

CELT Library: New Arrivals 2017–18

Adams, M. & Bell, L. A. (2016) *Teaching for diversity and social justice: Third edition*. New York: NY: Routledge.

This book has been the definitive sourcebook of theoretical foundations, pedagogical and design frameworks, and curricular models for social justice teaching practice. Thoroughly revised and updated, this third edition continues in the tradition of its predecessors to cover the most relevant issues and controversies in social justice education in a practical, hands-on format. Filled with ready-to-apply activities and discussion questions, this book provides teachers and facilitators with an accessible pedagogical approach to issues of oppression in classrooms.

Astin, A. (2016). *Are you Smart Enough?* . Sterling, VA: Stylus Publishing.

This book explores the many ways in which the obsession with “being smart” distorts the life of a typical college or university, and how this obsession leads to a higher education that shortchanges the majority of students, and by extension, our society’s need for an educated population. Astin calls on his colleagues in higher education to return the focus to the true mission of developing the potential of each student.

Baepler, P., Walker, J.D., Books, C., Saicaie, K., & Petersen, C. (2016). *A guide to Teaching in the Active Learning Classroom*. Sterling, VA: Stylus Publishing.

This book provides an introduction to ALCs, briefly covering their history and then synthesizing the research on these spaces to provide faculty with empirically based, practical guidance on how to use these unfamiliar spaces effectively.

Baepler, P., Walker, J.D., Books, C., Saicaie, K., & Petersen, C. (2016). *A guide to Teaching in the Active Learning Classroom*. Sterling, VA: Stylus Publishing.

This book provides an introduction to ALCs, briefly covering their history and then synthesizing the research on these spaces to provide faculty with empirically based, practical guidance on how to use these unfamiliar spaces effectively.

Barkley, E., Howell Major, C. (2016). *Learning Assessment Techniques*. San Francisco, CA.: Jossey-Bass.

Learning Assessment Techniques provides 50 easy-to-implement active learning techniques that gauge student learning across academic disciplines and learning environments. Using Fink's Taxonomy of Significant Learning as its organizational framework, it embeds assessment within active learning activities.

Beach, Andrea L. (2016) *Faculty Development in the Age of Evidence: Current Practices, Future Imperatives*. Sterling, VA: Stylus Publishing.

This volume provides the field with an important snapshot of faculty development structures, priorities and practices in a period of change, and uses the collective wisdom of those engaged with teaching, learning, and faculty development centers and programs to identify important new directions for practice.

Berger, W. (2016). *A More Beautiful Question: The Power of Inquiry to Spark Breakthrough Ideas*. New York, NY: Bloomsbury.

Berger emphasizes the power of inquiry as he challenges us to see things with a fresh eye. He concentrates on game-changing questions, those that can result in actions that lead to real results. The author focuses on innovation and invention stories, explaining that in business, questions challenge authority and disrupt established structures, processes, and systems, forcing people to at least consider something different.

Bers, T., Chun, M., Daly, W., Harrington, C., & Tobolowsky, B. (2015). *Foundations for critical thinking*. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

Foundations for Critical Thinking explores the landscape of critical-thinking skill development and pedagogy through foundational chapters and institutional case studies involving a range of students in diverse settings. Establishing a link between active learning and improved critical thinking encourages all higher education professionals, in whatever context, to join the ongoing conversation regarding the state of today's college students' critical-thinking ability.

Boyer, E. (2016). *Scholarship Reconsidered: Priorities of the professoriate*. San Francisco, CA.: Jossey-Bass.

Ernest L. Boyer's landmark book *Scholarship Reconsidered: Priorities of the Professoriate* challenged the publish-or-perish status quo that dominated the academic landscape for generations. His powerful and enduring argument for a new approach to faculty roles and rewards continues to play a significant part of the national conversation on scholarship in the academy. This book offers a critical introduction that explores the impact of Boyer's views, a call to action for applying Boyer's message to the changing nature of faculty work, and a discussion guide to help readers start a new conversation about how *Scholarship Reconsidered* applies today.

Bresciani Ludvik, M (2016). *The Neuroscience of Learning and Development*. Sterling, VA: Stylus Publishing.

