

## CELT Library: New Arrivals 2017-18

**Boice, R. (2000). *Advice for New Faculty Members*. Needham Heights, MA: Allyn & Bacon.**

*Advice for New Faculty Members: Nihil Nimus* is a unique and essential guide to the start of a successful academic career. As its title suggests (nothing in excess), it advocates moderation in ways of working, based on the single-most reliable difference between new faculty who thrive and those who struggle. By following its practical, easy-to-use rules, novice faculty can learn to teach with the highest levels of student approval, involvement, and comprehension, with only modest preparation times and a greater reliance on spontaneity and student participation. Similarly, new faculty can use its rule-based practices to write with ease, increasing productivity, creativity, and publishability through brief, daily sessions of focused and relaxed work. And they can socialize more successfully by learning about often-misunderstood aspects of academic culture, including mentoring. Each rule in *Advice for New Faculty Members* has been tested on hundreds of new faculty and proven effective over the long run -- even in attaining permanent appointment.

**Dirks, C., Wenderoth, M. & Withers, M. (2014). *Assessment in the college science classroom*. New York, NY: W. H. Freeman.**

Like all titles in the *Scientific Teaching Series*, *Assessment in the College Classroom* will provide an introduction to assessment techniques (formative and summative), including an introduction to the literature that supports these efforts and their practical application in the classroom. Many of the chapters address using pre-existing assessment tools (Backward Design, Bloom's taxonomy, etc.) for guiding effective teaching and learning.

**Geller, A.E., Eodice, M. (2013). *Working with Faculty Writers*. Boulder, CO: University Press of Colorado.**

The imperative to write and to publish is a relatively new development in the history of academia, yet it is now a significant factor in the culture of higher education. *Working with Faculty Writers* takes a broad view of faculty writing support, advocating its value for tenure-track professors, adjuncts, senior scholars, and graduate students. The authors in this volume imagine productive campus writing support for faculty and future faculty that allows for new insights about their own disciplinary writing and writing processes, as well as the development of fresh ideas about student writing. Contributors from a variety of institution types and perspectives consider who faculty writers are and who they may be in the future, reveal the range of locations and models of support for faculty writers, explore the ways these might be delivered and assessed, and consider the theoretical, philosophical, political, and pedagogical approaches to faculty writing support, as well as its relationship to student writing support. With the pressure on faculty to be productive researchers and writers greater than ever, this is a must-read volume for administrators, faculty, and others involved in developing models of faculty writing support.

**Jensen, J. (2017). *Write no matter what*. Chicago, IL: The University of Chicago Press.**

With growing academic responsibilities, family commitments, and inboxes, scholars are struggling to fulfill their writing goals. A finished book—or even steady journal articles—may seem like an impossible dream. But, as Joli Jensen proves, it really is possible to write happily and productively in academe.

**Knox, E.M.J. (2017). *Trigger warnings*. Lanham, MD: Rowman & Littlefield.**

With “triggered” as Google’s most searched word of 2016, trigger warnings have become a prevalent yet controversial concept in American higher education and society. As the debate over the value and place of triggering material continues, *Trigger Warnings: History, Theory, Context* provides the historical context and theoretical analysis of the use of trigger and content warnings in academia. This important edited collection examines the history, theories, and ethics of trigger warnings and presents case studies from instructors and students describing instances when trigger warnings were and were not used. By exploring the issue through several scholarly lenses and providing examples of when trigger warnings may or may not be used effectively, *Trigger Warnings* provides rigorous analysis of the controversy.

**Lee, A. (2017). *Teaching interculturality*. Sterling, VA: Stylus Publishing.**

How can I simultaneously support students' critical engagement with course content and develop their intercultural awareness? Most faculty have multiple diversities present in any given classroom or academic program— whether from an influx of international students or an increase of students from low-income, first generation, and/or racial/ethnic minority populations— and are concerned about how to maintain a rigorous curriculum and ensure that all their students succeed, given disparate backgrounds and varying degrees of prior knowledge. This book provides faculty and instructors with a theoretical foundation, practical tools, and an iterative and reflective process for designing and implementing an intercultural pedagogy. The authors offer a framework that is flexible enough to be responsive to the experience, environment, and particulars of a given teaching and learning situation. The text incorporates narrative text by the authors, as well as first-person reflections, classroom activities, and annotated assignments that illustrate the dynamic process of intention, experiment/implement, critique, and refinement that characterize pedagogy and intercultural interaction.

**Middendorf, J., Shopkow, L. (2018). *Overcoming student learning bottlenecks*. Sterling, VA.: Stylus Publishing.**

Decoding the Disciplines is a widely-used and proven methodology that prompts teachers to identify the bottlenecks – the places where students get stuck – that impede learners’ paths to expert thinking in a discipline. The process is based on recognizing the gap between novice learning and expert thinking, and uncovering tacit knowledge that may not be made manifest in teaching. Because it focuses on the mental moves that underlie the cognitive competencies we want students to develop, spelling out what critical thinking consists of for any field, the methodology helps teachers to get beyond focus on content delivery and transmission and provides criteria to select from the bewildering array of teaching tools the methods most appropriate to what they are teaching. This is a book for faculty who want their students to develop disciplinary forms of reasoning, and are moreover interested in a methodology with the potential to transform and reinvigorate their teaching. It is particularly suitable for use in communities of practice, and should be indispensable for any one engaged in cross-disciplinary teaching, as it enables co-teachers to surface each other’s tacit knowledge and disciplinary assumptions.

