

| Book | ISBN# | Abstract | Titles |
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| Supporting College & University Students with Invisible Disabilities | 13:978-1849059558 | With increasing numbers of students with invisible disabilities attending college and university, faculty and staff find themselves faced with new challenges. This practical handbook provides lecturers, tutors, disability services, and administrative staff with an overview of the invisible disabilities they may encounter, dispelling common myths and offering practical advice to support the needs of these students. Students with invisible disabilities are often academically talented but struggle with certain aspects of higher education such as keeping track of appointments or maintaining concentration in lecture halls. By providing detailed information on a range of disabilities including autism, AD/HD, dyslexia, OCD, and affective disorders, this book facilitates a better understanding of the unique needs of these students and what their strengths and limitations may be. With ideas for adapting teaching methods, offering suitable accommodations, and improving institutional policy, this is vital reading for all university faculty and staff. | Disabilities |
| Diverse Millennial Students in College: Implications for Faculty and Student Affairs | 13:978-1579224479 | <p>While many institutions have developed policies to address the myriad needs of Millennial college students and their parents, inherent in many of these initiatives is the underlying assumption that this student population is a homogeneous group. This book is significant because it addresses and explores the characteristics and experiences of Millennials from an array of perspectives, taking into account not only racial and ethnic identity but also cultural background, sexual orientation, and socioeconomic status differences—all factors contributing to how these students interface with academe.</p> <p>In providing a “voice” to “voiceless” populations of African American, Asian American, Bi/Multi-Racial, Latino, Native American, and LGBT millennial college students, this book engages with such questions as: Does the term “Millennial” apply to these under-represented students? What role does technology, pop culture, sexual orientation, and race politics play in the identity development for these populations? Do our current minority development theories apply to these groups? And, ultimately, are higher education institutions prepared to meet both the cultural and developmental needs of diverse minority groups of Millennial college students?”</p> <p>This book is addressed primarily to college and university administrators and faculty members who seek greater depth and understanding of the issues associated with diverse Millennial college student populations. This book informs readers about the ways in which this cohort differs from their majority counterparts to open a dialogue about how faculty members and administrators can meet their needs effectively both inside and outside the classroom. It will also be of value to student affairs personnel, students enrolled in graduate level courses in higher education and other social science courses that explore issues of college student development and diversity, particularly students planning to work with diverse Millennial college students in both clinical or practical work settings.</p> | Diversity |
| Presumed Incompetent: The Intersections of Race... | 13:978-0874219227 | <i>Presumed Incompetent</i> is a path breaking account of the intersecting roles of race, gender, and class in the working lives of women faculty of color. Through personal narratives and qualitative empirical studies, more than 40 authors expose the daunting challenges faced by academic women of color as they navigate the often hostile terrain of higher education, including hiring, promotion, tenure, and relations with students, colleagues, and administrators. The narratives are filled with wit, wisdom, and concrete recommendations, and provide a window into the struggles of professional women in a racially stratified but increasingly multicultural America. | Diversity |

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| <p>Race, Equity, and the Learning Environment: The Global Relevance..</p> | <p>13:978-1620363409</p> | <p>At a time of impending demographic shifts, faculty and administrators in higher education around the world are becoming aware of the need to address the systemic practices and barriers that contribute to inequitable educational outcomes of racially and ethnically diverse students.</p> <p>Focusing on the higher education learning environment, this volume illuminates the global relevance of critical and inclusive pedagogies (CIP), and demonstrates how their application can transform the teaching and learning process and promote more equitable educational outcomes among <i>all</i> students.</p> <p>The examples in this book illustrate the importance of recognizing the detrimental impact of dominant ideologies, of evaluating who is being included in and excluded from the learning process, and paying attention to when teaching fails to consider students' varying social, psychological, physical and/or emotional needs.</p> <p>This edited volume brings CIP into the realm of comparative education by gathering scholars from across academic disciplines and countries to explore how these pedagogies not only promote deep learning among students, but also better equip instructors to attend to the needs of diverse students by prioritizing their intellectual and social development; creating identity affirming learning environments that foster high expectations; recognizing the value of the cultural and national differences that learners bring to the educational experience; and engaging the "whole" student in the teaching and learning process.</p> | <p>Diversity</p> |
