Assessment, a standardized test administered to students in their first semester and then again at the end of their second year.


Combining academic research on learning and motivation with insights drawn from interviews with people who have won Nobel Prizes, Emmys, fame, or the admiration of people in their field, Ken Bain identifies the key attitudes that distinguished the best college students from their peers. These individuals started out with the belief that intelligence and ability are expandable, not fixed. This led them to make connections across disciplines, to develop a “meta-cognitive” understanding of their own ways of thinking, and to find ways to negotiate ill-structured problems rather than simply looking for right answers.


This engaging and helpful book is both a thoughtful celebration of the learning process and a practical guide to becoming a better student. It discusses the qualities a student needs to get the most out of education and aspects of the environment--teachers, curriculum, and the transition from school to college--that contribute to attaining effectiveness in studying and learning. The book includes helpful tips for students, including how to: listen in classroom; explore and expand their interests; try out new knowledge; use their imagination; choose the best time to study; approach teachers for help; select courses; and much more.

The addition of service learning courses on college campuses is growing rapidly. However, practitioners will benefit from a richer (or more complete) knowledge base that firmly establishes service learning as an effective pedagogy for students' academic learning, personal development, and civic participation. This useful volume provides an extensive compilation of scales for use in studying students in service learning classes. The scales measure a variety of constructs, such as attitudes, moral development, and critical thinking. The authors advocate the use of multiple-item scales, present the rationale for their use, and explain how readers can evaluate them for reliability and validity.


For teachers in higher education who haven’t been able to catch up with developments in teaching and learning, James Davis and Bridget Arend offer an introduction that focuses on seven coherent and proven evidence-based strategies. The underlying rationale is to provide a framework to match teaching goals to distinct ways of learning, based on well-established theories of learning. The authors present approaches that readers can readily and safely experiment with to achieve desired learning outcomes, and build confidence in changing their methods of teaching.


In colleges and universities, there is increasing demand to help students learn how to conceptualize, analyze, and reason. *Learning to Think* presents a model of learning that takes into account the different ways learning occurs in different academic disciplines and explores the relationship between knowledge and thinking processes. Janet Donald--a leading researcher in the field of postsecondary teaching and learning--presents a framework for learning that goes beyond the acquisition of knowledge to encompass ways of constructing and utilizing it within and across disciplines.


Our traditional "Great Teacher" teaches by telling, inspiring students through eloquent, passionate oration. For Donald Finkel this view is destructively narrow: it takes for granted that teachers teach, fundamentally and centrally, by telling students what they are supposed to know. In *Teaching with Your Mouth Shut*, Finkel proposes an alternative vision of teaching - one that is deeply democratic in its implications. Each chapter in this book presents a case study, a story, or a sustained image of a teaching situation - a set of "circumstances" that produces significant learning in students. Each makes sense of the title of the book in a particular way. Each enriches its meaning by one increment.

This issue of *New Directions for Teaching and Learning* seeks to build on empirically validated learning activities to enhance what and how much is learned and how well and how long it is remembered. Thus, the movement for a real science of learning – the application of scientific principles to the study of learning – has taken hold both under the controlled conditions of the laboratory and in the messy real-world settings where most of us go about the business of teaching and learning.


This book acknowledges the importance of the relationship between the body and the mind, and considers how our neurological, biological, emotional and spiritual faculties impact on learning. This original examination into the way that we learn should be required reading for all concerned with its study.


America is being held back by the quality and quantity of learning in college. This is a true educational emergency! Many college graduates cannot think critically, write effectively, solve problems, understand complex issues, or meet employers’ expectations. We are losing our minds – and endangering our social, economic, and scientific leadership. Critics say higher education costs too much and should be more efficient but the real problem is value, not cost--financial “solutions” alone won’t work. In this book, Hersh and Keeling argue that the only solution – making learning the highest priority in college – demands fundamental change throughout higher education.


This book focuses on the most actual and central phenomena, which are discussed from an interdisciplinary point of view in five sections: formation, organization, consolidation, control, and adaptive specialization of memories. The reader will acquire a broad and integrated perspective of human learning and memory based on current approaches in this domain.


Here is a compelling read for every teacher in higher education who wants to refresh or reexamine his or her classroom practice. Building on the insights offered by recent
discoveries about the biological basis of learning, and on his own thought-provoking definitions of teaching, learning and education, the author proceeds to the practical details of instruction that teachers are most interested in--the things that make or break teaching. Practical and thoughtful, and based on forty years of teaching, wide reading and much reflection, the author provides teachers with a map to develop their own teaching philosophy, and effective nuts-and-bolts advice. His approach is particularly useful for those facing a cohort of first year students less prepared for college and university. This guide will appeal to college teachers in all disciplines.


This concluding volume in the series presents the work of faculty who have been moved to make sustainability the focus of their work, and to use service learning as one method of teaching sustainability to their students.


This book offers a fresh approach to teaching, exploring recent findings in neuroscience that apply to learning in three crucial and interconnected areas, Attention, Emotions, and Memory. Promoting new thinking about learning and considering innovative strategies that arise from our understanding of how the brain works; this book will help educators improve children’s learning.


This book is a comprehensive overview and synthesis of what we know about adult learning: the context in which it takes place, who the participants are, what they learn and why, the nature of the learning process itself, new approaches to adult learning, the development of theory in adult learning, and other issues relevant to understanding adult learning.


This book examines the difficulties of student learning and offers advice on how to overcome them through course design, assessment practice and teaching methods. It also provides innovative case material from a wide range of institutions and disciplines, including the social sciences, the humanities, the sciences and economics.