This book harnesses what we have learned from innovations in teaching, from neuroscience, experiential learning, and studies on mindfulness and personal development to transform how we deliver and create new knowledge, and indeed transform our students, developing their capacities for adaptive boundary spanning

Brookfield, S., & Preskill, S. (2016). *The discussion book: 50 great ways to get people talking*. San Francisco, CA: Jossey-Bass.

The fifty easily applied techniques in this timely manual spur creativity, stimulate energy, keep groups focused, and increase participation. Whether you're teaching classes, facilitating employee training, leading organizational or community meetings, furthering staff and professional development, guiding town halls, or working with congregations, *The Discussion Book* is your go-to guide for improving any group process.

Carnes, Mark C. (2014). *Mind a on fire: How role-immersion games transform college*. Cambridge, MA: Harvard University Press.

This book shows how role-immersion games channel students' competitive (and sometimes mischievous) impulses into transformative learning experiences. It is a provocative critique of educational reformers who deplored role-playing pedagogies, from Plato to Dewey to Erikson.

Carriveau, Ronald S. (2016). *Connecting the Dots: Developing Student Learning Outcomes and Outcome-Based Assessments*.

This book is designed to help faculty and institutions of higher education meet the high demands for quality at all levels of education by obtaining, managing, using, and reporting valid outcome attainment measures at the course level; and mapping outcome attainment from the course level to departmental, degree program, and institutional levels, and beyond. It demonstrates how to communicate clearly what students are supposed to know and be able to do; write assessments that measure the expectations; and produce test scores that are valid for their intended use and interpretation, so that valid inferences can be made about students and programs.

Cavanagh, S.R. (2016). *The Spark of Learning: Energizing the College Classroom with the Science of Emotion*. Morgantown, WV: West Virginia University Press.

This book argues that if you as an educator want to capture your students' attention, harness their working memory, bolster their long-term retention, and enhance their motivation, you should consider the emotional impact of your teaching style and course design. To make this argument, the author brings to bear a wide range of evidence from the study of education, psychology, and neuroscience, and she provides practical examples of successful classroom activities from a variety of disciplines in secondary and higher education.

Chavez, A., & Longerbeam, S. (2016). *Teaching Across Cultural Strengths*. Sterling, VA: Stylus Publishing

This guide is intended for all faculty, faculty developers or administrators in higher education concerned with equitable outcomes in higher education and with ensuring that all student

cultural groups learn and graduate at the same rates. The authors present their Model of Cultural Frameworks in College Teaching and Learning that highlights eight continua towards achieving the transformation of teaching, and developing more culturally balanced and inclusive practices.

Clayton-Pedersen, A. R., Rhodes, T. L., Lowrie, P. M., Blaney, J. M. (2016). *Preparing critical faculty for the future*. Washington, DC: AACU

This report turns a spotlight on a major site for liberal learning and STEM fluency: the work of HBCUs as leaders in education and graduation of STEM students. The report focuses in particular on the underexplored role of STEM women faculty of color, both in supporting student success in STEM fields, and, over time, in driving campus changes that can make any college more effective in supporting student success in these fields.

Cohen, Judith B. (2016). *Transformative learning and adult higher education*. Danvers, MA: Wiley Periodicals Inc.

This book presents current trends in transformative learning and adult higher education. The practices explored by these authors illuminate Transformative Learning by showing a vivid picture of a theory in action.

Condon, W., Iverson, E., Manduca, C., Rutz, C., & Willett, G. (2016). *Faculty Development and Student Learning*. Bloomington, Ind : Indiana University Press.

Extending recent research in the Scholarship of Teaching and Learning (SoTL) to assessment of faculty development and its effectiveness, this book shows how faculty participation in professional development activities positively affects classroom pedagogy, student learning, and the overall culture of teaching and learning in a college or university.

Conrad, C., & Gasman, M. (2015). *Educating a diverse nation: Lessons from minority-serving institutions*. Cambridge, MA: Harvard University Press.