| <p>The Chief of Diversity Officer: Strategy....</p> | <p>13:978-1579222352</p> | <p>This volume addresses the role of chief diversity officers as coordinating and integrating diversity leaders in higher education and other sectors.</p> <p>Having established in a companion volume the parameters for an effective diversity strategy, the authors address such questions as: What is a chief diversity officer? How might we create dynamic chief diversity officer infrastructures? What models of CDO structure exist in the academy? What misperceptions often confound the work of officers and the institutions they work within? What key competencies are necessary to lead as a CDO? How does the CDO role compare across higher education, non-profit, and corporate sectors? And how might the role serve as an important contributor to a collaborative vision for change and transformation in the academy?</p> <p>This book begins by delineating the evolution of the chief diversity officer role in the academy. Drawing on extensive qualitative and quantitative research on CDOs conducted for the purposes of this volume, it describes how the scope and responsibilities are variously defined at the organizations where the position has been created, and offers insights into the complexities and challenges of the role.</p> <p>On the basis of this data and the literature on organizational design and change management, the authors define the requisite skills, knowledge and background to be effective, review the alternative organizational and governance structures under which CDOs operate, and in so doing present the Chief Diversity Officer Development Framework as a basis for recruiting candidates, for structuring the position to succeed, and for providing prospective and incumbent CDOs with a realistic sense of the scope of the role. This title is also available in a set with its companion volume, <i>Strategic Diversity Leadership</i>.</p> | <p>Diversity</p> |
| <p>Student Engagement Techniques: A Handbook for College Faculty</p> | <p>13:978-0470281918</p> | <p>Keeping students involved, motivated, and actively learning is challenging educators across the country, yet good advice on how to accomplish this has not been readily available. Student Engagement Techniques is a comprehensive resource that offers college teachers a dynamic model for engaging students and includes over one hundred tips, strategies, and techniques that have been proven to help teachers from a wide variety of disciplines and institutions motivate and connect with their students. The ready-to-use format shows how to apply each of the book's techniques in the classroom and includes purpose, preparation, procedures, examples, online implementation, variations and extensions, observations and advice, and key resources.</p> <p>"Given the current and welcome surge of interest in improving student learning and success, this guide is a timely and important tool, sharply focused on practical strategies that can really matter."</p> | <p>Faculty Development</p> |

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| | | <p>?Kay McClenney, director, Center for Community College Student Engagement, Community College Leadership Program, the University of Texas at Austin</p> <p>"This book is a 'must' for every new faculty orientation program; it not only emphasizes the importance of concentrating on what students learn but provides clear steps to prepare and execute an engagement technique. Faculty looking for ideas to heighten student engagement in their courses will find useful techniques that can be adopted, adapted, extended, or modified."</p> <p>?Bob Smallwood, cocreator of CLASSE (Classroom Survey of Student Engagement) and assistant to the provost for assessment, Office of Institutional Effectiveness, University of Alabama</p> | |
| Training Manual for What every Teacher should Know | 13:978-0161939993 | Designed to help trainers navigate teachers through a complete cycle of 10 training sessions, this dynamic guide is a must for professional staff developers! | Faculty Development |