This 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 describe a variety of approaches to cooperative learning. This book will appeal to those new to the cooperative learning process, as well as to established practitioners in the field.


This volume is organized around five factors involved in every educational event: The learner, teacher, knowledge, context, and evaluation. Each is discussed from both theoretical and pragmatic perspectives. Concept maps are used extensively to illustrate key ideas from learning theory, theory of knowledge, and instructional theory, as well as to give concrete examples.


While graduate assistants are valued as labor savers, they are also a precious resource whose pre-professional training needs careful design. Written by two leading authorities in the field of instructional development, this indispensable guide details the skills necessary for academics dealing with graduate assistants. The authors provide comprehensive coverage of all aspects of assistant preparation and assessment, and a chapter addressing special needs of international graduate assistants is included.


The Indiana University Faculty Learning Community realized that the mental operations required of undergraduates differ enormously from discipline to discipline and that these ways of thinking are rarely presented to students explicitly. IUFLC Fellows from fields as diverse as creative writing, marketing, and genetics, and, as knowledgeable about their research areas as few people in the world, began to explore how students learn this content. Decoding the Disciplines model takes advantage of the differences in thinking among academic fields in order to decode each individual discipline.


In this newly revised book, the author explores source material on brain research, including how the brain processes information, memory and retention, and the transfer of
knowledge to enhance present and future learning. Ideal book for all educators to better understand the way students process and retain information.


This book represents the 14th in the Service-Learning in the Disciplines Series and concentrates on how service-learning can be successfully incorporated in engineering programs, a discipline to which it is relatively new. Contributors to the volume are experienced in using service-learning and address issues of concern to engineering educators. As one peer reviewer commented, "The audience for this [book] is the engineering education community--that community will expect practical applications of the theory that will lead to improved engineering education."


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


In this book the author distilled knowledge in cognitive science into a set of nine principles that have clear implications for the classroom. These include facts about learning styles, intelligence, & thinking skills.


This clear, well-organized book has been revised to reflect the growing interest in constructivism and student-centered learning. It includes over 150 new references. The author explains concepts and theories with examples and analogies, then explores the implications for practice. Designed for novice educational psychologists or those interested in exploring this side of the field.
The learning portfolio is a powerful complement to traditional measures of student achievement and a widely diverse method of recording intellectual growth. This second edition of this important book offers new samples of print and electronic learning portfolios.

Other


This book offers teaching assistants, new faculty members, and adjunct instructors “real world” scenarios about the many faucets of teaching introductory college compositions.


The sixteen essays in this book provide a theoretical underpinning for freewriting. Sheryl I. Fontaine opens the book with a description of the organization, purpose, and content of students’ 10-minute unfocused freewriting. Pat Belanoff discusses the relationship between skilled and unskilled student writers. Richard H. Haswell analyzes forms of freewriting. Lynn Hammond describes the focused freewriting strategies used in legal writing and in the analysis of poetry.


Wendy Laura Belcher’s Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success is a revolutionary approach to enabling academic authors to overcome their anxieties and produce the publications that are essential to succeeding in their fields. Each week, readers learn a particular feature of strong articles and work on revising theirs accordingly. At the end of twelve weeks, they send their article to a journal. This invaluable resource is the only guide that focuses specifically on publishing humanities and social science journal articles.

This is a book for teachers who have discovered—or would like to—that writing can be a means of learning. The content is both theoretical and practical because Berthoff believes that by continually examining what they are doing, teachers can discover how to do it. In twelve talks to school and college teachers, she shows how a theory of imagination can provide an array of "speculative instruments"—ideas to think with in order to teach forming, thinking, and writing.


This book helps scholars master writing as a productive, enjoyable, and successful experience. The author prepared this self-help manual for professors who want to write more productively, painlessly, and successfully. It reflects the author's two decades of experiences and research with professors as writers—by compressing a lot of experience into a brief, programmatic framework. Like the actual sessions and workshops in which the author works with writers, this book admonishes and reassures.


This title constitutes a uniquely comprehensive resource about instructional consultation in higher education. It addresses the skills and techniques of instructional consultation, describes programmatic approaches to instructional consultation, discusses the context of instructional consultation, addresses the evaluation of instructional consultation, and describes training programs for both novice and experienced instructional consultants. It contains state-of-the-art information in this new edition.


In this book, the author advocates a far-reaching change in the relations we assume between college and university professors and their students, between the learned and the learning.


Many of the essays in this book describe the building blocks of successful group leadership: negotiating a "contract" governing the conduct of the group; orchestrating a constructive process of questioning, listening, and responding; encouraging independent thinking; and guiding participants toward useful roles in their interaction with one another.

This book identifies optimal practices or *benchmarks* for creating a quality learning environment and outlines steps faculty and administrators can take to strengthen student learning on their own campuses. It also integrates the rich literature of teaching and learning with the findings from in-depth interviews with faculty and administrators at four of America's premier research institutions, and offers practical, real-life solutions for meeting student learning challenges.


Building on the foundation she established with her ground-breaking book, *The Critical Years*, Parks invites us to take up responsibility for providing thoughtful mentorship and mentoring environments during the wilderness years of young adulthood. In this updated edition she addresses recent current events: violence in our culture, smart phones, mixed spirituality/religious identities, social media/networking, the economic crisis, changing racial identity, cultural shifts and other forces shaping the narrative of young adulthood today. She provides concrete ways of employing the theory in different types of mentoring communities, more on the relationship between meaning-making (faith/religion/spirituality) and disciplinary learning and includes new (and more timely) stories and illustrations.