This book seeks to turn a spotlight on the challenges facing nontraditional college students and highlights the innovative programs and practices that are advancing students' persistence and learning. The authors offer an on-the-ground perspective of life at MSIs and seek to identify strategies for empowering nontraditional students to succeed in college despite the obstacles.

Cranton, P. (2016). *Understanding and Promoting Transformative Learning: A Guide to Theory and Practice*. (3rd ed.) Sterling, VA: Stylus Publishing.

The third edition of Patricia Cranton's *Understanding and Promoting Transformative Learning* brings a wealth of new insight from the tremendous growth in the field during the decade since the previous edition. As in the previous editions, the book helps adult educators understand what transformative learning is, distinguish it from other forms of learning, and foster it in their

practice. The first part of the book is dedicated to clarifying transformative learning theory and relating it to other theoretical frameworks. In the second half of the book, the focus is squarely on strategies for promoting transformative learning in a wide variety of adult and higher education contexts.

De Bruyckere, P., Kirschner, P., & Hulshof, C. (2015). *Urban myths about learning and education*. London, UK: Elsevier.

Many things people commonly believe to be true about education are not supported by scientific evidence. This book examines commonly held incorrect beliefs and then provides the truth of what research has shown. Each chapter examines a different myth, with sections on learning, the brain, technology, and educational policy. A final section discusses why these myths are so persistent.

Duhigg, C. (2016). *Smarter faster better: The secrets of being productive in life and business*. New York, NY: Random House.

At the core of *Smarter Faster Better* are eight key productivity concepts—from motivation and goal setting to focus and decision making—that explain why some people and companies get so much done. Drawing on the latest findings in neuroscience, psychology, and behavioral economics—as well as the experiences of CEOs, educational reformers, four-star generals, FBI agents, airplane pilots, and Broadway songwriters—this painstakingly researched book explains that the most productive people, companies, and organizations don't merely act differently. They view the world, and their choices, in profoundly different ways.

Felder, R., & Brent, R. (2016). *Teaching and Learning STEM*. San Francisco, CA: John Wiley & Sons, Inc.

Teaching and Learning STEM presents a trove of practical research-based strategies for designing and teaching courses and assessing students' learning. The book draws on the authors' extensive backgrounds and decades of experience in STEM education and faculty development. Its engaging and well-illustrated descriptions will equip you to implement the strategies in your courses and to deal effectively with problems (including student resistance) that might occur in the implementation.

Fried, J. (2016). *Of Education, Fishbowls, and Rabbit Holes*. Sterling, VA: Stylus Publishing.

This book questions some of our most ingrained assumptions, not only about the nature of teaching and learning, but about what constitutes education, and about the cultural determinants of what is taught. Jane Fried deconstructs the Grand Western Narrative of teaching and learning, describing it as a cultural fishbowl through which we see the world, rarely aware of the fishbowl itself, be it disciplinary constricts or the definition of liberal education.

Gonzales, Roberto G. (2016). *Lives in Limbo: Undocumented and Coming of Age in America*. Oakland, CA: University of California Press.

This book discusses the results of a twelve-year study that followed 150 undocumented young adults in Los Angeles. Gonzales sheds light on the disastrous effects immigration policies have had on more than two million children coming of age in the United States. *Lives in Limbo* questions the function of a system that integrates children into K-12 schools but ultimately denies them the rewards of their labor.

Gurin, P., Nagda, B., & Zuniga, X. (2013). *Dialogue across difference: Practice, theory, and research on intergroup dialogue*. New York, NY: Russell Sage Foundation.

Dialogue Across Difference presents a persuasive practical, theoretical and empirical account of the benefits of intergroup dialogue. The data and research presented in this volume offer a useful model for improving relations among different groups not just in the college setting but in the United States as well.

Gutiérrez y Muh, G., Niemann, Y., González, C., & Harris, A. (2012) *Presumed incompetent: The intersections of race and class for women in academia*. Boulder, CO: The University Press of Colorado.

Presumed Incompetent is a pathbreaking account of the intersecting roles of race, gender, and class in the working lives of women faculty of color. Through personal narratives and qualitative empirical studies, more than 40 authors expose the daunting challenges faced by academic women of color as they navigate the often hostile terrain of higher education, including hiring, promotion, tenure, and relations with students, colleagues, and administrators.

