

## Center for Teaching Excellence Books

Angelo, T.A., and K.P. Cross. *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass, 1993,

This revised and greatly expanded edition of the 1988 handbook offers teachers at all levels of experience detailed, how-to advice on classroom assessment—from what it is and how it works to planning, implementing, and analyzing assessment projects. The authors illustrate their approach through twelve case studies that detail the real-life classroom experiences of teachers carrying out successful classroom assessment projects<sup>1</sup>.

Bain, Ken. *What the Best College Teachers Do*. Cambridge, Eng.:Harvard University Press, 2004.

What makes a great teacher great? Who are the professors students remember long after graduation? This book, the conclusion of a fifteen-year study of nearly one hundred college teachers in a wide variety of fields and universities, offers valuable answers for all educators.

Baiocco, S.A., and J.N. DeWaters. *Successful College Teaching*. Needham Heights, MA: Allyn and Bacon, 1998.

In addition to providing accounts of the approach to teaching taken by distinguished university professors across the United States, this book seeks to address the tide of change seen to be sweeping over institutions of higher education. Solutions are proposed regarding how faculty development can be changed so that members are more responsive to increased diversity in the student population, and to economic and technological trends. While the audience is primarily current faculty members, the book offers insight on the changing nature of the academic workplace that could be useful to those thinking about pursuing a career in academia.

Bean, John C. *Engaging Ideas*. San Francisco: Jossey-Bass, 1996.

A practical nuts and bolts guide for teachers from any discipline who want to design interest-provoking writing and critical thinking activities. *Engaging Ideas*:

- Shows how teachers can encourage inquiry, exploration, discussion, and debate in their courses.
- Presents a wide variety of strategies for stimulating active learning and for coaching writing and critical thinking.
- Offers teachers concrete advice on how to design courses, structure assignment, use class time, critique student performance, and model critical thinking activities.
- Demonstrates how writing can easily be integrated with such other critical thinking activities and inquiry discussions, simulation games, classroom debates, and interactive lectures.

Boice, Robert. *Advice for New Faculty Members*. Needham Heights, MA: Allyn and Bacon, 2000.

...is a guide to the start of a successful academic career. As its title suggests (nothing in excess), it advocates moderation in ways of working, based on the single-most reliable difference between new faculty who strive and those who struggle.

Bok, Derek. *Our Underachieving Colleges*. Princeton: Princeton University Press, 2006.

Drawing on a large body of empirical evidence, former Harvard President Derek Bok examines how much progress college students actually make toward widely accepted goals of undergraduate education. His conclusions are sobering. Although most students make gains in many important respects, they improve much less than they should in such important areas as writing, critical thinking, quantitative skills, and moral reasoning. Large majorities of college seniors do not feel that they have made substantial progress in speaking a foreign language, acquiring cultural and aesthetic interests, or learning what they need to know to become active and informed citizens. Overall, despite their vastly increased resources, more powerful technology, and hundreds of new courses, colleges cannot be confident that students are learning more than they did fifty years ago.

Boyer, Ernest L. *Scholarship Reconsidered*. Princeton, New Jersey: Princeton University Press, The Carnegie Foundation for the Advancement of Teaching, 1990.

*Scholarship Reconsidered: Priorities of the Professoriate* is based on the results of a 1989 survey of faculty across the nation sponsored by the Carnegie Foundation for the Advancement of Teaching. Boyer says we must "...break out of the tired old teaching versus research debate and define, in more creative ways, what it means to be a scholar"

Brookfield, S.D. and S. Preskill. *Discussion As a Way of Teaching*. San Francisco: John Wiley and Sons, Inc., 1999.

Thoroughly revised and updated, the second edition of the landmark book *Discussion as a Way of Teaching* shows how to plan, conduct, and assess classroom discussions. Stephen D. Brookfield and Stephen Preskill suggest exercises for starting discussions, strategies for maintaining their momentum, and ways to elicit diverse views and voices. The book also includes new exercises and material on the intersections between discussion and the encouragement of democracy in the classroom. This revised edition expands on the original and contains information on adapting discussion methods in online teaching, on using discussion to enhance democratic participation, and on the theoretical foundations for the discussion exercises described in the book.

