

CELT Library: New Arrivals

Ambrose, S. A., Bridges, M. W., DiPetro, M., Lovett, M. C., & Norman, M. K. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass.

Any conversation about effective teaching must begin with a consideration of how students learn. However, instructors may find a gap between resources that focus on the technical research on learning and those that provide practical classroom strategies. *How Learning Works* provides the bridge for such a gap.

Bain, K. (2012). *What the Best College Students do*. Cambridge, MA: The President and Fellows of Harvard College.

Combining academic research on learning and motivation with insights drawn from interviews with people who have won Nobel Prizes, Emmys, fame, or the admiration of people in their field, Ken Bain identifies the key attitudes that distinguished the best college students from their peers. These individuals started out with the belief that intelligence and ability are expandable, not fixed. This led them to make connections across disciplines, to develop a “meta-cognitive” understanding of their own ways of thinking, and to find ways to negotiate ill-structured problems rather than simply looking for right answers. Intrinsically motivated by their own sense of purpose, they were not demoralized by failure nor overly impressed with conventional notions of success. These movers and shakers didn’t achieve success by making success their goal. For them, it was a byproduct of following their intellectual curiosity, solving useful problems, and taking risks in order to learn and grow.

Bean, J.C. (2001). *Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking and Active Learning in the Classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.

Learn to design interest-provoking writing and critical thinking activities and incorporate them into your courses in a way that encourages inquiry, exploration, discussion, and debate, with *Engaging Ideas*, a practical nuts-and-bolts guide for teachers from any discipline. Integrating critical thinking with writing-across-the-curriculum approaches, the book shows how teachers from any discipline can incorporate these activities into their courses. This edition features new material dealing with genre and discourse community theory, quantitative/scientific literacy, blended and online learning, and other current issues.

Belcher, W. L. (2009). *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. Thousand Oaks, CA: Sage Publications.

Wendy Laura Belcher's *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success* is a revolutionary approach to enabling academic authors to overcome their anxieties and produce the publications that are essential to succeeding in their fields. Each week, readers learn a particular feature of strong articles and work on revising theirs accordingly. At the end of twelve weeks, they send their article to a journal. This invaluable resource is the only guide that focuses specifically on publishing humanities and social science journal articles.

Cohen, A. R., & Bradford, D.L. (2005). *Influence Without Authority* (2nd ed.). Hoboken, NY: John Wiley & Sons.

This guide by management consultant Cohen and Stanford University Graduate School of Business professor Bradford skillfully demonstrates, with numerous examples, how managers and other employees can achieve their career objectives--as well as those of their companies--by forming mutually advantageous alliances. Urging patient planning of strategies, the authors offer advice on coping with turf rivalries, handling delicate inter-level relations and tips on how to bypass rules and foster managerial flexibility and innovation.

Davis, B. G. (2009). *Tools for Teaching*. San Francisco, CA: Jossey-Bass.

This is the long-awaited update on the bestselling book that offers a practical, accessible reference manual for faculty in any discipline. This new edition contains up-to-date information on technology as well as expanding on the ideas and strategies presented in the first edition. It includes more than sixty-one chapters designed to improve the teaching of beginning, mid-career, or senior faculty members. The topics cover both traditional tasks of teaching as well as broader concerns, such as diversity and inclusion in the classroom and technology in educational settings.

Finkel, D. L. (2000). *Teaching with Your Mouth Shut*. Portsmouth, NH: Boynton/Cook Publishers.

Teaching with Your Mouth Shut is not intended as a manual for teachers; it aims to provoke reflection on the many ways teaching can be organized. The book engages its readers in a conversation about education. Thus, its purpose is not so much to reform education as it is to provoke fruitful dialogue about teaching and learning among people who have a stake in education.

Gmelch, W. H., & Miskin, V.D. (2010). *Department Chair Leadership Skills*. Madison, WI: Atwood Publishing.