Haynes, C., Stewart, S., & Tuitt, F. (2016). *Race, Equity, and the Learning Environment*. Sterling, VA: Stylus Publishing.

Focusing on the higher education learning environment, this volume illuminates the global relevance of critical and inclusive pedagogies (CIP), and demonstrates how their application can transform the teaching and learning process and promote more equitable educational outcomes among *all* students, but especially racially minoritized students. The examples in this book illustrate the importance of recognizing the detrimental impact of dominant ideologies, of evaluating who is being included in and excluded from the learning process, and paying attention to when teaching fails to consider students' varying social, psychological, physical and/or emotional needs.

Howard, J.R. (2015). *Discussion in the college classroom: Getting your students engaged and participating in person and online*. San Francisco, CA: Jossey-Bass.

Thoroughly grounded in the scholarship of teaching and learning, this book gives you concrete guidance on integrating discussion into your courses. You'll learn to: overcome the challenges that inhibit effective discussion, develop classroom norms that facilitate discussion, keep discussion focused, relevant, and productive, and maximize the utility of online student discussions.

Johnson, A. (2017). *Privilege, power, and difference*. New York, NY: McGraw-Hill Education.

Privilege, Power, and Difference is a groundbreaking tool for students and non-students alike to examine systems of privilege and difference in our society. Written in an accessible, conversational style, the 3rd edition links theory with engaging examples in ways that enable readers to see the underlying nature and consequences of privilege and their connection to it.

Kahneman, D. (2013). *Thinking, fast and slow*. New York, NY: Farrar, Straus, and Giroux.

Engaging the reader in a lively conversation about how we think, Kahneman reveals where we can and cannot trust our intuitions and how we can tap into the benefits of slow thinking. He offers practical and enlightening insights into how choices are made in both our business and our personal lives—and how we can use different techniques to guard against the mental glitches that often get us into trouble.

Lang, J. (2016). *Small Teaching*. San Francisco, CA: Jossey-Bass.

In *Small Teaching*, James Lang presents a strategy for improving student learning with a series of modest but powerful changes that make a big difference—many of which can be put into practice in a single class period. These strategies are designed to bridge the chasm between primary research and the classroom environment in a way that can be implemented by any faculty in any discipline, and even integrated into pre-existing teaching techniques.

Langer, E. (2016). *The Power of Mindful Learning*. (2nd ed.) Boston, MA: Merloyd Lawrence Book by De Capo Press.

In *The Power of Mindful Learning*, Ellen Langer uses her innovative theory of mindfulness, introduced in her influential earlier book, to dramatically enhance the way we learn. Mindful learning takes place with awareness of context and of the ever-changing nature of information. Learning without this awareness, as Langer shows convincingly, has severely limited uses and often sets on up for failure. With stunning applications to skills as diverse as paying attention, CPR, investment analysis, psychotherapy, or playing a musical instrument, *The Power of Mindful Learning* is for all who are curious and intellectually adventurous.

Lipmanowicz, H. & McCandless, K. (2014). *The surprising power of liberating structures: Simple rules to unleash a culture of innovation*. Liberating Structures Press.

Smart leaders know that they would greatly increase productivity and innovation if only they could get everyone fully engaged. So do professors, facilitators and all changemakers. The challenge is how. Liberating Structures are novel, practical and no-nonsense methods to help you accomplish this goal with groups of any size.

Prepare to be surprised by how simple and easy they are for anyone to use. This book shows you how with detailed descriptions for putting them into practice plus tips on how to get started and traps to avoid. It takes the design and facilitation methods experts use and puts them within reach of anyone in any organization or initiative, from the frontline to the C-suite.

Maki, P.L. (2017). *Real-time student assessment*. Sterling, VA: Stylus.

This book challenges institutions and their programs to prioritize the use of chronological assessment results to benefit enrolled students in comparison with the more common practice of prolonged assessment cycles that generally benefit future students.

