

CELT Library: New Arrivals 2018-19

Ahad-Legardy, B. & Poon, O.A. (2018). *Difficult Subjects*. Sterling, VA: Stylus Publishing.

Discussions of race, gender, and sexuality are always hot-button issues in the college classroom, whether they emerge in response to a national event or tragedy or constitute the content of the class over a semester-long term. Even seasoned professors who specialize in these areas find it difficult to talk about identity politics in a room full of students. And many professors for whom issues of racial, and sexual identity is not a primary concern find it even more challenging to raise these issues with students. Offering reflections and practical guidance, the book accounts for a range of challenges facing college educators, and encourages faculty to teach with courage and conviction, especially when it feels as though the world around us is crashing down upon our students and ourselves.

Baker, V., Lunsford, L.G., Neisler, G., Pifer, M.J., & Terosky, A.L., *Success After Tenure: Supporting Mid-career Faculty*. Sterling, VA: Stylus Publishing

This book brings together leading practitioners and scholars engaged in professional development programming for and research on mid-career faculty members. The chapters focus on key areas of career development and advancement that can enhance both individual growth and institutional change to better support mid-career faculties.

Blume Oeur, F. (2018). *Black Boys Apart: Racial Uplift and Respectability in All-Male Public Schools*. Minneapolis, MN: University of Minnesota Press.

While single-sex public schools face much criticism, many Black communities see in them a great promise: that they can remedy a crisis for their young men. *Black Boys Apart* reveals triumphs, hope, and heartbreak at two all-male schools, a public high school and a charter high school, drawing on Freedom Blume Oeur's ethnographic work. We meet young men who felt their schools empowered and emasculated them, parents who were frustrated with co-ed schools, teachers who helped pave the road to college, and administrators who saw in Black male academies the advantages of privatizing education.

Bongiovanni, A. & Jimerson, T. (2018). *A Quick and Easy Guide to They/Them Pronouns*. Portland, OR: Limerence Press.

Archie, a snarky genderqueer artist, is tired of people not understanding gender neutral pronouns. Tristan, a cisgender dude, is looking for an easy way to introduce gender neutral pronouns to his increasingly diverse workplace. The longtime best friends team up in this short and fun comic guide that explains what pronouns are, why they matter, and how to use them. They also include what to do if you make a mistake, and some tips-and-tricks for those who identify outside of the binary to keep themselves safe in this binary-centric world. A quick and easy resource for people who use they/them pronouns, and people who want to learn more!

Chick, N.L. (2018). *SoTL in Action*. Sterling, VA: Stylus Publishing.

This book takes discussions of SoTL to a new level. Its subtitle reflects the microscopic lenses SoTL processes can apply to student learning experiences to understand how they happen, what they look like, what they mean, and what we can do about them. Going beyond definitions, how-to, theory, and debates about methods and standards, the contributors offer a SoTL primer documenting how practitioners have

intentionally thought through key moments in their work. These procedural vignettes present powerful examples of what doing SoTL looks like when done well.

Delany, C. & Molloy, E. (2009). *Clinical Education in the Health Professionals*. Chatswood, NSW: Elsevier.

Edited by Dr. Clare Delany and Dr. Elizabeth Molloy, *Clinical Education in the Health Professions* is a well-constructed resource that recognizes the complexity of teaching and learning in the clinical environment. It provides theory, context, and examples that demonstrate why the role of the clinical educator should be “recognized and promoted as one that empowers students to be active, engaged and mature learners.” The book is well organized; tables and diagrams summarizing information within the text are supplemented by practical examples in a user-friendly format. Each chapter begins with theories relevant to the content in that chapter, followed by guidance on using theory in curriculum design and research, and then uses theory to drive practical examples in clinical education. The text is organized into three parts: “Examining Knowledge: Theoretical Perspectives about Knowledge Construction”; “Sharing Knowledge: Communities and Culture in Education”; and “Applying Knowledge: Teaching and Learning Practices.”

Downing, M. (2019). *Still in Love*. Berkeley, CA: Counterpoint

Mark Sternum, whom readers first met in Downing’s beloved novel *Perfect Agreement*, is a veteran teacher. Twenty years older, separated for six months from his longtime lover, and desperate to duck the overtures of double-dealing deans above him and disgruntled adjunct faculty below him, Mark has one ambition every day he is on campus—to close the classroom door and leave the world behind. His escape, however, is complicated by his contentious, complicated wrestling match of a relationship with the Professor, the tenured faculty member with whom Mark has co-taught this creative-writing workshop for ten years.