Authors Gmelch and Miskin have focused their academic careers on supporting and training chairs for one of the most challenging jobs in academia. Both have written extensively and have conducted training workshops throughout the country. Here they

focus their efforts on the specific skills needed by chairs in order to effectively lead their departments.

Hale, C. (2012). *Vex, Hex, Smash, Smooch: Let Verbs Power Your Writing*. New York, NY: W. W. Norton & Company.

Hale marches through linguistic history to paint a layered picture of our language—from before it really existed to the quirky usages we see online today. She warns about habits to avoid and inspires with samples of brilliant writing. A veteran teacher, Hale gives writing prompts along the way, helping readers “try, do, write, play.” *Vex, Hex, Smash, Smooch* guides us to more powerful writing by demonstrating how to use great verbs with style.

Moody, J. (2011). *Faculty Diversity: Removing the Barriers*. New York, NY: Routledge.

Why do we see so little progress in diversifying faculty at America’s colleges, universities, and professional schools? This book explores this important question and provides steps for hastening faculty diversity. Drawing on her extensive consultant practice and expertise as well as research and scholarship from several fields, Dr. Moody provides practical and feasible ways to improve faculty recruitment, retention, and mentorship, especially of under-represented women in science-related fields and non-immigrant minorities in all fields. The second edition of *Faculty Diversity* offers new insights, strategies, and caveats to the current state of faculty diversity.

Pace, D., & Middendorf, J. (Eds.). (2004). *Decoding the Disciplines: Helping Students Learn Disciplinary Ways of Thinking: New Directions for Teaching and Learning*. Danvers, MA: Jossey-Bass.

The Indiana University Faculty Learning Community realized that the mental operations required of undergraduates differ enormously from discipline to discipline and that these ways of thinking are rarely presented to students explicitly. IUFLC Fellows from fields as diverse as creative writing, marketing, and genetics, and, as knowledgeable about their research areas as few people in the world, began to explore how students learn this content. Decoding the Disciplines model takes advantage of the differences in thinking among academic fields in order to decode each individual discipline.

Plank, K. M. (Ed.). (2011). *Team Teaching: Across the Disciplines, Across the Academy*. Sterling, VA: Stylus Publishing.

For those considering adopting team teaching, or interested in reviewing their own practice, this book offers an over-view of this pedagogy, its challenges and rewards, and a rich range of examples in which teachers present and reflect upon their approaches

Sommers, S. (2011). *Situations Matter: Understanding How Context Transforms Your World*. New York, NY: Riverhead.

In *Situations Matter*, Sommers argues that by understanding the powerful influence that context has in our lives and using this knowledge to rethink how we see the world, we can be more effective at work, at home, and in daily interactions with others. He describes the pitfalls to avoid and offers insights into making better decisions and smarter observations about the world around us.

Twenge, J. (2007). *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled—and More Miserable Than Ever Before*. New York, NY: Free Press.

Twenge uses findings from the largest intergenerational research study ever conducted—with data from 1.3 million respondents spanning six decades—to reveal how profoundly different today's young adults are. Here are the shocking truths about this generation, including dramatic differences in sexual behavior, as well as controversial predictions about what the future holds for them and society as a whole. Her often humorous, eyebrow-raising stories about real people vividly bring to life the hopes and dreams, disappointments, and challenges of Generation Me.

Welkener, M. M., & The Association for the Study of Higher Education. (2010). *Teaching & Learning in the College Classroom* (3rd ed.). Boston, MA: Pearson Learning Solutions.

Three major groups contribute to the overall conversation about teaching and learning in higher education—faculty/educational developers, researchers who study higher education, and those who engage in the scholarship of teaching and learning. Interestingly, however, these groups' efforts often do not intersect in meaningful ways. *Teaching and Learning in the College Classroom*, 3/e, a collection of seminal and contemporary, conceptual and empirical, and theoretical and practical perspectives on the topic, brings together these groups' work to provide resources that are helpful to anyone interested in higher education.