Colby, A., T. Ehrlich, E. Beaumont, and J. Stephens. *Educating Citizens*. Indianapolis, IN: Jossey-Bass Publishers, 2003.

Through a grand tour of American higher education, *Educating Citizens* shows how institutions can equip students with the understanding, motivation, and skills of responsible and effective citizenship. The book includes rich examples from in-depth studies at twelve

institutions and from a wide range of effective programs and approaches on other campuses. The authors' guidelines for implementing these programs can be applied in the full range of higher-education institutions.

Dewey, John. *Experience & Education*. Simon and Schuster Inc., 1997.

Analyzing both "traditional" and "progressive" education, Dr. Dewey here insists that neither the old nor the new education is adequate and that each is miseducative because neither of them applies the principles of a carefully developed philosophy of experience. Many pages of this volume illustrate Dr. Dewey's ideas for a philosophy of experience and its relation to education. He particularly urges that all teachers and educators looking for a new movement in education should think in terms of the deeper and larger issues of education rather than in terms of some divisive "ism" about education, even such an "ism" as "progressivism." His philosophy, here expressed in its most essential, most readable form, predicates an American educational system that respects all sources of experience, one that offers a true learning situation that is both historical and social, both orderly and dynamic.

Donald, Janet G. *Learning to Think*. John Wiley and Sons, Inc., 2002.

In colleges and universities, there is increasing demand to help students learn how to conceptualize, analyze, and reason. This book presents a model of learning that takes into account the different ways learning occurs in different academic disciplines and explores the relationship between knowledge and thinking processes.

Duch, B.J., S.E. Groh, and D.E. Allen. *The Power of Problem-Based Learning*. Stylus Publishing, 2001.

This "how to" book for college and university faculty. It focuses on the practical questions which anyone wishing to embark on PBL will want to know: "Where do I start?"—"How do you find problems?"—"What do I need to know about managing groups?"—"How do you grade in a PBL course?"

Filene, Peter. *The Joy of Teaching*. University of North Carolina Press, 2005.

Gathering concepts and techniques borrowed from outstanding college professors, *The Joy of Teaching* provides helpful guidance for new instructors developing and teaching their first college courses.

Award-winning professor Peter Filene proposes that teaching should not be like a baseball game in which the instructor pitches ideas to students to see whether they hit or strike out. Ideally, he says, teaching should resemble a game of Frisbee in which the teacher invites students to catch ideas and pass them on.

Rather than prescribe a single model for success, Filene examines the advantages and disadvantages of various pedagogical strategies, inviting new teachers to make choices based on their own personalities, values, and goals. Filene tackles everything from syllabus writing

and lecture planning to class discussions, grading, and teacher-student interactions outside the classroom. The book's down-to-earth, accessible style makes it appropriate for new teachers in all fields. Instructors in the humanities, the social sciences, and the natural sciences will all welcome its invaluable tips for successful teaching and learning.

Fink, L. Dee. *Creating Significant Learning Experiences*. John Wiley and Sons, Inc., 2003.

Offering methods for improving teaching practices in higher education, Fink challenges educators to shift from the content-oriented "information dump" approach toward one that is learning-centered. Fink outlines his taxonomy of significant learning and shows how to combine new and traditional techniques to create powerful learning experiences. Fink, an instructional consultant, is president of the Professional and Organizational Development

\*Finkel, Donald L. *Teaching With Your Mouth Shut*. Boynton/Cook Publishers, Inc., 2000.

... 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.

Grunert, Judith. *The Course Syllabus*. Center for Instructional Development, Syracuse University, 1997.

This practical manual is meant to assist anyone interested in planning and constructing a learning-centered course syllabus. It presents why and how to construct a syllabus that shifts from what material a course will cover (the traditional syllabus) to one that reflects what tools and information an instructor can provide students to help them learn (the learning-centered syllabus). The book's underlying assumption is that good teaching helps students understand how to actively acquire, use, and extend knowledge in an ongoing process of learning.