| Collaborative Learning Techniques: A Handbook for College Faculty | 13:978-1118761557 | <p>A guide to thirty-five creative assignments for pairs and groups</p> <p><i>Collaborative Learning Techniques</i> is the bestseller that college and university faculty around the world have used to help them make the most of small group learning. .A mountain of evidence shows that students who learn in small groups together exhibit higher academic achievement, motivation, and satisfaction than those who don't. Collaborative learning puts into practice the major conclusion from learning theory: that students must be actively engaged in building their own minds. In this book, the authors synthesize the relevant research and theory to support thirty-five collaborative learning activities for use in both traditional and online classrooms. This second edition reflects the changed world of higher education. New technologies have opened up endless possibilities for college teaching, but it's not always easy to use these technologies effectively. Updated to address the challenges of today's new teaching environments, including online, "flipped," and large lectures, <i>Collaborative Learning Techniques</i> is a wonderful reference for educators who want to make the most of any course environment. This revised and expanded edition includes:</p> <ul style="list-style-type: none"> • Additional techniques, with an all-new chapter on using games to provide exciting, current, technologically-sophisticated curricula • A section on effective online implementation for each of the thirty-five techniques • Significantly expanded pedagogical rationale and updates on the latest research showing how and why collaborative learning works • Examples for implementing collaborative learning techniques in a variety of learning environments, including large lecture classes and "flipped" classes • Expanded guidance on how to solve common problems associated with group work <p>The authors guide instructors through all aspects of group work, providing a solid grounding in what to do, how to do it, and why it is important for student learning. The detailed procedures in <i>Collaborative Learning Techniques</i> will help teachers make sure group activities go smoothly, no matter the size or delivery method of their classes. With practical advice on how to form student groups, assign roles, build team spirit, address unexpected problems, and evaluate and grade student participation, this new edition of the international classic makes incorporating effective group work easy.</p> | Faculty Development |
| New Faculty : A Practical Guide for Academic Beginners | 13:978-0230114869 | A useful compendium of 'survival' advice for the faculty newcomer on a variety of subjects: practical tips on classroom teaching, student performance evaluation, detailed advice on grant-writing, student advising, professional service, and publishing. | Faculty Development |
| Planning for Effective Faculty Development | 13:978-157241050 | Technology and distance education are changing classrooms. This work views faculty as adult learners and faculty development programs as adult education. It introduces the concepts of adult learning and programs development in adult education and sets out a model for success. | Faculty Development |
| Promotion and Tenure Confidential | 13:978- | "Sitting down with a young and brilliant mathematician, I asked what he thought were his biggest | Faculty |

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| | 0674048782 | <p>problems in working toward tenure. Instead of describing difficulties with his equations or his software programs, he lamented that (a) his graduate assistant wasn't completing his tasks on time, (b) his department chair didn't seem to care if junior faculty obtained grants, and (c) a senior professor kept glaring at him in faculty meetings. He knew he could handle the intellectual side of being an academic—but what about the people side? 'Why didn't they offer "Being a Professor 101" in graduate school?' he wondered."</p> <p><i>Promotion and Tenure Confidential</i> provides that course in an astute and practical book, which shows that P&T is not just about research, teaching, and service but also about human relations and political good sense. Drawing on research and extensive interviews with junior and senior faculty across many institutions, David D. Perlmutter provides clear-sighted guidance on planning and managing an academic career, from graduate school to tenure and beyond.</p> <p>Topics include: making the transformation from student and protégé to teacher and mentor seeking out and holding onto lifelong allies show to manage your online reputation and avoid "death by Google "what to say and what not to say to deans and department chair show meeting deadlines wins points with everyone in your life how, when, and to whom to say "no "when and how to look for a new job when you have a job how (and whom) to ask for letters of recommendation, what to do if you know you're not going to get tenure</p> | Development |
| Quick Hits for Adjunct Faculty | 13:978-0253018342 | <p>Non-tenure-track lecturers and adjunct instructors face particular challenges at US colleges, including heavy teaching loads, lack of office space, little control over the selection of course topics or textbooks, and long commutes between jobs at two or more schools. Quick Hits for Adjunct Faculty and Lecturers contains short, practice-oriented articles by experienced instructors that offer valuable teaching and career tips for balancing competing demands, addressing student issues, managing classrooms, and enhancing professional development.</p> | Faculty Development |
| The Journal of the Faculty Development | 13:978-15810272921 | <p>Reporting the latest in professional development activities at the 2-year college, 4-year college, and university levels. — A highly successful stand-by that addresses concerns for your most valuable resource, PEOPLE! It is the one medium in higher education strictly addressing both the practical and theoretical aspects of the planning, design, implementation and evaluation of practices and programs leading to effective and efficient institutions and individuals.</p> | Faculty Development |