McDonald, J.P. (2007). *The power of protocols: An educator's guide to better practice (2nd Ed.)* New York, NY: Teachers College Press.

This teaching and professional development tool is essential for anyone working with collaborative groups of teachers on everything from school improvement to curriculum development to teacher education at all levels.

McTighe, J. & Wiggins, G. (2013). *Essential questions: Opening doors to student understanding*. Alexandria, VA: ASCD.

What are essential questions, and how do they differ from other kinds of questions? What's so great about them? Why should you design and use essential questions in your classroom?

Essential questions (EQs) help target standards as you organize curriculum content into coherent units that yield focused and thoughtful learning. In the classroom, EQs are used to stimulate students discussions and promote a deeper understanding of the content.

Michigan State School of Journalism (2016). *To my professor: What college students really say about their teachers*. Canton, MI: Read The Spirit Books

This book gives professors a glimpse into what students really think, but will seldom say to their professors directly. The book has perspectives from students who live at the margins, transfer students, students with invisible challenges, and veteran students. Following their statements, professors can find strategies and resources for better college instruction that include teaching a growing variety of students, being flexible and fair, recovering from mistakes, dealing with racial tensions, and using humor.

Morris-Jones, D. (2016). *The power of difference: From conflict to collaboration in five steps*. Scarborough, ME: The Delphi Group.

The Power of Difference provides a comprehensive roadmap for anyone who works in an organization and struggles with the frustration of unresolved conflict that is often the source of work disruption and disengagement. The pragmatic five-step model the book is based on draws on more than forty years of knowledge and experience in organization development, social psychology, and conflict resolution, and brings together both time-tested and relatively new theoretical bases for processes to resolve organizational differences constructively.

Morrison, D., Annamma, S.A., & Jackson, D.D. (2017). *Critical race spatial analysis: Mapping to understand and address educational inequality*. Sterling, VA: Stylus Publishing.

This book explores the use of critical spatial analysis to uncover the dimensions of entrenched and systemic racial inequities in educational settings and identify ways to redress them.

The contributors to this book – some of whom are pioneering scholars of critical race spatial analysis theory and methodology – demonstrate the application of the theory and tools applied to specific locales, and in doing so illustrate how this spatial and temporal lens enriches traditional approaches to research.

Nilson, L.B. (2015). *Specifications grading*. Sterling, VA: Stylus.

In her latest book Linda Nilson puts forward an innovative but practical and tested approach to grading that can demonstrably raise academic standards, motivate students, tie their achievement of learning outcomes to their course grades, save faculty time and stress, and provide the reliable gauge of student learning that the public and employers are looking for.

Ouellett, Mathew L. (2005) *Teaching inclusively: Resources for course, department & institutional change in higher education*. Stillwater, OK: New Forums Press Inc.

Teaching Inclusively 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.

Pasque, P., Ortega, N., Burkhardt, J., & Ting, M. (2016). *Transforming understandings of diversity in higher education: Demography, democracy, & discourse*. Sterling, VA: Stylus.

A distinguished group of diversity scholars explore the latest discourse on diversity and how it is reflected in research and practice. The chapters trace how the discourse on diversity is newly shaped after many of the 20th century concepts of race, ethnicity, gender and class have lost authority. In the academic disciplines and in public discourse, perspectives about diversity have been rapidly shifting in recent years. This is especially true in the United States where demographic changes and political attitudes have prompted new observations—some which will clash with traditional frameworks.

Post, M., Ward, E., Longo, N., & Saltmarsh, J. (2016). *Publicly engaged scholars: Next-generation engagement and the future of higher education*. Sterling, VA: Stylus.

This book presents the voices of a new generation of scholars, educators, and practitioners who are committed to civic renewal and the public purposes of higher education. They question existing policies, structures, and practices, and put forward new forms of engagement that can help to shape and transform higher education to align it with societal needs.

Quirk, Mark E. (1994). *How to learn and teach in medical school.* Springfield, IL: Charles C. Thomas Publisher.

This book can be used by students, faculty, and administrators to enhance the process of medical education. Faculty can use this book to understand the learning process and develop teaching skills, thereby providing a framework for critically assessing how they teach. Administrators can use it to expose inadequacies in the medical education process and to strengthen the teaching and learning environment.