Hutchings, Pat. *Opening Lines: Approaches to the Scholarship of Teaching and Learning*. Carnegie Foundation for the Advancement of Teaching, 2000.

The cases that constitute this volume represent work in progress by faculty selected as Carnegie Scholars with the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). Each of the eight authors tells the story of her or his efforts at "opening lines" of inquiry into significant issues in the teaching and learning of the field. In particular, their accounts focus on the doing of this kind of investigative work – that is, on methods and approaches for undertaking the scholarship of teaching and learning. The book includes a cd-rom of supplementary documents, tools and resources.

Karabell, Zachary. *What's College For?* Basic Books, 1998.

With spending for it topping \$175 billion a year, American higher education is poised to upstage healthcare and welfare as a national issue. Zachary Karabell offers a surprising look at what students get for their money in this exhaustively researched yet accessible book.

Keith-Spiegel, Patricia. *The Ethics of Teaching*. Lawrence Erlbaum Associates, Inc., 2002.

*The Ethics of Teaching* provides a frank discussion of the most frequently encountered ethical dilemmas that can arise in educational settings, as well as tips on how to avoid these predicaments and how to deal with them when they do occur. The goal is to stimulate discussion and raise faculties' consciousness about ethical issues.

Lee, Virginia S. *Teaching and Learning Through Inquiry: A Guidebook for Institutions and Instructors*. Sterling, VA: Stylus Publishing, 2004

Inquiry-guided learning (IGL) refers to an array of classroom practices that promote student learning through guided and, increasingly independent investigation of complex questions and problems. Rather than teaching the results of others' investigations, which students learn passively, instructors assist students in mastering and learning through the process of active investigation itself. IGL develops critical thinking, independent inquiry, students' responsibility for their own learning and intellectual growth and maturity.

Light, Richard J. *Making the Most of College: Students Speak Their Minds*. Harvard University Press, 2001.

Filled with practical advice, illuminated with stories of real students' self-doubts, failures, discoveries, and hopes, *Making the Most of College* presents strategies for academic success.

Lowman, Joseph. *Mastering the techniques of teaching*. San Francisco: Jossey-Bass, 1995

In this second edition of his classic resource, Joseph Lowman expands on his earlier model of effective teaching to place greater emphasis on motivational skill and commitment to teaching. He presents a practical new learning model that compares six sources of influence on what and how students learn in a college course. All types of teachers and instructors will discover options on how to organize classes and use group work to promote learning. They will also find a checklist for assessing their classroom performance on video, detailed instructions for using video analysis to improve their technique, and an innovative approach to evaluating their overall performance.

McKeachie, W.J., and M. Svinicki. *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers*. Boston: Houghton Mifflin . 2006

*McKeachie's Teaching Tips* provides helpful strategies for dealing with both the everyday problems of university teaching and those that arise in trying to maximize learning for every student. The strategies suggested in the text are adaptable to specific classroom situations. The book does not suggest a "set of recipes" to be followed mechanically; it gives instructors the tools they need to deal with the ever-changing dynamics of teaching and learning.

Mendler, Allen M. *Motivating Students Who Don't Care*. National Education Service, 2000.\*

You can use these proven strategies from the classroom for reawakening motivation in students who aren't prepared, don't care, and won't work. If your ongoing challenge is finding ways to reconnect with the natural learner that exists in each of us so that your students are reawakened with excitement and enthusiasm, this is the resource to provide the solution.

O'Shea, T. and J. Self. *Learning and Teaching with Computers*. The Harvester Press Limited, 1983.

This book gives educators a balanced view of what has already been achieved in computer-assisted learning, together with a description of research likely to affect the role of computer in education in the future.

Palmer, Parker J. *The Courage to Teach*. Jossey-Bass, 1998.