| The Reflective Educator's Guide to Professional Development | 13:978-1412955805 | <p>Combining professional learning communities (PLCs) and action research, this step-by-step guide provides coaches, workshop leaders, and staff developers with strategies, activities, and tools to develop inquiry-oriented PLCs. The authors present essential elements of a healthy PLC, case studies of inquiry-based PLCs, and lessons learned for improving coaching practices. Sample projects and reflection prompts will help readers:</p> <ul style="list-style-type: none"> • Organize, assess, and maintain high-functioning, inquiry-oriented PLCs • Facilitate the development of study questions • Enable PLC members to develop, analyze, and share research results • Lead successful renewal and reform efforts | Faculty Development |
| Transforming the Academy: Faculty Perspectives | 13:978-0813565071 | <p>In recent decades, American universities have begun to tout the "diversity" of their faculty and student bodies. But what kinds of diversity are being championed in their admissions and hiring practices, and what kinds are being neglected? Is diversity enough to solve the structural inequalities that plague our universities? And how might we articulate the value of diversity in the first place?</p> <p><i>Transforming the Academy</i> begins to answer these questions by bringing together a mix of faculty—male and female, cisgender and queer, immigrant and native-born, tenured and contingent, white, black, multiracial, and other—from public and private universities across the United States. Whether describing contentious power dynamics within their classrooms or recounting protests that occurred on their campuses, the book's contributors offer bracingly honest inside accounts of both the conflicts and the learning experiences that can emerge from being a representative of diversity.</p> | Faculty Development |

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| | | The collection's authors are united by their commitment to an ideal of the American university as an inclusive and transformative space, one where students from all backgrounds can simultaneously feel intellectually challenged and personally supported. Yet <i>Transforming the Academy</i> also offers a wide range of perspectives on how to best achieve these goals, a diversity of opinion that is sure to inspire lively debate. | |
| A Faculty Guide for Succeeding in Academics | 13:978-0415644525 | All too often a culture of silence permeates academia, where faculty and administrators ignore or misunderstand difficult situations. <i>A Faculty Guide for Succeeding in Academe</i> is a practical guide for prospective and current faculty that addresses real, complex issues that are too often left unexamined. Chapters explore typical aspects of the faculty career and life cycle—such as appointment, tenure, promotion, incivility, plagiarism, teaching, online delivery, interactions with chairs and deans, and performance appraisal—but focuses on the prickly issues as well as the routine. <i>A Faculty Guide for Succeeding in Academe</i> presents authentic, engaging vignettes that feature faculty and administrators as they maneuver through academe encountering authentic, difficult situations. Focusing on positive outcomes, each case is analyzed and readers are encouraged to reflect about the ways these incidents could have been resolved. Offering concrete suggestions and best-practices, this book provides insights that will help prospective, new, and current faculty maneuver more effectively through academe and their collegial culture. This important resource enhances a culture of openness and will help faculty gain direction and support in their career. | Faculty Guide |
| A Faculty Guide to Addressing Disruptive & Dangerous Behavior | 13:000-0415628288 | College and university faculty are asked to serve an increasingly diverse and at-risk population of students. They face disruptive and dangerous behaviors that range from speaking out of turn or misusing technology, to potentially aggressive behavior. <i>A Faculty Guide to Addressing Disruptive and Dangerous Behavior</i> provides the practical ideas and guidance necessary to manage and mitigate these behaviors. Grounded in research and theory that addresses the interplay of mental health, substance abuse, and aggression that may enter the college classroom, this accessible book serves as a necessary guide for busy faculty members facing challenging situations in their classrooms. Special features include: <ul style="list-style-type: none"> • Vignettes from seasoned faculty that provide thoughtful reflections and advice from everyday experience. • Research-based suggestions and intervention techniques to help faculty better assess, intervene, and manage difficult behavior. • Coverage of special populations, including nontraditional, veteran, and millennial students. • Discussion of the latest laws and regulations that should affect and inform faculty's decisions | Faculty Guide |