Robertson, D.L. (2017). *Making change: lessons learned.* Stillwater, OK: New Forums Press Inc.

In this thought-provoking book the author shares what he has learned over his life that seems particularly useful, at least in his experience, for aspiring change-agents? The author organizes these experiences into seven themes, each of which is explored in a single chapter: development, change, systems, vision, motivation, arcs, and balance.

Robinson, K. (2001). *Out of our minds: Learning to be creative.* Oxford, UK: Capstone Publishing Limited.

In *Out of our Minds*, Ken Robinson 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. He says what all organizations, including those in education, can do immediately to recover people's creative talents. Robinson also argues for radical changes in how we think about intelligence and human resources and in how we educate people to meet the extraordinary challenges of living and working in the 21st century.

Rockquomore, K.A., & Laszloffy, T. (2008). *The black academic's guide to winning tenure – without losing your soul.* London, UK: Lynn Reiner Publisher.

For an African American scholar, who may be the lone minority in a department, navigating the tenure minefield can be a particularly harrowing process. Kerry Ann Rockquomore and Tracey Laszloffy go beyond standard professional resources to serve up practical advice for black faculty intent on playing and winning the tenure game.

Addressing head-on how power and the thorny politics of race converge in the academy, *The Black Academic's Guide* is full of invaluable tips and hard-earned wisdom. It is an essential handbook that will help black faculty survive and thrive in academia without losing their voices, or their integrity.

Ruben, B., De Lisi, R., & Gigliotti, R. (2017). *A guide for leaders in higher education: Core concepts, competencies, & tools*. Sterling, VA: Stylus.

This book is intended as a practical resource for academic and administrative leaders in higher education who seek guidance in dealing with today's complexity, opportunities, and demands. It is also addressed to those who aspire to hold positions of leadership, and to the many faculty and staff members who serve in informal leadership roles within their departments, disciplines, or institutions. Additionally, the book serves as a guide and resource for those responsible for the design and implementation of leadership development programs in higher education.

Schein, E.H. (2013). *Humble inquiry: The gentle art of asking instead of telling*. San Francisco, CA: Berrett-Kohler Publishers Inc.

In this seminal work, Schein contrasts Humble Inquiry with other kinds of inquiry, shows the benefits Humble Inquiry provides in many different settings, and offers advice on overcoming the cultural, organizational, and psychological barriers that keep us from practicing it.

Seemiller, C., & Grace, M. (2016). *Generation Z Goes to College*. San Francisco, CA: John Wiley & Sons, Inc.

Generation Z is rapidly replacing Millennials on college campuses. Those born from 1995 through 2010 have different motivations, learning styles, characteristics, skill sets, and social concerns than previous generations. Unlike Millennials, Generation Z students grew up in a recession and are under no illusions about their prospects for employment after college. While skeptical about the cost and value of higher education, they are also entrepreneurial, innovative, and independent learners concerned with effecting social change. Understanding Generation Z's mindset and goals is paramount to supporting, developing, and educating them through higher education.

Silberman, M. (1996). *Active learning: 101 strategies to teach any subject*. Boston, MA: Pearson.

101 activities include ice-breakers for the beginning of class, strategies for the middle of a lesson, and concluding exercises to foster student reflection and future application. In addition, these activities are designed to enliven learning, deepen understanding, and promote retention. Designed for the preservice and inservice teacher, this book is effective for anyone teaching in middle schools, high schools, colleges, and centers for adult education.

Smith, B. (2013). *Mentoring At-Risk Students through the Hidden Curriculum of Higher Education*. Lanham, Maryland: Lexington Books.

Mentoring At-Risk Students through the Hidden Curriculum of Higher Education reveals how the institutional culture and social networks of universities influence the academic success of underrepresented students. This book is based on a qualitative study that integrates a

sociological and higher education theoretical framework to examine the impact of mentoring programs on students' acquisition of institutional cultural capital and social capital during their college experience. This book also offers an innovative mentoring model that illuminates how students can navigate the hidden curriculum of higher education.