This book is for teachers who have good days and bad—and whose bad days bring the suffering that comes only from something one loves. It is for teachers who refuse to harden their hearts, because they love learners, learning, and the teaching life

Palmer, Parker J. *The Courage to Teach: Reflection Guide*. Jossey-Bass, 1998.\*

This guide will help teachers, individually and in groups, reflect on their teaching and renew their sense of vocation by exploring the *inner landscape* of their lives along Palmer's three dimensions--intellectual, emotional, and spiritual. The guide will raise questions, examine ideas and images, and suggest practices that emerge from the many insights in *The Courage to Teach*.

Provenzo, E.F. and D. Gotthoffer. *Education on the Net*. Allyn and Bacon, 2001.

This book discusses what the internet is, how to use it, and education online.

Royse, David. *Teaching Tips For College and University Instructors: A Practical Guide*. Allyn and Bacon, 2001.

Seldin, Peter. *Improving College Teaching*. Anker Publishing Company, 1995.\*

This book provides practical, ready-to-use, research-based information about specific strategies and state-of-the-art techniques to improve college teaching. Through its nineteen chapters written by renowned faculty developers, the book offers a wide range of topics and ideas for thought and implementation. The chapters present programs that develop such necessary new skills as different teaching approaches needed for different kinds of students; use of current educational technology; evaluating one's own teaching and helping others to evaluate theirs; and providing feedback on teaching

Seldin, Peter. *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions*. Boston: Anker, 2004.

Since the publication of the first edition of this best-selling guide, tens of thousands of faculty have used it to prepare teaching portfolios. This third edition continues its focus on self-reflection and documenting teaching performance, and has also been significantly revised and expanded. Its straightforward approach, practical suggestions, step-by-step instructions, and field-tested recommendations will prove invaluable to those involved in evaluating and improving teaching.

Seldin, Peter. *Evaluating faculty performance: A practical guide to assessing teaching, research, and service*. Boston: Anker, 2006.

This book contains a wealth of material on current evaluation practices and realistic suggestions for upgrading methods and procedures. Seldin and his associates cover every aspect of the evaluation of teaching, research, and service from gaining genuine faculty support to collecting and assessing various kinds of data revealing what works and what does not.

Suskie, Linda. *Assessing Student Learning*. Bolton, MA: Anker Publishing Company, 2004.

Interest in assessing student learning at institutions of higher education—and the need to learn how to do it—skyrocketed in the last two decades of the 20th century and continues to grow into the 21st century. This book summarizes current thinking on the practice of assessing student learning in a comprehensive, accessible, and useful fashion. Short on background and theory and long on practical advice, this is a plainspoken, informally written book designed to provide sensible guidance for assessment practitioners on virtually all aspects of student assessment, and for faculty who simply want to improve assessments within their classes. *Assessing Student Learning* presents readers with well-informed principles and options that they can select and adapt to their own circumstances.

Stevens, D.D., and A.J. Levi. *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback and promote student learning*. Sterling: Stylus, 2005.

At its most basic a rubric is a scoring tool that divides an assignment into its component parts and objectives, and provides a detailed description of what constitutes acceptable and unacceptable levels of performance for each part. Rubrics can be used to grade any assignment or task: research papers, book reviews, participation in discussions, laboratory work, portfolios, oral presentations, group work, and more. This book defines what rubrics are, and how to construct and use them. It provides a complete introduction for anyone starting out to integrate rubrics in their teaching.

Weimer, Maryellen. *Learner-Centered Teaching*. John Wiley and Sons, Inc., 2002.

In this much needed resource, Maryellen Weimer—one of the nation's most highly regarded authorities on effective college teaching—offers a comprehensive work on the topic of learner-centered teaching in the college and university classroom. As the author explains, learner-

centered teaching focuses attention on what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning. To help educators accomplish the goals of learner-centered teaching, this important book presents the meaning, practice, and ramifications of the learner-centered approach, and how this approach transforms the college classroom environment. *Learner-Centered Teaching* shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone.

### **Movies**

Fostering a Scholarship of Teaching. West Peak Media, Inc., 1999.

Notes: <sup>1</sup> All book descriptions have been adapted from the book itself or from online resources such as Amazon.com

\* The CTE Library has two or more copies.