| A Guide to Faculty Development | 13:978-0470405574 | Since the first edition of <i>A Guide to Faculty Development</i> was published in 2002, the dynamic field of educational and faculty development has undergone many changes. Prepared under the auspices of the Professional and Organizational Development Network in Higher Education (POD), this thoroughly revised, updated, and expanded edition offers a fundamental resource for faculty developers, as well as for faculty and administrators interested in promoting and sustaining faculty development within their institutions. This essential book offers an introduction to the topic, includes twenty-three chapters by leading experts in the field, and provides the most relevant information on a range of faculty development topics including establishing and sustaining a faculty development program; the key issues of assessment, diversity, and technology; and faculty development across institutional types, career stages, and organizations. | Faculty Guide |

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| | | <p>"This volume contains the gallant story of the emergence of a movement to sustain the vitality of college and university faculty in difficult times. This practical guide draws on the best minds shaping the field, the most productive experience, and elicits the imagination required to reenvision a dynamic future for learning societies in a global context."</p> | |
| A Survival Guide for New Faculty Members | 13:978-0398086305 | <p>The Survival Guide for New Faculty Members: Outlining the Keys to Success for Promotion and Tenure provides new faculty members with practical, down-to-earth wisdom and suggestions for successfully working through to tenure and promotion. The authors both successful and experienced administrators and experts in higher education have provided an extremely well-organized and useful guide for new faculty members. It focuses on all aspects of becoming a new faculty member including the various expectations in completing a successful journey toward promotion and tenure. The book underscores the importance of recognizing the three facets of faculty life of teaching, research, and service. This volume clearly sets out, compares, and separates those three components with clarity and provides very useful advice for putting the three together. Taken together with the chapters on Documenting Your Progress and Promotion and Tenure, new faculty are provided with a solid, practical introduction to building a foundation for success in higher education. Feedback and tips are also provided within each chapter. It is written in a style that readers will be able to easily comprehend and understand and is supported with many examples. In addition, the information can be easily applied to new faculty at various types of institutions of higher education.</p> | Faculty Guide |
| Advice for New Faculty Members | 13:978-0205281596 | <p>Advice for New Faculty Members: Nihil Nimus is a unique and essential 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 thrive and those who struggle. By following its practical, easy-to-use rules, novice faculty can learn to teach with the highest levels of student approval, involvement, and comprehension, with only modest preparation times and a greater reliance on spontaneity and student participation. Similarly, new faculty can use its rule-based practices to write with ease, increasing productivity, creativity, and publishability through brief, daily sessions of focused and relaxed work. And they can socialize more successfully by learning about often-misunderstood aspects of academic culture, including mentoring. Each rule in Advice for New Faculty Members has been tested on hundreds of new faculty and proven effective over the long run -- even in attaining permanent appointment. It is the first guidebook to move beyond anecdotes and surmises for its directives, based on the author's extensive experience and solid research in the areas of staff and faculty development. For new teachers.</p> | Faculty Guide |
| College Students in Distress: A Resource Guide | 13:978-079025258 | <p>College Students in Distress provides college personnel with invaluable information on how to identify and refer emotionally troubled students for professional counseling. Dr. Bruce S. Sharkin, a staff psychologist at Kutztown University in Pennsylvania, addresses general warning signs of student distress, symptoms of specific psychological problems such as anxiety and depression, guidelines for interventions, and methods of making a referral for counseling. The book also examines current mental health issues for college students and provides an overview of common campus policies and procedures, such as psychological emergencies, withdrawal and readmission, and mandatory counseling.</p> | Faculty Guide |
| Conquering the Content: A Step-by-Step Guide to.... | 13:978-0787994426 | <p>As the sixth volume of the Jossey-Bass Guides to Online Teaching and Learning series, <i>Conquering the Content</i> provides a highly-practical blue-print for course development and content presentation for web-based courses. While providing guidance for incorporating learning theory into online courses, this book primarily furnishes online instructors with the practical templates, learning guides, and sample files to construct and manage their course content. Unlike other books about online instruction that cover theories of teaching and learning, instructional design, or even graphic design this book gives the "how to" of preparing an online course by focusing on content. The much needed step-by-step guidance in this book will result in</p> | Faculty Guide |