In this book, the authors present extensive data from two groundbreaking national research projects. Their studies include a large national survey focused on attitudes and perceptions of learning, intensive student interviews before and after the service semester, and additional comprehensive interviews to explore student views of the service-learning process.


This book provides a comprehensive review of the interdisciplinary profession and practice of educational therapy as it exists today. It describes the scope and practice of educational therapy from its European roots to its growing presence in the United States, and provides case studies to illustrate the work of educational therapists. In addition to educational therapy students and practitioners, this book is appropriate for those working in related fields including special education, school psychology, school counseling, and
social work in educational settings.


This book offers a selection of articles about teaching first year writing by graduate students. By reading a variety of perspectives about the realities and experiences of teaching writing, graduate students become better prepared for the composition classroom.


Hale marches through linguistic history to paint a layered picture of our language—from before it really existed to the quirky usages we see online today. She warns about habits to avoid and inspires with samples of brilliant writing. A veteran teacher, Hale gives writing prompts along the way, helping readers “try, do, write, play.” *Vex, Hex, Smash, Smooch* guides us to more powerful writing by demonstrating how to use great verbs with style.


This book is a fast-paced tour of success stories (and failures) – the Nobel Prize-winning scientist who drank a glass of bacteria to prove a point about stomach ulcers; the charities who make use of “the Mother Teresa Effect”; the elementary-school teacher whose simulation actually prevented racial prejudice. It shows the vital principles of winning ideas—and tells us how we can apply these rules to making our own messages stick.


This book he first in-depth examination of the Millennials – the generation born after 1982. Having looked at oceans of data, taken their own polls, and talked to hundreds of kids, parents, and teachers, Howe and Strauss explain how Millennials are turning out to be so dramatically different from generation Xers and baby boomers and how, in time, they will become the next great generation.

The authors offer an entertaining, practical guide to effective communication. Drawing extensively on psychosocial studies on memory, emotion and motivation, their study is couched in terms of "stickiness"—that is, the art of making ideas unforgettable. The authors credit six key principles: simplicity, unexpectedness, concreteness, credibility, emotions and stories. (The initial letters spell out "success"—well, almost.)

Tap into the power of social media and increase course effectiveness! Faculty will learn to choose the appropriate social media tool for the intended learning outcome, design engaging and innovative activities, and better meet pedagogical needs. In addition, the author offers strategies for assessing and documenting the effectiveness of using these tools in your course. Administrators and student affairs professionals will also find a wealth of information useful for planning faculty development programs and communicating with students.


In this book, the author cultivates a bodily investigation of noncombative argument, offering direct pedagogical strategies anchored in three modalities of learning—conceptual-procedural, kinesthetic, and contemplative—and projects, activities, assignments, informal responses, and final papers for students. Kinesthetic exercises derived from martial arts and contemplative meditation and mindfulness practices are key to the approach, with Kroll specifically using movement as a physical analogy for tactics of arguing.


Examining college student expectations, aspirations, academics, attitudes, values, beliefs, social life, and politics, this book paints an accurate portrait of today’s students. Timely and comprehensive it offers educators, researchers, practitioners, policymakers, and employers guidance and a much-needed grasp of the forces shaping the experiences of current undergraduates.


This book addresses a wide range of topics including: Who are adult learners? How do adults learn? Why are adults involved in learning activities? How does the social context shape the learning that adults are engaged in? How does aging affect learning ability?

This volume increases the empirical evidence for threshold concepts across a large number of disciplinary contexts and from the higher education sectors of many countries. It develops the theoretical perspectives and provides fresh pedagogical directions, and is useful for teachers, practitioners and managers in all disciplines as well as for educational researchers.


Geared primarily to the active college professor, "Making Time, Making Change" provides a very practical and objective rationale for the re-organization and prioritization of one's professional (and personal) time and effort. The book is not difficult to read (or retain), and the practices suggested are not particularly difficult to implement. It is very easy to apply one's own needs to the information given. This is a great combination of insight and practical application in a text geared toward higher education.


Grounded in research on neuroscience, faculty development, work productivity, positive psychology, and resilience, this faculty development guide is filled with the techniques and strategies that go beyond a discussion of work-life balance and teaching tips to offer practical tools for managing the life of the professor while maximizing his or her potential.

**Saldana, J. (2012).** *The Coding Manual for Qualitative Researchers* (Second ed.). SAGE Publications Ltd.

The Second Edition of Johnny Saldaña’s international bestseller provides an in-depth guide to the multiple approaches available for coding qualitative data. Fully up-to-date, it includes new chapters, more coding techniques and an additional glossary. In total, 32 coding methods are profiled that can be applied to a range of research genres from grounded theory to phenomenology to narrative inquiry. For each approach, Saldaña discusses the method's origins, a description of the method, practical applications, and a clearly illustrated example with analytic follow-up.

**Schroeder, C. (2010).** *Coming In from the Margins: Faculty Development’s Emerging Organizational Development Role in Institutional Change*. Stylus Publishing.

Recognizing that a necessary and significant role change is underway in faculty development, this book calls for centers to merge their traditional responsibilities and services with a leadership role as organizational developers. Failing to define and outline the dimensions and expertise of this new role puts centers at risk of not only marginalization, but of dissolution.

Bridging the gap between text and context, The Fifth Discipline Fieldbook offers everyone a deep and refreshing look at what work can be and should be. The authors ground their stories, examples, exercises in five conceptual touchstones--personal mastery, mental models, shared vision, team learning, and systems thinking. And these disciplines accurately reveal three core tasks in leadership: looking at self, developing others, and seeing the larger picture in order to chart a meaningful course.


