

CELT Library: New Arrivals 2015–16

Freire, P. (2000). *Pedagogy of the oppressed*. New York, NY: Bloomsbury.

In urban areas in both the United States and Western Europe, a permanent underclass composed of underprivileged peoples and minorities has become an accepted norm. In his book *Pedagogy of the Oppressed*, Freire seeks to empower impoverished and illiterate peoples as they struggle in cities across the world. Originally published in Portuguese in 1968, this new edition with an introduction recounting Freire's life and the impact of this book for the past fifty years will inspire and new generation of people. Educators and students will find this book especially interesting, yet the book accessible to anyone interest in the diversity issues.

James, A., & Brookfield, S. (2014). *Engaging imagination: Helping students become creative and reflective thinkers*. San Francisco, CA: Jossey-Bass.

Employers want to hire people who are innovative. As a result, institutions of higher education should seek to bestow upon students skills that will help them contribute inventive ideas in the workplace instead of making sure they concretely know the facts of math, science, or the humanities. This book provides advice from two leading educators on how to engage students creatively and innovatively to prepare for success beyond college. Student engagement techniques outlined in this guide will help students reflect on their learning potential. *Engaging Imagination* is helpful for higher education faculty eager to prepare students for challenges beyond the classroom.

McCown, D., Reibel, D, & Micozzi, M.S. (2011). *Teaching mindfulness: A practical guide for clinicians and educators*. New York, NY: Springer.

Since little attention has been paid to the *who* and *how* of mindfulness pedagogy, this guide provides the first in-depth treatment of the person and skills of the mindfulness teacher. *Teaching Mindfulness* intends to help practitioners with an interest in mindfulness-based interventions to develop both the personal authenticity and the practical know-how that can make teaching mindfulness a highly rewarding and effective way of working with others. Complete with evidence from classrooms and individual sessions, this volume also includes:

- The current mindfulness-based interventions in their cultural and historical context to help clarify language use, and the integration of Eastern and Western spiritual and secular traditions
- A highly relational understanding of mindfulness practice that supports moment-by-moment work with groups and individuals
- Guidance and materials for a highly experiential exploration of the reader's personal practice, embodiment, and application of mindfulness
- The four essential skill sets of the mindfulness teacher
- A comprehensive, systematic model of the intentions of teaching mindfulness as they are revealed in the mindfulness-based interventions
- Sample scripts for a wide range of mindfulness practices, and an extensive resource section for continued personal and career development

This guide is helpful for educators, physicians, psychologists, counselors, and anyone who has an interest in helping others find their way into the benefits of the present moment.

Nilson, L.B. (2015). *Specifications grading: Restoring rigor, motivating students, and saving faculty time*. Sterling, VA: Stylus.

The amount of time it takes faculty members to grade assignments can be lengthy, as faculty often struggle to decide what criteria to grade on according to what has been taught in the course. Linda Nilson, however, reveals a practical and tested approach to grading that can evidently tie student achievement of learning outcomes to course grading while saving faculty time and stress. Equipped with examples of courses that faculty have adapted to this model of grading, this book lays out how to transition from an established grading system to a model that will benefit both students and teachers. This book is helpful for all faculty members in higher education, as well as those responsible for training educators.