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| | | fully formed courses where high-quality content is the central feature. | |
| Creating the Future of Faculty Development | 13:978-1882982875 | <p>In recent years, new expectations of higher education from parents, employers, trustees, and government leaders have contributed to broad institutional changes. Recognizing that the quality of a university or college is closely related to that of its faculty members, many institutions have increased their efforts to support and enrich faculty work. <i>Creating the Future of Faculty Development</i> addresses this growing need for faculty development by exploring how faculty development has evolved and envisioning its future.</p> <p>Based on a study of nearly 500 faculty developers from all institution types, the book examines core issues such as the structural variations among faculty development programs; the goals, purposes, and models that guide and influence faculty program developments; and the top challenges facing faculty members, institutions, and their programs. Several key questions are addressed, including</p> <ul style="list-style-type: none"> • What are the structural variations among faculty development programs? • What goals, purposes, and models guide and influence program development? • What are the top challenges facing faculty members, institutions, and faculty development programs? • What are potential new directions and visions for the field of faculty development? <p><i>Creating the Future of Faculty Development</i> summarizes the challenges and pressures now facing developers and higher education as a whole. In this book, readers will find reason to rethink how they approach, organize, and support faculty development as they engage in institutional planning for the future.</p> | Faculty Guide |
| Developing Faculty Learning Communities at two Year Colleges:.. | 13:978-1579228453 | <p>This book introduces community college faculty and faculty developers to the use of faculty learning communities (FLCs) as a means for faculty themselves to investigate and surmount student learning problems they encounter in their classrooms, and as an effective and low-cost strategy for faculty developers working with few resources to stimulate innovative teaching that leads to student persistence and improved learning outcomes.</p> <p>Two-year college instructors face the unique challenge of teaching a mix of learners, from the developmental to high-achievers, that requires using a variety of instructional strategies and techniques. Even the most experienced teachers can find this diversity demanding.</p> <p>Faculty developers at many two-year colleges still rely solely on the one-day workshop model that, while useful, rarely results in sustained student-centered changes in pedagogy or the curriculum, and may not be practicable for the growing cohort of part-time faculty members. By linking work in the classroom with scholarship and reflection, FLCs provide participants with a sense of renewed engagement and stimulate collegial exploration of ways to achieve educational excellence. FLCs are usually faculty-instigated and cross-disciplinary, and comprise groups of six to fifteen faculty that work collaboratively through regular meetings over an extended period of time to promote research and an exchange of experiences, foster community, and develop the scholarship of teaching. FLCs alleviate burnout and isolation, promote the development, testing, and peer review of new classroom strategies or technologies, and lead to the reenergizing and professionalization of teachers.</p> <p>This book introduces the reader to FLCs and to the Scholarship of Teaching and Learning, offering examples of application in two-year colleges. Individual chapters describe, among others, an FLC set up to support course redesign; an "Adjunct Connectivity FLC" to integrate part-time faculty within a department and collaborate on the curriculum; a cross-disciplinary FLC to promote student self-regulated learning, and improve academic performance and persistence; a critical thinking FLC that sought to define critical thinking in separate disciplines, examine interdisciplinary cross-over of critical thinking, and measure critical thinking more accurately; an FLC that researched the transfer of learning and developed strategies to promote students' application of their learning across courses and beyond the classroom. Each chapter describes the formation of</p> | Faculty Guide |

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| | | <p>its FLC, the processes it engaged in, what worked and did not, and the outcomes achieved.</p> <p>Just as when college faculty fail to remain current in their fields, the failure to engage in continuing development of teaching skills, will equally lead teaching and learning to suffer. When two-year college administrators restrain scholarship and reflection as inappropriate for the real work of the institution they are in fact hindering the professionalization of their teaching force that is essential to institutional mission and student success.</p> | |