A representative and authoritative 'state of the art' account of human development from conception to adolescence. The text is organized chronologically and also thematically and written by renowned experts in the field. This is a truly international account of theories, findings and issues in human development.


The assessment of student writing had broad consequences, both for individual lives and society at large. This book’s essays focus on political and legal issues, the validity and reliability of testing, old and new models of assessment, social inclusion and equity, and future prospects as it relates to assessment unavoidably being a political act.


This book is relevant and useful to teachers whose primary interests are the practical consequences of theory in their classrooms. Where theoretical discussion takes place, the language is clear and accessible.

**Scholarship of Teaching**


This guide provides prospective SoTL scholars with the necessary background information, foundational theory, tools, resources, and methodology to develop their own
SoTL projects, taking the reader through the five stages of the process: Generating a research question; Designing the study; Collecting the data; Analyzing the data; and Presenting and publishing your SoTL project.


This book emphasizes the teacher’s role as a facilitator of learning rather than a transmitter of knowledge. It is designed to be practical and accessible and will support good teachers in becoming even better at what they do. Each chapter seeks to explain how different aspects of learning and assessment work (the theory) as well as providing descriptions of educational approaches that work (the practice).


This new edition builds on the author’s extensive administrative and consulting experience as well as scholarship on faculty rewards. It includes additional discussion of important foundational issues as well as practical forms and ideas gleaned from disciplinary groups and campuses throughout the nation.


This books help one build an online community and fuel online dialogue to create relationships between interactants. It will also provide one with a wide repertoire of strategies for sharpening one’s course's content and ways to fend off and avoid technological problems and roadblocks that one will invariably face during one’s class.


This book covers the what, why, and how of teaching portfolios, with pointers for getting started and a sampling of current campus practices. Includes reproductions of eight actual portfolio entries.

**Furstenberg, Frank F. (2013). *Behind the Academic Curtain: How to Find Success and Happiness with a PhD.* Chicago: University of Chicago.**

In this book the author offers a clear and user-friendly map to this maze. Drawing on decades of experience in academia, he provides a comprehensive, empirically grounded, and, most important of all, practical guide to academic life.

This edition offers a fundamental resource for faculty developers, as well as for faculty and administrators interested in promoting and sustaining faculty development within their institutions. This essential book offers an introduction to the topic, includes twenty-three chapters by leading experts in the field, and provides the most relevant information on a range of faculty development topics including establishing and sustaining a faculty development program; the key issues of assessment, diversity, and technology; and faculty development across institutional types, career stages, and organizations.


This book examines the changing nature of scholarship in today's colleges and universities and proposes new standards with a special emphasis on methods for assessment and documentation.


This book describes a seven-year project – Quality in Undergraduate Education (QUE) – that produced important changes in departments and in the teaching of individual faculty in 21 two- and four-year institutions across four states. Rather than a blow-by-blow report of the project, it focuses on the problems that led to the development of QUE: concern about low levels of student learning in postsecondary institutions and demands by state legislatures that funds for postsecondary institutions be tied to assessment of student learning.


Drawing on the experience with the individuals, campuses, and professional associations associated with the Carnegie Academy for the Scholarship of Teaching and Learning and the Institutional Leadership Program, this important resource examines four critical areas where engagement with the scholarship of teaching and learning can have a significant effect. This book is intended for a broad audience of campus leaders, faculty, and people in foundations and other education associations with an interest in supporting new directions in teaching and learning.

In 26 entertaining and succinct chapters, the story line raises such issues as the nature of today’s college students, faculty roles and responsibilities, mid-career concerns, the purpose of liberal education, racial diversity, micro-aggression, inclusive teaching, technology and learning, politics and the classroom, active learning, the role of sports in higher education, and academic freedom, to name but a few. This book will enliven, and ensure spirited discussion at any orientation, workshop, or faculty development activity.


This guide provides an introduction to the key issues and practices in staff and educational development. A great tool for anyone in the early years of his or her career as an agent in higher or further education, and will act as a comprehensive, up-to-date refresher for more experienced staff and educational developers.


This book offers practical advice to academic leaders considering similar changes and responds to questions for the future about encouraging, supporting, assessing, and rewarding multiple forms of scholarship. The leading pioneers of the movement reflect on their own work with campuses nationwide and examine concrete issues involved in introducing new perspectives on the different forms of scholarship.


Recognizing that a necessary and significant role change is underway in faculty development, this book calls for centers to merge their traditional responsibilities and services with a leadership role as organizational developers. Failing to define and outline the dimensions and expertise of this new role puts centers at risk of not only marginalization, but of dissolution. Proposing a newly defined organizational development role for academic and faculty developers, and directors of teaching and learning centers, the authors describe how significant involvement in broader institutional change initiatives is becoming a critical aspect of this work.


In this book, the author provides an essential resource for anyone who is engaged in efforts to improve teaching in higher education. It includes an analysis of the practitioner literature on teaching and learning in two main categories—the wisdom of scholarship and research scholarship. The first category uses the lens of experience to analyze
instructional issues, and the second category employs more objective frames to assess instructional issues.

**Teaching**


The author describes examples of ingenuity and compassion, of students’ discoveries of new ideas and the depth of their own potential. This book is a treasure trove of insight and inspiration for first-year teachers and seasoned educators alike.


This book is a comprehensive resource that offers college teachers a dynamic model for engaging student and includes one hundred tips, strategies, and techniques that have been proven to help teachers from a wide variety of disciplines and institutions motivate and connect with their students.