The spectacle of their rigorous, academic relationship is a chance for students—all of us—to learn what an amazing arena the classroom can be. Replete with engaging writing exercises, harsh criticism, and contrarian advice, *Still in Love* is the story of one semester in a college classroom. And it is an urgent reminder that we desperately need classrooms, that those singular, sealed-off-from-the-world sanctuaries are where we learn to love our lives.

Eyler, J.R. (2018). *How Humans Learn: The Science and Stories Behind Effective College Teaching*. Morgantown, WV: West Virginia University Press.

Even on good days, teaching is a challenging profession. One way to make the job of college instructors easier, however, is to know more about the ways students learn. *How Humans Learn* aims to do just that by peering behind the curtain and surveying research in fields as diverse as developmental psychology, anthropology, and cognitive neuroscience for insight into the science behind learning.

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

Teaching and Learning STEM presents a trove of practical research-based strategies for designing and teaching STEM courses at the university, community college, and high school levels. 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. The strategies presented don’t require revolutionary time-intensive changes in your teaching, but rather a gradual integration of traditional and new methods. The result will be continual improvement in your teaching and your students’ learning.

Gurung, R.A.R., Voelker, D.J. (2017). *Big Picture Pedagogy: Finding Interdisciplinary Solutions to Common Learning Problems*. Hoboken, NJ: John Wiley & Sons.

This is the 151st volume of this Jossey-Bass higher education series. It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers. By taking a closer, more systematic look at the pedagogies used within the disciplines and their impacts on student learning, the authors herein move away from more generic teaching tips and generic classroom activities and toward values, knowledge, and manner of thinking within SoTL itself. The projects discussed in each chapter, furthermore, will provide models for further research via interdisciplinary collaboration.

Haugnes, N., Holmgren, H. & Springborg, M. (2018). *Meaningful Grading*. Morgantown, WV: West Virginia University Press.

Meaningful Grading: A Guide for Faculty in the Arts enables faculty to create and implement effective assessment methodologies—research based and field tested—in traditional and online classrooms. In doing so, the book reveals how the daunting challenges of grading in the arts can be turned into opportunities for deeper student learning, increased student engagement, and an enlivened pedagogy.

Labaree, D.F. (2017). *A Perfect Mess: The Unlikely Ascendancy of American Higher Education*. Chicago, IL: University of Chicago Press.

Read the news about America's colleges and universities—rising student debt, affirmative action debates, and conflicts between faculty and administrators—and it's clear that higher education in this country is a total mess. But as David F. Labaree reminds us in this book, it's always been that way. And that's exactly why it has become the most successful and sought-after source of learning in the world. Detailing American higher education's unusual struggle for survival in a free market that never guaranteed its place in society—a fact that seemed to doom it in its early days in the nineteenth century—he tells a lively story of the entrepreneurial spirit that drove American higher education to become the best.

Light, G., Cox, R., Calkins, S. (2009). *Learning and Teaching in Higher Education*. Los Angeles, CA: Sage.

Around the world, higher education services are challenged by increased numbers and diversity of students, tougher demands for professional accountability, increasing calls for educational relevance and thinning resources. *Learning and Teaching in Higher Education: The Reflective Professional* addresses key issues in the practice and theory of teaching and learning in the sector. The authors draw upon theory, practice and current research to provide a new way of thinking about the many aspects of learning and teaching in higher education, enabling the reader to critically reflect upon their teaching.

McKimm, J. & Swanwick, T. (2010). *Clinical Teaching Made Easy*. London, UK: Quay Books Division.

Increasingly, nurses and other health professionals are required to teach doctors, trainees and medical students. This book also helps to contextualize learning and provide practical tips for teaching in the clinical context for all health professionals. The book will be useful for clinical teachers at whichever stage of career as it covers all areas of health professions' education in an easy to follow style. It provides a theoretical basis to how clinical teaching and learning might be carried out and draws on the experience of well-regarded clinical teachers to highlight practice points. All aspects of clinical teaching and learning, appraisal, supervision and career development are included. This book is written in an easy to follow format with short chapters, sections, diagrams and practice points. The theory is always related to teaching practice in the clinical context.

McGuire, S.Y. (2015). *Teach Students how to Learn*. Sterling, VA: Stylus Publishing.