| Faculty Advising Examined: Enhanced the Potential... | 13:978-1882982639 | <p>Faculty advising is an integral component of the higher education system, yet it goes largely unexamined. This book explores faculty advising as a contributor to student college success and provides guidance on how to organize, deliver, and improve overall faculty advising on campus. It addresses such faculty advising issues as accountability, training, delivery, evaluation, recognition, and reward.</p> <p>This book is written for individuals responsible for the support, direction, and coordination of faculty advising programs at the campus, college, or department level, along with deans and vice presidents of academic and student affairs. It features chapters on</p> <ul style="list-style-type: none"> • Advising as teaching • Current status of faculty advising and where it is headed • The importance of faculty advising and practical means to achieving a strong program • Expectations and training of faculty advisors • The role of evaluation and reward in faculty advising • Seven organizational models and delivery systems for faculty advising • Managing and leading faculty advising to promote success • Resources to improve faculty advising on campus • Examples of outstanding faculty advising programs • Philosophical and cultural foundations for faculty advising • Practical legal concepts for faculty advising • Faculty advising and technology <p>The wealth of information contained within these pages makes this an invaluable resource for all those involved in the advising process.</p> | Faculty Guide |
| Faculty and First-Generation College Students: Bridging the Classroom | 13:978-1118142141 | <p>Gain a greater understanding of the academic, cultural, and social experiences of first-generation college students (FGS). Fascinating, heart-touching, and important, the research and the stories presented here enlighten what FGS often have to overcome to successfully complete their degrees. With an emphasis on improving FGS' college success, retention, and graduation rates, this volume first covers common obstacles and the trend of FGS continuing on for graduate degrees. Section Two discusses the complex interplay of social, academic, emotional, and financial influences on academic performance. The chapters collectively affirm that the commitment of university resources is critical to college success. This is the 127th volume of the Jossey-Bass higher education quarterly report <i>New Directions for Teaching and Learning</i>, which offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers.</p> | Faculty Guide |
| Faculty at Work: Motivation, Expectation, Satisfaction | 13:978-0801873072 | <p>In recent years, college and university faculty members have witnessed a marked change in institutional climate. Competition has replaced collegiality. Criticism of faculty from outside the university has increased in both volume and intensity. The litigious larger society has arrived on campus with a vengeance.</p> <p>In this ground-breaking volume, Robert Blackburn and Janet Lawrence respond to these developments by showing how faculty and administrators can benefit from learning how to make motivation, expectation, and satisfaction function in concert when faculty are at work. With the ultimate goal of helping faculty and administrators make effective and positive decisions, Blackburn and Lawrence explain and predict faculty</p> | Faculty Guide |

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| | | behavior in three key areas: research, teaching, and service and scholarship. The authors use what they have learned as a springboard for speculating on the future of faculty work. | |
| Faculty Development and Student Learning: Assessing the Connections.... | 13:978-0253018786 | Colleges and universities across the US have created special initiatives to promote faculty development, but to date there has been little research to determine whether such programs have an impact on students' learning. Faculty Development and Student Learning reports the results of a multi-year study undertaken by faculty at Carleton College and Washington State University to assess how students' learning is affected by faculty members' efforts to become better teachers. Extending recent research in the Scholarship of Teaching and Learning (SoTL) to assessment of faculty development and its effectiveness, the authors show that faculty participation in professional development activities positively affects classroom pedagogy, student learning, and the overall culture of teaching and learning in a college or university. | Faculty Guide |
| Faculty Development by Design | 13:978-1593115821 | This book attempts to offer not just a bird's-eye view of the communities of designers project, but also to help identify broad themes and issues that can inform discussions and policies of technology integration at other institutions. | Faculty Guide |