This is a further response to increased national and international interest in teaching, teachers, and learning, as well as the pressing need to enhance instructional effectiveness in the widest possible variety of settings. One key premise of this book is that all teaching and learning involve a core of universally applicable principles that can be discerned and absorbed through the study and discussion of cases.


This book delves into the special role of teacher and students in the case method learning process. Schools that want to use the case method more effectively can use this book to teach groups of faculty how to apply case method techniques.


Learn to design interest-provoking writing and critical thinking activities and incorporate them into your courses in a way that encourages inquiry, exploration, discussion, and debate, with *Engaging Ideas*, a practical nuts-and-bolts guide for teachers from any discipline. Integrating critical thinking with writing-across-the-curriculum approaches, the book shows how teachers from any discipline can incorporate these activities into
their courses. This edition features new material dealing with genre and discourse community theory, quantitative/scientific literacy, blended and online learning, and other current issues.


This book provides faculty, staff, and administrators at two- and four-year institutions with a model of assessment that both captures the complexity of the undergraduate experience and offers practical information about how to improve teaching and learning. Data from surveys, open-ended email questions, interviews, focus groups, and portfolios make it possible for the authors to create case studies of individual learning paths over time, as well as to report the group’s aggregate experience.


This book illustrates how technology is most powerfully used outside the classroom, and, when used effectively, how it can ensure that students arrive to class more prepared for meaningful interaction with faculty. Bowen offers practical advice for faculty and administrators on how to engage students with new technology while restructuring classes into more active learning environments.


This book is an extraordinarily helpful guide for anyone facing the daunting challenge of putting together a course and delivering it successfully. Representing teachers at all stages of their careers, the authors, including distinguished historian Alan Brinkley, offer practical advice for almost any situation a new teacher might face, from preparing a syllabus to managing classroom dynamics. Beginning with a nuts and bolts plan for designing a course, the handbook also explains how to lead a discussion, evaluate your own teaching, give an effective lecture, supervise students' writing and research, create and grade exams, and more.


Stimulating good discussions is often one of the more difficult tasks of teaching. In this book, the authors offer a wealth of information and strategies for improving dialogues in the classroom. I found the teacher- and student-centered tone of the book refreshing and the connections drawn between democratic education and discussion methods quite
meaningful. This book addresses an important, often underutilized pedagogical approach-the discussion method. The book is a practical and valuable resource for all faculty seeking to improve their teaching and create more learner-centered teaching environments.


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


This book is a comprehensive guide for researchers and practitioners on creating fully accessible college and university programs. As greater numbers of students with disabilities attend postsecondary educational institutions, administrators have expressed increased interest in making their programs accessible to all students. This book provides both theoretical and practical guidance for schools as they work to turn this admirable goal into a reality, thereby making a crucial contribution to the growing body of literature on special education and universal design.


The author offers a wealth of sound advice on how to deal with a large class, from the first day to end of term evaluations. Full of examples taken from many different disciplines, this book will be an ideal companion for any teacher facing the challenge of the large introductory class.

**Caulfield, J. (2011). *How to Design and Teach a Hybrid Course: Achieving Student-Centered Learning through Blended Classroom, Online and Experiential Activities*. Stylus Publishing.**

Jay Caulfield defines hybrid courses as ones where not only is face time replaced to varying degrees by online learning, but also by experiential learning that takes place in the community or within an organization with or without the presence of a teacher; and as a pedagogy that places the primary responsibility of learning on the learner, with the teacher’s primary role being to create opportunities and environments that foster independent and collaborative student learning.

An annual publication of the Professional and Organizational Development Network in Higher Education (POD), *To Improve the Academy* 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.


The book explores the issues and tensions provoked by interdisciplinary learning, offering helpful information for staff development, e-learning, mass communication courses, and interdisciplinary science courses. Provides practical advice and guidance to improve the quality of teaching and learning in interdisciplinary programs.


This book presents the knowledge base of college teaching in a user-friendly, easy-to-read, yet well-researched format. From sample syllabi to the creation of an effective grading scale, this book covers critically important aspects of organizing and teaching your curriculum.


This is the long-awaited update on the bestselling book that offers a practical, accessible reference manual for faculty in any discipline. This new edition contains up-to-date information on technology as well as expanding on the ideas and strategies presented in the first edition. It includes more than sixty-one chapters designed to improve the teaching of beginning, mid-career, or senior faculty members. The topics cover both traditional tasks of teaching as well as broader concerns, such as diversity and inclusion in the classroom and technology in educational settings.


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.

This book offers a practical, accessible reference manual for faculty in any discipline. This new edition contains up-to-date information on technology as well as expanding on the ideas and strategies presented in the first edition. The topics cover both traditional tasks of teaching as well as broader concerns, such as diversity and inclusion in the classroom and technology in educational settings.


In this book James R. Davis explains the benefits and pitfalls of interdisciplinary, team-taught courses and provides current, practical information on how to design and conduct them. Davis also includes a listing of nearly 100 interdisciplinary, team-taught courses currently being offered at colleges and universities in North America.


This book dispenses wisdom in the form of practical advice to both beginning and seasoned professors. He believes that people can learn to be better teachers through the examination and 'unbundling' of the craft itself.


Offering the insight and experience of dedicated medial educators, this book includes: practical applications of learning theories to better meet learners’ needs, characteristics of successful medical teachers, approaches to developing faculty and improving clinical teaching, vignettes addressing specific clinical teaching challenges, resources and literature for medical teachers to enhance their knowledge.


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.