What is preventing your students from performing according to expectations? Sandra McGuire offers a simple but profound answer: If you teach students how to learn and give them simple, straightforward strategies to use, they can significantly increase their learning and performance. Sandra McGuire takes the reader sequentially through the ideas and strategies that students need to understand and implement. First, she demonstrates how introducing students to metacognition and Bloom's Taxonomy reveals to them the importance of understanding how they learn and provides the lens through which they can view learning activities and measure their intellectual growth. Next, she presents a specific study system that can quickly empower students to maximize their learning. Then, she addresses the importance of dealing with emotion, attitudes, and motivation by suggesting ways to change students' mindsets about ability and by providing a range of strategies to boost motivation and learning; finally, she offers guidance to faculty on partnering with campus learning centers.

Mookherjee, S. & Cosgrove, E.M. (2016). *Handbook of Clinical Teaching*. Switzerland: Springer International Publishing.

Targeting the practical needs of clinical teachers who do not have extensive time to undergo additional training, this book provides an accessible, on-the-spot resource to bolster teaching skills and optimize the education of trainees. A massive transformation takes place every summer in the United States: thousands of trainees in graduate medical education are appointed as attending physicians responsible for effectively teaching the next generation of medical students and residents. This handbook includes only the most relevant topics for new clinical teachers, and covers the basics of clinical teaching, teaching in specific situations, teaching different audiences, and best practices for handling challenging situations. The format is conducive to "just in time" learning, perfect for quick reference before meeting with learners or engaging in specific teaching situations, such as in an ambulatory clinic or at the bedside. Key points are emphasized with frequent use of tables and boxed practical content. Applicable to all teaching, regardless of specialty, the Handbook of Clinical Teaching is a valuable aid for individuals who wish to improve their teaching, and serves as a practical guide for faculty development in clinical teaching.

Stevens, D.D. & Levi, A.J. (2013). *Introduction to Rubrics*. Virginia: Stylus Publishing.

This new edition retains the appeal, clarity and practicality that made the first so successful, and continues to provide a fundamental introduction to the principles and purposes of rubrics, with guidance on how to construct them, use them to align course content to learning outcomes, and apply them in a wide variety of courses, and to all forms of assignment.

Whitman, G. & Kelleher, I. (2016) *Neuroteach: Brain Science and the Future of Education*. Maryland: Rowman & Littlefield.

Teachers are brain changers. Thus it would seem obvious that an understanding of the brain – the organ of learning – would be critical to a teacher's readiness to work with students. Unfortunately, in traditional public, public-charter, private, parochial, and home schools across the country, most teachers lack an understanding of how the brain receives, filters, consolidates, and applies learning for both the short and long term. *Neuroteach* was therefore written to help solve the problem teachers and school leaders have in knowing how to bring the growing body of educational neuroscience research into the design of their schools, classrooms, and work with each individual student. It is our hope, that *Neuroteach* will help ensure that one day, every student –regardless of zip code or school type—will learn and develop with the guidance of a teacher who knows the research behind how his or her brain works and learns.

Wieman, C. (2017). *Improving How Universities Teach Science: Lessons from the Science Education Initiative*. Massachusetts: Harvard University Press

Too many universities remain wedded to outmoded ways of teaching. Too few departments ask whether what happens in their lecture halls is effective at helping students to learn and how they can encourage their faculty to teach better. But real change is possible, and Carl Wieman shows us how it can be done—through detailed, tested strategies.

Zambrana, R.E. (2018). *Toxic Ivory Towers*. New Jersey: Rutgers University Press.

Toxic Ivory Towers seeks to document the professional work experiences of underrepresented minority (URM) faculty in U.S. higher education, and simultaneously address the social and economic inequalities in their life course trajectory. Ruth Enid Zambrana finds that despite the changing demographics of the nation, the percentages of Black and Hispanic faculty have increased only slightly, while the percentages obtaining tenure and earning promotion to full professor have remained relatively stagnant. *Toxic Ivory Towers* is the first book to take a look at the institutional factors impacting the ability of URM faculty to be successful at their jobs, and to flourish in academia. The book captures not only how various dimensions of identity inequality are expressed in the academy and how these social statuses influence the health and well-being of URM faculty, but also how institutional policies and practices can be used to transform the culture of an institution to increase rates of retention and promotion so URM faculty can thrive.