CELT Library: New Arrivals 2015–16

**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.

**Barnett, B., & Felten, P. (2016). *Intersectionality in Action.* Sterling, VA: Stylus Publishing.**

This book offers models for institutions to move intentionally toward intersections – of study abroad and multiculturalism, of race and gender and religion, and of other essential aspects of our educational programs and our students’ identities – to open doors to new possibilities that better prepare our students for life in a diverse world, and that allow our institutions to become more efficient and effective as we strive to not simply do things better in our own separate spheres, but to do better things by working together across difference.

**Brescani 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

**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. They present techniques – illustrated by numerous examples and narratives – for building on cultural strengths in teaching; offer tips and strategies for teaching through cultural dilemmas; and provide culturally reflective exercises.

**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 is 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.

**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.

**Landsman, J., & Lewis, C. (2011). *White Teachers/ Diverse Classrooms (2nd Ed.).* Sterling, VA: Stylus Publishing.**

This book encourages reflection and self-examination, calls for understanding how students can achieve and expecting the most from them. It demonstrates what’s involved in terms of recognizing often-unconscious biases, confronting institutional racism where it occurs, surmounting stereotyping, adopting culturally relevant teaching, connecting with parents and the community, and integrating diversity in all activities. This book is replete with examples of practice and telling insights that will engage teachers in practice or in service.

**Lee, E. (2016). *Class and Campus Life.* Ithaca, NY: Cornell University Press.**

This book illuminates the ways in which the students' and the college’s practices interact, rather than evaluating them separately, as seemingly unrelated spheres. It also analyzes underlying moral judgments brought to light through cultural connotations of merit, hard work by individuals, and making it on your own that permeate American higher education. Using students’ own descriptions and understandings of their experiences to illustrate the complexity of these issues, Lee shows how the lived experience of socioeconomic difference is often defined in moral, as well as economic, terms, and that tensions, often unspoken, undermine students’ senses of belonging.