This volume collects recent studies conducted within the area of medical education that investigate two of the critical components of problem-based curricula—the group meeting
and self-directed learning—and demonstrates that understanding these complex phenomena is critical to the operation of this innovative curriculum.


This book addresses issues from diverse theoretical and philosophical perspectives including educationist, feminist, humanistic, psychological, sociological, anthropological, and more. Each section includes quantitative and qualitative research, a separate introductory essay, research reports, literature reviews, theoretical essays, and practitioner-oriented articles.


*Teaching with Your Mouth Shut* is not intended as a manual for teachers; it aims to provoke reflection on the many ways teaching can be organized. The book engages its readers in a conversation about education. Thus, its purpose is not so much to reform education as it is to provoke fruitful dialogue about teaching and learning among people who have a stake in education.


In this book, the author, Stanley Fish argues that, however laudable these goals might be, there is but one proper role for the academe in society: to advance bodies of knowledge and to equip students for doing the same. When teachers offer themselves as moralists, political activists, or agents of social change rather than as credentialed experts in a particular subject and the methods used to analyze it, they abdicate their true purpose.


This book explores what research has revealed about effective teaching and mines this resource to offer useful suggestions and practical recommendations for new seasoned instructors. This book unfolds in a logical fashion, beginning with evaluating and documenting.


The Handbook is sensitive to the competing demands of teaching, research and scholarship, and academic management. Against the contexts, the book focuses on developing professional academic skills for teaching. Dealing with the rapid expansion of the use of technology in higher education and widening student diversity, the fully
updated and expanded edition includes new material on, for example, e-learning, lecturing to large groups, formative and summative assessment, and supervising research students. Those working in adult learning and education development will find it a particularly useful resource.


This book was developed to approximate the experience of an interdisciplinary writing workshop aimed at high school and college teachers in every subject area. Such workshops have become the primary vehicles disseminating writing-across-the-curriculum ideas.


This concise and lively guide – developed from the faculty seminars of the Harvard-Danforth Center for Teaching and Learning – contains hundreds of insights into the fine and difficult art of leading students to demand more of themselves, find new ways of solving problems, and awaken unsuspected talents. Filled with useful suggestions for improving teaching skills, this book offers solutions to problems that every instructor faces and suggests strategies that will enrich the classroom for both beginning and experienced teachers and their students.


Handbook of College and University Teaching: A Global Perspective presents international perspectives on critical issues impacting teaching and learning in diverse higher education environments, all with a unique global view. The need to understand learning and teaching from multiple cultural perspectives has become critically important in educating the next generation of college students. Education experts from around the world share their perspectives on college and university teaching, illuminating international differences and similarities.


This book provides useful ideas on the four hottest issues in higher education today: active learning, diversity, technology, and assessment. Every faculty member will find at least one chapter well worth reading.

American Council on Education/Oryx Press.

According to this book, interdisciplinary pedagogy is concerned primarily with fostering in students a sense of self-authorship and a notion of knowledge that they can use to respond to complex questions, issues, or problems. This book is designed to assist both new and experienced faculty members who are teaching in interdisciplinary settings and who want to advance integrative learning with their students, as well as administrators who want to encourage integrative and interdisciplinary teaching in their institutions.


This book provides the practical advice that teaching assistants — no matter the discipline — need in order to teach and evaluate writing effectively. This informative text is perfectly suited to a teaching assistants' training course, or it can serve as a reference for teaching assistants to use on their own.


This book is a self-help book that provides anyone teaching a college course with a thorough understanding of what it takes to be an effective teacher. Derived from the authors' extensive research, several interactive assessment tools are included that measure levels of effectiveness according to learner preferences. Each chapter is filled with detailed explanations, relevant stories, and action-driven tables that help them in understanding and applying skills.


This book offers administrators, faculty, and planning groups a primer of interdisciplinary change with a portfolio of practical, concrete strategies for actualizing this change. These proven techniques are anchored in a conceptual framework that unites insights from organizational theory, higher education studies, and the literature on interdisciplinarity.


The product of a survey of 500+ institutions nationwide, in which they described their TA training programs. Profiles 72 centralized and discipline-based exemplary programs.
in detail, plus directory information on another 350+ programs. Cosponsored by the Council of Graduate Schools.


This book is intended for the increasing number of faculty and student affairs administrators – at whatever their level of experience -- who are being are asked to become social justice educators to prepare students to live successfully within, and contribute to, an equitable multicultural society.


In this book, editors R. Eric Landrum and Maureen A. McCarthy identify four broad areas of concern in the ethical teaching of undergraduate psychology: pedagogy, student behavior, faculty behavior toward students, and considerations in the diverse classroom. Together with their team of experts, they provide evidence-based advice and case studies that illustrate the application of relevant ethical principles.


Practical and lively, On Course is full of experience-tested, research-based advice for graduate students and new teaching faculty. It provides a range of innovative and traditional strategies that work well without requiring extensive preparation or long grading sessions when you’re trying to meet your own demanding research and service requirements. Packed with anecdotes and concrete suggestions, this book will keep both inexperienced and veteran teachers on course as they navigate the calms and storms of classroom life.


This book focuses on the changing dynamics of teaching. It is no longer simply about passing on knowledge to the next generation. Teachers in the twenty-first century, in all educational sectors, have to cope with an ever-changing cultural and technological environment. Teaching is now a design science. Like other design professionals – architects, engineers, programmers – teachers have to work out creative and evidence-based ways of improving what they do. Yet teaching is not treated as a design profession.

