

## CELT Library: New Arrivals 2019-2020

**Agarwal, P.K. & Bain, P.M. (2019).** *Powerful Teaching: Unleash the Science of Learning*. San Francisco, CA: Jossey-Bass

*Powerful Teaching: Unleash the Science of Learning* empowers educators to harness rigorous research on how students learn and unleash it in their classrooms. In this book, cognitive scientist Pooja K. Agarwal, Ph.D., and veteran K–12 teacher Patrice M. Bain, Ed.S., decipher cognitive science research and illustrate ways to successfully apply the science of learning in classrooms settings. This practical resource is filled with evidence-based strategies that are easily implemented in less than a minute—without additional prepping, grading, or funding!

**Brackett, M. (2019).** *Permission to feel: unlocking the power of emotions to help our kids, ourselves, and our society thrive*. New York City, NY: Celadon Books.

Marc Brackett is a professor in Yale University's Child Study Center and founding director of the Yale Center for Emotional Intelligence. In his 25 years as an emotion scientist, he has developed a remarkably effective plan to improve the lives of children and adults – a blueprint for understanding our emotions and using them wisely so that they help, rather than hinder, our success and well-being. The core of his approach is a legacy from his childhood, from an astute uncle who gave him permission to feel. He was the first adult who managed to see Marc, listen to him, and recognize the suffering, bullying, and abuse he'd endured. And that was the beginning of Marc's awareness that what he was going through was temporary. He wasn't alone, he wasn't stuck on a timeline, and he wasn't "wrong" to feel scared, isolated, and angry. Now, best of all, he could do something about it.

**Hanstedt, P. (2018).** *Creating wicked students: designing courses for a complex world*. Sterling, VA: Stylus

In *Creating Wicked Students*, Paul Hanstedt argues that courses can and should be designed to present students with what are known as "wicked problems" because the skills of dealing with such knotty problems are what will best prepare them for life after college. As the author puts it, "this book begins with the assumption that what we all want for our students is that they be capable of changing the world... When a student leaves college, we want them to enter the world not as drones participating mindlessly in activities to which they've been appointed, but as thinking, deliberative beings who add something to society."

**Hativa, N. (2014).** *Student ratings of instruction: a practical approach to designing, operating, and reporting*. 2<sup>nd</sup> ed. Seattle, WA: Oron Publications

Student evaluation of teaching (SET), or teacher evaluation by students in higher education, titled here student ratings of instruction (SRI), is a most frequently researched and discussed issues in American educational literature. This book is designed for faculty members of all types of higher education institutions and all academic domains who are frustrated, angered, or distrustful of their students

**Horowitz, G. (2019).** *Teaching STEM to first generation college students: a guidebook for faculty & future faculty*. Charlotte, NC: Information Age Publishing.

Do you ever feel like more and more of your students come to your classroom not knowing how to study or what to do in order to be successful in your class? Some students come to college knowing the ropes, knowing what it takes to be successful as STEM students. But many do not. Research shows that students who are the first-generation in their family to attend or complete college are likely to arrive at your classroom not knowing

what it takes to be successful. And data shows that more first-generation students are likely to be arriving on your doorstep in the near future. What can you do to help these students be successful?

**Kernahan, C. (2019).** *Teaching about race and racism in the college classroom: Notes from a white professor.* Morgantown, WV: West Virginia University Press.

In this book, Cyndi Kernahan argues that you can be honest and unflinching in your teaching about racism while also providing a compassionate learning environment that allows for mistakes and avoids shaming students. She provides evidence for how learning works with respect to race and racism along with practical teaching strategies rooted in that evidence to help instructors feel more confident. She also differentiates between how white students and students of color are likely to experience the classroom, helping instructors provide a more effective learning experience for all students.

**Linder, K.E. (2017).** *The blended course design workbook: A practical guide.* Sterling, VA: Stylus Publishing LLC.

*The Blended Course Design Workbook* meets the need for a user-friendly resource that provides faculty members and administrators with instructions, activities, tools, templates, and deadlines to guide them through the process of revising their traditional face-to-face course into a blended format.

Providing a step-by-step course design process that emphasizes active learning and student engagement, this book will help instructors adapt traditional face-to-face courses to a blended environment by guiding them through the development of course goals and learning objectives, assignments, assessments, and student support mechanisms with technology integration in mind. It will also help instructors choose the right technologies based on an instructor's comfort level with technology and their specific pedagogical needs. The book will help each instructor who uses the text to develop a unique course by making choices about their course design based on student learning needs for their chosen topic and discipline. Every component of the workbook has been piloted with faculty designing and implementing blended courses and then revised to better meet the needs of faculty across a range of comfort levels with technology use.

**Lukianoff, G. & Haidt, J. (2018).** *The coddling of the American mind: how good intentions and bad ideas are setting up a generation for failure.* New York City, NY: Penguin Press

First Amendment expert Greg Lukianoff and social psychologist Jonathan Haidt show how the new problems on campus have their origins in three terrible ideas that have become increasingly woven into American childhood and education: *What doesn't kill you makes you weaker*; *always trust your feelings*; and *life is a battle between good people and evil people*. These three Great Untruths contradict basic psychological principles about well-being and ancient wisdom from many cultures. Embracing these untruths—and the resulting culture of safetyism—interferes with young people's social, emotional, and intellectual development. It makes it harder for them to become autonomous adults who are able to navigate the bumpy road of life.

