CELT Library: New Arrivals 2013–14

Boettcher, J. V. & Conrad, R. (2010). *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips.* **San Francisco: Jossey-Bass.**

This handbook offers faculty a wide array of theory-based techniques designed for online teaching and technology-enhanced courses. Written by two pioneers in distance education, this guidebook presents practical instructional strategies spread out over a four-phase timeline that covers the lifespan of a course. It includes information on course management, social presence, community building, and assessment.

Buller, Jeffrey L. *Academic Leadership Day by Day: Small Steps That Lead to Great Success.* **San Francisco, CA: Jossey-Bass, 2011. Print.**

It can seem at times as though all of academic administration today is focused only on the need for continual change and the endless pursuit of "the big idea." This book takes an entirely different approach to developing your proven academic leadership: It introduces one practical and field-tested idea each day for an entire academic year.

Bresciani, Marilee J., Megan Moore Gardner, and Jessica Hickmott. *Demonstrating Student Success: A Practical Guide to Outcomes-based Assessment of Learning and Development in Student Affairs.* **Sterling, VA: Stylus, 2009. Print.**

This book serves as a practical guide to outcomes-based assessment in student affairs is designed to help readers meet the growing demand for accountability and for demonstrating student learning. The authors offer a framework for implementing the assessment of student learning and development and pragmatic advice on the strategies most appropriate for the readers' particular circumstances.

Cantillon, Peter, Linda Hutchinson, and Diana Wood. *ABC of Learning and Teaching in Medicine.* **London: BMJ, 2003. Print.**

This book emphasizes the teacher's role as a facilitator of learning rather than a transmitter of knowledge. It is designed to be practical and accessible and will support good teachers in becoming even better at what they do. Each chapter seeks to explain how different aspects of learning and assessment work (the theory) as well as providing descriptions of educational approaches that work (the practice).

Davis, T., & Harrison, L. M. (2013). Advancing Social Justice: Tools, Pedagogies, and Strategies to Transform Your Campus. San Francisco, CA: Jossey-Bass.

This book provides a clear understanding of the concept of social justice on college campuses, including aspects of identity development and oppression. The authors discuss institutional and historical systems of power and how these affect identity and relationships. The second half of the book provides conceptual tools and strategies to help design and implement social justice programs on campuses.

Dede, C., Richards, J., eds. (2012). *Digital Teaching Platforms: Customizing Classroom Learning for Each Studen*t. **New York, NY: Teachers College Press.**

In this book, top researchers in the field of learning science and educational technology examine the current state of design and research on Digital Teaching Platforms (DTPs), the principles for evaluating them, and their likely evolution as a dominant medium for educational improvement. The authors examine DTPs in light of contemporary classroom requirements, as well as current initiatives such as the Common Core State Standards, Race to the Top, and the 2010 National Educational Technology Plan.

Diamond, Robert M., and Bronwyn E. Adam. (2002). *Field Guide to Academic Leadership*. San Francisco: Jossey-Bass.

While the last two decades have seen an increase in our knowledge about how students learn, about leadership and change, and about how institutions work, there has been, over the same period, little change in how this information is used. The goal of this book is to help close this gap between research and practice.

Ende, Jack. *Theory and Practice of Teaching Medicine*. (2010). Philadelphia, PA: American College of Physicians Press.

Offering the insight and experience of dedicated medical educators, this book includes: practical applications of learning theories to better meet learners needs, characteristics of successful medical teachers, approaches to developing faculty and improving clinical teaching, vignettes addressing specific clinical teaching challenges, and resources and literature for medical teachers to enhance their knowledge.

Johnson, Allan G. (2006). *Privilege, Power, and Difference*. New York, NY: McGraw Hill.

This tool, intended for students and non-students alike, enables readers to examine systems of privilege and difference in our society. Written in an accessible, conversational style, Johnson links theory with engaging examples in ways that enable readers to see the underlying nature and consequences of privilege and their connection to it.

Landrum, R. Eric., and Maureen A. McCarthy. (2012). *Teaching Ethically: Challenges and Opportunities*. Washington, DC: American Psychological Association.

In this book, editors R. Eric Landrum and Maureen A. McCarthy identify four broad areas of concern in the ethical teaching of undergraduate psychology: pedagogy, student behavior, faculty behavior toward students, and considerations in the diverse classroom. Together with their team of experts, they provide evidence-based advice and case studies that illustrate the application of relevant ethical principles.

Laurillard, Diana. *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*. New York, NY: Routledge, 2012. Print.

This book focuses on the changing dynamics of teaching. It is no longer simply about passing on knowledge to the next generation. Teachers in the twenty-first century, in all educational sectors, have to cope with an ever-changing cultural and technological environment. Teaching is now a design science. Like other design professionals – architects, engineers, programmers – teachers have to work out creative and evidence-based ways of improving what they do. Yet teaching is not treated as a design profession.

Levine, Arthur, Diane R. Dean, and Arthur Levine. *Generation on a Tightrope: A Portrait of Today's College Student*. **San Francisco: Jossey-Bass, 2012. Print.**

> Examining college student expectations, aspirations, academics, attitudes, values, beliefs, social life, and politics, this book paints an accurate portrait of today's students. Timely and comprehensive it offers educators, researchers, practitioners, policymakers, and employers guidance and a much-needed grasp of the forces shaping the experiences of current undergraduates.

Meyer, Jan, and Ray Land. *Overcoming Barriers to Student Understanding: Threshold Concepts and Troublesome Knowledge*. **London: Routledge, 2006. Print.**

> This book examines the difficulties of student learning and offers advice on how to overcome them through course design, assessment practice and teaching methods. It also provides innovative case material from a wide range of institutions and disciplines, including the social sciences, the humanities, the sciences and economics.

Meyer, J. H. F., Land, R. & Baillie, C., Eds. (2010). *Threshold Concepts and Transformational Learning*. **Rotterdam: Sense Publishers.**

> This volume increases the empirical evidence for threshold concepts across a large number of disciplinary contexts and from the higher education sectors of many countries. It develops the theoretical perspectives and provides fresh pedagogical directions, and is useful for teachers, practitioners and managers in all disciplines as well as for educational researchers.

Ouelett, Matthew L. *Teaching Inclusively: Resources for Course, Department & Institutional Change in Higher Education*. **Stillwater, OK: New Forums, 2005. Print.**

> This book 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.

Sensoy, Ozlem & DiAngelo, Robin. (2012). *Is Everyone Really Equal?* **New York, NY: Teachers College Press.**

> This practical handbook will introduce readers to social justice education, providing tools for developing "critical social justice literacy" and for taking action towards a more just society. Accessible to students from high school through graduate school, this book offers a collection of detailed and engaging explanations of key concepts in social justice education, including critical thinking, socialization, group identity, prejudice, discrimination, oppression, power, privilege, and White supremacy.