How can faculty create a strong e presence for their online classes? This volume highlights the need for creating a presence in the online environment. The authors explore the emotional, psychological, and social aspects from both the instructor and student perspective. It provides an instructional design framework and shows how a strong presence contributes to effective teaching and learning. Filled with illustrative examples and based on research and experience, the book contains methods, case scenarios, and activities for creating, maintaining, and evaluating presence throughout the cycle of an online course.


This much-needed volume shows how instructors can energize students in these courses through the innovative use of small-group teaching strategies and new curricular structures. They provide detailed descriptions of both informal turn-to-your-neighbor activities and more formal and intensive small group approaches that have succeeded in making students more active and engaged learners. They also examine efforts to give students in large classes a greater sense of belonging to a community of learners through such techniques as intensive supplemental workshops and clustering multiple-classes, and provide answers to frequently asked questions about using small-group learning in large group settings.


This groundbreaking book offers information on the most effective ways that students process material, store it in their long-term memories, and how that effects learning for long-term retention. It reveals how achieving different levels is important for “transfer” which refers to the learner’s ability to use what is learned in different situations and to problems that might not be directly related to the problems used to help the student learn. Filled with proven tools, techniques, and approaches, this book explores how to apply these approaches to improve teaching.


This booklet addresses some of the common problems in teaching, and offers a variety of ideas to try. It is concerned primarily with the teaching of sections that accompany large lecture and is useful to new teachers and veterans a like. There is no single “right” way to teach, but examples and ideas presented in this booklet will help you to develop your own natural teaching style.

This new edition covers current topics in higher education – cooperative learning, student journals, cognitive learning strategies, study skills and chapters on “Planning your Students’ Learning Activities” and “Using Communication and Information Technologies Effectively”.


This book provides helpful strategies for dealing with both the everyday problems of university teaching and those that arise in trying to maximize learning for every student. The book does not suggest a "set of recipes" to be followed mechanically; it gives instructors the tools they need to deal with the ever-changing dynamics of teaching and learning.


This book records the story of how one professor at a research university used a form of active learning to change the way he taught—from traditional lecture and examinations to cooperative learning and student projects. Drawn from teaching notes, conversations with students, student evaluations, and annual reports, readers will learn the kinds of risks, assumptions, and decisions they will face as they change their teaching to emphasize student learning, particularly during the critical first days of change.


This book is designed for individuals with limited teaching experience at the post-secondary level. The book provides basic information of practical value to instructors of adults in universities, community colleges, and other adult education settings. The book includes six chapters on the following subjects: the role and responsibilities of the instructor, planning and getting started, human learning, delivering instruction, facilitating teaching and learning with technology, and testing and evaluation. The book includes illustrations and examples throughout.


This book fills a gap in the student services and teaching and learning literature by providing a resource that shows how to construct and carry out difficult conversations from various vantage points in the academy. It offers a theory-to-practice model of
conversation for the entire college campus that will enable all constituencies to engage in productive and civil dialogue on the most difficult and controversial social, religious, political, and cultural topics.


This book provides the best that has been written about the potential of interdisciplinary study and about solutions to many practical problems encountered by interdisciplinary programs located in a university structured around disciplines. Newell has spent a career perfecting the art of advancing interdisciplinary studies and possesses a wealth of experience in this form of alternative education. This book will help faculty members rooted in the intellectual frameworks of their disciplines to branch out to other fields in the university to broaden their understanding and enhance their teaching.


This book guides readers in designing figures following the guidelines of the fifth edition of the Publication Manual of the American Psychological Association. It does so by providing numerous examples of figures constructed to accompany fictional studies.


This best-selling handbook is an essential toolbox- a compilation of hundreds of practical teaching techniques, formats, classroom activities, and exercises. It is now newly revised and expanded to cover more on the topics relevant to today’s classroom such as technology and the Internet, problem-based learning, diversity, service learning, and faculty evaluation systems.


This book brings together a broad array of current "best practices" in the design, implementation, and assessment of multicultural change initiatives on college and university campuses. Readers will find that this volume advocates for more transparent connections between change initiatives at individual, departmental, and college-wide levels by highlighting the ways in which such practices and change goals can relate to and support each other, thus addressing a noticeable absence in the current available literature.

Rena Palloff and Keith Pratt, the most trusted online teaching experts, have completely updated and revised this classic to reflect changes in technology and advances in online teaching made in the last decade, in order to meet today’s online learning challenges. The book continues to offer helpful suggestions for dealing with such critical issues as evaluating effective tools, working with online classroom dynamics, addressing the special needs of online students, making the transition to online teaching, and promoting the development of the learning community. Filled with numerous examples from actual online courses and insights from teachers and students, new topics include the open source movement, Web 2.0, Google groups, and topics for the K–12 sector.


This book provides insight into the impact of team teaching on student learning and on faculty development. It also addresses the challenges, both pedagogical and administrative, which need to be addressed for team teaching to be effective.


This book utilizes the theory of intersectionality to focus on the divergent identities and experiences of marginalized groups and to analyze the ways these experiences infiltrate the classroom. It examines teaching and learning as integrated and synergistic practices and highlights the personal and institutional power dynamics existing between scholars and students.


The information at the beginning of the book summarizes and evaluates current research in cognitive psychology and student learning styles. The bulk of the volume then provides practical information on college teaching. The book also presents information on related issues, such as working with at-risk students, classroom management, textbook selection, and grading. This professional reference will be an indispensable tool for college professors in all disciplines.


This book presents a national award-winning approach to encouraging dialogue among interdisciplinary faculty about ways to reflect on and broaden their repertoire of teaching skills. Based on the "Dear Abby" advice column format, the process was developed to
initiate a dialogue on best practices, successes, and ways to address frustrations in teaching.