Sullivan, W. (2016). *The Power of Integrated Learning*. Sterling, VA: Stylus Publishing.

In his latest book, William Sullivan offers a model of higher education that answers all these questions in the affirmative, through the power of integrated learning. Drawing on examples from the 25 members of the New American Colleges & Universities (NAC&U) consortium, the book makes the case for an approach that combines the strengths of the liberal arts, professional studies, and civic responsibility in order to give students the combination of skills and experience that will prepare them for success in all aspects of life after graduation.

Thomas, D. & Brown, J. (2011). *A new culture of learning: Cultivating the imagination for a world of constant change*. CreateSpace Independent Publishing Platform.

In this book, Doug Thomas and John Seely Brown pursue an understanding of how the forces of change, and emerging waves of interest associated with these forces, inspire and invite us to imagine a future of learning that is as powerful as it is optimistic.

Tollman, A.O. & Kremling, J. (2017) *Why students resist learning: A practical model for understanding and helping students*. Sterling, VA: Stylus Publishing Inc.

The purpose of this book is to help faculty develop a coherent and integrated understanding of the various causes of student resistance to learning, providing them with a rationale for responding constructively, and enabling them to create conditions conducive to implementing effective learning strategies. In this book readers will discover an innovative integrated model that accounts for student behaviors and creates a foundation for intentional and informed discussion, evaluation, and the development of effective counter strategies.

Tomlinson, C.A., & Tighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Connecting content and kids in meaningful ways is what teachers strive to do every day. In tandem, UbD and DI help educators meet that goal by providing structures, tools, and guidance for developing curriculum and instruction that bring to students the best of what we know about effective teaching and learning.

Tuitt, F., Haynes, C., Stewart, S. (2016) *Race, Equity, and the Learning Environment: The Global Relevance of Critical and Inclusive Pedagogies in Higher Education*. Sterling, VA: Stylus Publishing, LLC.

This book addresses the growing awareness of, and need to address, the systemic practices and barriers that contribute to inequitable educational outcomes for racially

and ethnically diverse students. This volume illuminates the global relevance of critical and inclusive pedagogies and demonstrates how their application can transform the teaching and learning process and promote more equitable educational outcomes among all students but especially racially minoritized students.

Way, D.G. (2016) *Handbook for higher education faculty: A framework and principles for success in teaching*. Stillwater, OK: New Forums Press Inc.

This book has been written and organized to prepare critically reflective teachers to take their place in society and to do that with the knowledge, personal framework and tools to be successful.

Weissglass, J. (1998). *Ripples of hope: Building relationships for educational change*. Santa Barbara, CA: Center for Educational Change in Mathematics and Science.

Ripple of Hope sets clear goals for making schools and learning work better; it is filled with quotes and examples of successful teaching and learning. The twenty-seven chapters outline the problems teachers face, offer tools for change that anyone can put to use, and focuses on the people and their relationships including students, teachers, administrators and parents who make up the school community. Much like thorough strategic planning exercises, the book begins with a vision, develops that vision to daily tasks and the resources needed to carry them out, and concludes with a strategy to take individual improvements into the wider community.

Zemsky, R. (2013). *Checklist for Change: Making American Higher Education a Sustainable Enterprise*. New Brunswick, NJ: Rutgers University Press.

In his book, *Checklist for Change*, Robert Zemsky describes the principal changes that must occur including a fundamental recasting of federal financial aid; new mechanisms for better channeling the competition among colleges and universities; recasting the undergraduate curriculum; and a stronger, more collective faculty voice in governance that defines not why, but how the enterprise must change.

Zull, J.E. (2002). *The art of changing the brain: Enriching the practice of teaching by exploring the biology of learning*. Sterling, VA: Stylus Publishing.

James Zull invites teachers in higher education or any other setting to accompany him in his exploration of what scientists can tell us about the brain and to discover how this knowledge can influence the practice of teaching. He describes the brain in clear non-technical language and an engaging conversational tone, highlighting its functions and parts and how they interact, and always relating them to the real world of the classroom and his own evolution as a teacher.