**Rice, G.T. (2018). *Hitting pause: 65 lecture breaks to refresh and reinforce learning*. Sterling, VA.: Stylus Publishing.**

Pauses constitute a simple technique for enlivening and enhancing the effectiveness of lectures, or indeed of any form of instruction, whether a presentation or in an experiential setting. This book presents the evidence and rationale for breaking up lectures into shorter segments by using pauses to focus attention, reinforce key points, and review learning. It also provides 65 adaptable pause ideas to use at the opening of class, mid-way through, or as closers. Starting with brain science research on attention span and cognitive load, Rice bases her book on two fundamental principles: shorter segments of instruction are better than longer ones, and learners who actively participate in instruction learn better than those who don't.

**Schwartz, D.L., Tsang, J.M., & Blair, K.P. (2016). *The ABCs of how we learn: 26 scientifically proven approaches, how they work and when to use them*. New York, NY: W.W. Norton & Company.**

An explosive growth in research on how people learn has revealed many ways to improve teaching and catalyze learning at all ages. The purpose of this book is to present this new science of learning so that educators can creatively translate the science into exceptional practice. The book is highly appropriate for the preparation and professional development of teachers and college faculty, but also parents, trainers, instructional designers, psychology students, and simply curious folks interested in improving their own learning.

**Svinicki, M. (2004). *Learning and motivation in the postsecondary classroom*. Bolton, Mass.: Anker Pub. Co.**

While the annals of educational psychology and scholarship of learning theory are vast, this book distills the most important material that the higher education faculty need, translating it into clear language, and rendering from it examples that can be readily applied in the college classroom. Understanding theory can enrich one's own teaching by increasing efficiency and effectiveness of both the instructor and the student, promoting creativity, encouraging self-reflection and professional development, and advancing classroom research. Finally, a good grounding in theory can help faculty navigate when a student is having difficulty. This clearly written book outlines the learning theories: cognitive, concept learning, social learning, and constructivist, as well as the motivation theories: expectancy value, attribution, achievement goal orientation, and self-determination. It then delves deeper into each one, showing how to develop rich, meaningful instruction so that students master basic information and move into deeper levels of learning.

**Sword, H. (2017). *Air & light & time & space : how successful academics write*. Cambridge, Massachusetts: Harvard University Press.**

Sword identifies four cornerstones that anchor any successful writing practice: Behavioral habits of discipline and persistence; Artisanal habits of craftsmanship and care; Social habits of collegiality and collaboration; and Emotional habits of positivity and pleasure. Building on this "BASE," she illuminates the emotional complexity of the writing process and exposes the lack of writing support typically available to early-career academics. She also lays to rest the myth that academics must produce safe, conventional prose or risk professional failure. The successful writers profiled here tell stories of intellectual passions indulged, disciplinary conventions subverted, and risk-taking rewarded. Grounded in empirical research and focused on sustainable change, *Air & Light & Time & Space* offers a customizable blueprint for refreshing personal habits and creating a collegial environment where all writers can flourish.

**Tatum, B.D. (2003). *“Why are all the black kids sitting together in the cafeteria?”* New York, NY: Basic Books.**

Walk into any racially mixed high school and you will see Black, White, and Latino youth clustered in their own groups. Is this self-segregation a problem to address or a coping strategy? Beverly Daniel Tatum, a renowned authority on the psychology of racism, argues that straight talk about our racial identities is essential if we are serious about enabling communication across racial and ethnic divides. These topics have only become more urgent as the national conversation about race is increasingly acrimonious. This fully revised edition is essential reading for anyone seeking to understand the dynamics of race in America.

**Weimer, M. (2017). *Active learning: a practical guide for college faculty*. Madison, WI: Magna Publications.**

Interest in active learning on college campuses has grown dramatically in recent years. While no one sees traditional classroom practices ending, active learning has become a sought-after mode of instruction that is reshaping the way students learn and teachers teach. The push behind this change comes from active learning's potential to improve student success. Active learning can help students absorb and retain course material better than passive learning. Fortunately, it's easier than ever to learn from instructors at schools across the country who have integrated active learning into their classes. This collection of authoritative articles is written in clear, accessible language for efficient comprehension. The insights, strategies, and techniques explored in *Active Learning: A Practical Guide for College Faculty* can help you excel with an active learning component in your classroom. It is an essential resource for every educator interested in how active learning can boost the accomplishments of their students.

**Wankat, P.C. (2002). *The Effective, efficient professor*. Boston, MA: Allyn and Bacon.**

*The Effective, Efficient Professor: Teaching, Scholarship and Service* develops methods to improve the proficiency and time management skills of faculty in all areas of their careers. Most faculty are discipline experts but have not studied methods to improve their teaching, scholarship or service. This book applies efficiency and time management methods to academe. Throughout the book, the author shows how student learning and academic productivity can be improved by being aware of effective time management techniques. A variety of efficient and effective teaching methods are explored. Scholarship, service, and working with graduate students are also discussed. This book will help college faculty at all levels of instruction take charge of their careers! For college professors in all disciplines.