**Matthew, P.A. (2016).** *Written/Unwritten: Diversity and the hidden truths of tenure.* Chapel Hill, NC: University of North Carolina Press.

The academy may claim to seek and value diversity in its professoriate, but reports from faculty of color around the country make clear that departments and administrators discriminate in ways that range from unintentional to malignant. Stories abound of scholars--despite impressive records of publication, excellent teaching evaluations, and exemplary service to their universities--struggling on the tenure track. These stories, however, are rarely shared for public consumption. *Written/Unwritten* reveals that faculty of color often face two sets of rules when applying for reappointment, tenure, and promotion: those made explicit in handbooks

and faculty orientations or determined by union contracts and those that operate beneath the surface. It is this second, unwritten set of rules that disproportionately affects faculty who are hired to "diversify" academic departments and then expected to meet ever-shifting requirements set by tenured colleagues and administrators. Patricia A. Matthew and her contributors reveal how these implicit processes undermine the quality of research and teaching in American colleges and universities. They also show what is possible when universities persist in their efforts to create a diverse and more equitable professorate. These narratives hold the academy accountable while providing a pragmatic view about how it might improve itself and how that improvement can extend to academic culture at large.

**McGee, E.O. & Robinson, W.H. (2019). *Diversifying STEM: Multidisciplinary perspectives on race and gender*. New Brunswick, NJ: Rutgers University Press.**

Research frequently neglects the important ways that race and gender intersect within the complex structural dynamics of STEM. *Diversifying STEM* fills this void, bringing together a wide array of perspectives and the voices of a number of multidisciplinary scholars. The essays cover three main areas: the widely-held ideology that science and mathematics are "value-free," which promotes pedagogies of colorblindness in the classroom as well as an avoidance of discussions around using mathematics and science to promote social justice; how male and female students of color experience the intersection of racist and sexist structures that lead to general underrepresentation and marginalization; and recognizing that although there are no quick fixes, there exists evidence-based research suggesting concrete ways of doing a better job of including individuals of color in STEM. As a whole this volume will allow practitioners, teachers, students, faculty, and professionals to reimagine STEM across a variety of educational paradigms, perspectives, and disciplines, which is critical in finding solutions that broaden the participation of historically underrepresented groups within the STEM disciplines.

**Neuhaus, J. (2019). *Geeky pedagogy: A guide for intellectuals, introverts, and nerds who want to be effective teachers*. Morgantown, WV: West Virginia University Press.**

*Geeky Pedagogy* avoids the excessive jargon, humorlessness, and endless proscriptions that plague much published advice about teaching. Neuhaus is aware of how embodied identity and employment status shape one's teaching context, and she eschews formulaic depictions of idealized exemplar teaching, instead inviting readers to join her in an engaging, critically reflective conversation about the vicissitudes of teaching and learning in higher education as a geek, introvert, or nerd. Written for the wonks and eggheads who want to translate their vast scholarly expertise into authentic student learning, *Geeky Pedagogy* is packed with practical advice and encouragement for increasing readers' pedagogical knowledge.

**Tobin, T.J. & Behling, K.T. (2018). *Reach everyone, teach everyone: universal design for learning in higher education*. Morgantown, WV: West Virginia University Press**

*Reach Everyone, Teach Everyone* is aimed at faculty members, faculty-service staff, disability support providers, student-service staff, campus leaders, and graduate students who want to strengthen the engagement, interaction, and performance of all college students. It includes resources for readers who want to become UDL experts and advocates: real-world case studies, active-learning techniques, UDL coaching skills, micro- and macro-level UDL-adoption guidance, and use-them-now resources.

**Williamson-Lott, Joy Ann. (2018). *Jim Crow Campus: Higher Education and the Struggle for a New Southern Social Order*. New York, NY: Teachers College Press.**

This well-researched volume explores how the Black freedom struggle and the anti-Vietnam War movement dovetailed with faculty and student activism in the South to undermine the traditional role of higher education and bring about social change. It uses the battles between students, faculty, presidents, trustees, elected officials,

and funding agencies to explain how Black and White southern campuses transformed themselves into reputable academic centers. No matter the type of institution, these battles represented cracks in the edifice of the Old South and precipitated wide-ranging changes in southern higher education and society as well. This thought-provoking history offers scholars and others interested in institutional autonomy and the value of civil society a deep understanding of the central role that institutions of higher education can play in social and political change and the vital importance of independent institutions during times of national crisis.

**Wobbe, K. & Stoddard, E.A.. (2019) Project-based learning in the first year: Beyond all expectations. Sterling, VA: Stylus Publishing**

This book has two goals: First, to show the value of significant project-based work for first-year undergraduate students; and Second, to share how to introduce this work into first year programs. The authors spend the bulk of the book sharing what they have learned about this practice, including details about the administrative support and logistics required. They have also included sample syllabi, assignments and assessments, and classroom activities.