This classic text combines practical advice with sound theory to provide a uniquely stimulating introduction to the practice of university teaching. The book has a simple message: to become a good teacher, first you must understand your students’ experiences of learning. Out of this grows a set of principles for effective teaching in higher education.


Lack of time may be the single most commonly experienced problem among American faculty. The objective of this book is to elevate our awareness of how we use our time and how we might improve that use of time. In Making Time, Making Change, author Douglas Reimondo Robertson leads you on the road to a more rewarding, and less harried, teaching life!


This book develops an ethic that integrates concerns for student rights, social goals, and academic freedom and can help faculty to understand what values are at stake and to make better decisions when confronted with moral dilemmas. There is a need for both institutional and faculty support of such a code of ethics, whose cultivation and observance has intrinsic rewards for faculty as individuals and professionals.


The chapters in this volume focus on issues of interdisciplinary teaching and learning arising out of particular courses that are offered in the All-University Curriculum at the University of Hartford within five categories.


This book is an anthology of essays, collected from professional journals, represents some of the best experimental teaching done to adapt Freire's liberatory pedagogy to North American classrooms. The articles show the creative enthusiasm many teachers gain from Freire's ideas, as well as the critical literacy and political awareness students
gain through this approach. The book offers critical theory side by side with actual reports of teaching practice, so that philosophy is brought down to earth in terms familiar to practicing teachers.


With 100 or more students in fixed seating, how does a faculty member 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 of the 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.


Through six case studies of interdisciplinary seminars for faculty, Interdisciplinary Conversations investigates pivotal interdisciplinary conversations and analyzes the factors that make them work. This book uncovers barriers that are hidden: disciplinary habits of mind, disciplinary cultures, and interpersonal dynamics. Once uncovered, these barriers can be broken down by faculty members and administrators. While clarion calls for interdisciplinary rise in chorus, this book lays out a clear vision of how to realize the creative potential of interdisciplinary conversations.


Written to meet the needs of teachers, lecturers and tutors working at different levels and in many situations, this is the guide to surveying and understanding the key issues, best practices and new developments in medical, dental and veterinary education.


In this book, the authors expand on the possibilities presented by warm-up exercises, role-playing, integrating props and lighting, blocking skills, focusing energy and concentration, and using a variety of other techniques for good teaching (and good theatre!).

Engineering. Sterling, VA: Stylus Publishing.

This book represents the 14th in the Service-Learning in the Disciplines Series and concentrates on how service-learning can be successfully incorporated in engineering programs, a discipline to which is it relatively new. Contributors to the volume are experienced in using service-learning and address issues of concern to engineering educators. As one peer reviewer commented, "The audience for this [book] is the engineering education community--that community will expect practical applications of the theory that will lead to improved engineering education.


A growing body of research confirms what teachers and parents have long known, that small classes in the early grades can help give students a solid foundation in the basic skills and enable them to learn more throughout their school years. This book explores such issues as effective instructional strategies in small classes, professional development needs and opportunities, strategies for supporting teachers in small class settings, and how class-size reduction can be used as part of a broader approach to education reform.


This book is a practical guide for collecting information about how well students are reaching your course goals, learning what impact your changes are having on students learning, and putting your courses into a cycle of continual revision and improvement. It will also benefit your students and keep your teaching interesting, fresh, and enjoyable.


Directed towards college faculty, this book challenges teachers to be responsible for their professional growth and development as an ongoing, career-long quest. Written by an experienced college teacher and editor of The Teaching Professor newsletter, this source explores the journey and growth of college teachers. This resource provides goals best positioned for beginning, mid-career, and senior faculty as well as activities faculty can use to ignite intellectual curiosity from both students and themselves. This book presents a way for faculty to obtain and sustain teaching excellence throughout their career.


This book combines theory on teaching methodology with advice on good teaching practice in order to help teachers face the challenge of larger numbers of students in their classrooms.

This book offers teachers an eloquent philosophy of composition instruction and an immediately useful set of classroom tested teaching ideas. The author reflects on inquiry-based learning to highly engaging strategies for translating theory into practice in the classroom.


Drawing from their practical experience in faculty development, instructional design, and online instruction, the authors present an overview of the pedagogical and logistical issues associated with this rapidly expanding area of distance education. They explore the transition for both teacher and student from traditional professor-centered methods of education to the student-centered learning experience necessary in the online environment.


Three major groups contribute to the overall conversation about teaching and learning in higher education—faculty/educational developers, researchers who study higher education and those who engage in the scholarship of teaching and learning. Interestingly, however, these groups’ efforts often do not intersect in meaningful ways. *Teaching and Learning in the College Classroom, 3/e*, a collection of seminal and contemporary, conceptual and empirical, and theoretical and practical perspectives on the topic, brings together these groups’ work to provide resources that are helpful to anyone interested in higher education.

**Multimedia**


What Do Students Want in Online Courses? is designed to provide you with grab-and-go information. Schiefelbein shares the practical implications of her research, reviewing action items for each of the six themes she’s identified.

Learn how you can transform exams into enhanced opportunities for student learning with practical solutions to the three core problems with exams today. Making exams better suit your learning goals requires student participation at every step of the process. Your presenter, Maryellen Weimer, Ph.D., shares real-world, tested guidelines for integrating student input.


With learner-centered teaching, students take more responsibility for their learning. It’s an approach that focuses a teacher’s attention on what students are doing and deals with learning processes explicitly. We share three strategies to demonstrate approaches that can benefit students and teachers.