| Faculty Diversity: Removing the Barriers | 13:978-0415878463 | <p>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 <i>Faculty Diversity</i> offers new insights, strategies, and caveats to the current state of faculty diversity.</p> <p>This revised edition includes:</p> <ul style="list-style-type: none"> • New strategies to prevent unintended cognitive bias and errors that damage faculty recruitment and retention • Expanded discussion on the importance of different cultural contexts, political, and historical experiences inhabited and inherited by non-immigrant faculty and students • Increased testimonials and on-the-ground reflections from faculty, administrators, and leaders in higher education, with new attention to medical and other professional schools • Updated Appendix with Discussion Scenarios and Practice Exercises useful to search and evaluation committees, department chairs, deans, faculty senates, and diversity councils • Expanded chapter on mentoring that dispels myths about informal mentoring and underlines essential components for formal programs. <p>Moody provides an essential, reliable, and eye-opening guide for colleges, medical, and other professional schools that are frustrated in their efforts to diversify their faculty.</p> | Faculty Guide |
| Faculty Groups: From Frustration to Collaboration | 13:978-0761931669 | A perfect road map for teachers, this research-based book translates what social scientists have learned about work groups into practical guidelines for educators to ensure student learning. | Faculty Guide |
| Faculty of Color: Teaching in Predominantly White Colleges | 13:978-0470623138 | Combining an overview of current research literature and 23 engaging narratives, <i>Faculty of Color</i> invites deeper dialogue on the experiences of faculty of color teaching in predominantly white institutions. By raising issues for commentary and investigation, the book challenges its readers to adopt effective strategies | Faculty Guide |

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| | | <p>for the recruitment and retention of faculty of color in higher education.</p> <p>The authors represent a variety of disciplines and share firsthand experiences that range from teaching, recruitment, research, mentoring, institutional climate, and administration, to relationships with colleagues as well as students. Through their stories, they are able to offer useful insights into</p> <ul style="list-style-type: none"> • Teaching styles and how they affect promotion decisions • The impact of mentoring relationships • Collegiality in the campus and university setting • Separating self-identity from group membership • Managing service activities • Understanding and dealing with racism <p><i>Faculty of Color</i> is intended for senior administrators and policymakers, faculty development professionals, current faculty, and future faculty of color who are contemplating academia. Each chapter offers a variety of recommendations designed to guide predominantly white colleges and universities in working to ensure that their institutions continue to change in substantive ways.</p> | |
| What our Stories Teach Us: A Guide to Critical Reflection for College by Faculty | 13:978-1118103296 | <p>Praise for <i>What Our Stories Teach Us</i> "In her new book <i>What Our Stories Teach Us</i>, Linda Shadiow invites college faculty to use their personal and professional stories to reflect more critically and meaningfully on their teaching practice. Guiding her readers with a gentle but sure hand, Shadiow painstakingly shows that by systematically examining our educational and pedagogical biographies from a range of perspectives, we gain deeper insight into the pivotal moments that enliven our teaching and sustain our commitment to ongoing professional growth. I expect to be learning from this humane book for many years to come." —Stephen Preskill, Distinguished Professor of Civic Engagement and Leadership, Wagner College "Essential reading for every educator who strives to be a better teacher. Shadiow's book offers us a fascinating process to mine our personal teaching and learning stories for the valuable lessons they contain." —Jim Sibley, Centre for Instructional Support, University of British Columbia "In this well-conceived and well-written book, Linda Shadiow gently guides faculty along a path toward unearthing the rich stories of their lives that offer deep and enduring insight into their practice." —Dannelle D. Stevens, professor and author, <i>Journal Keeping: How to Use Reflective Writing for Learning, Teaching, Professional Insight, and Positive Change</i></p> | Faculty Guide |
| What the Best College Teachers DO | 13:978-0674013254 | <p>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. The short answer is--it's not what teachers do, it's what they understand. Lesson plans and lecture notes matter less than the special way teachers comprehend the subject and value human learning. Whether historians or physicists, in El Paso or St. Paul, the best teachers know their subjects inside and out--but they also know how to engage and challenge students and to provoke impassioned responses. Most of all, they believe two things fervently: that teaching matters and that students can learn. In stories both humorous and touching, Bain describes examples of ingenuity and compassion, of students' discoveries of new ideas and the depth of their own potential. <i>What the Best College Teachers Do</i> is a treasure trove of insight and inspiration for first-year teachers and seasoned educators.</p> | Faculty Guide |
| Working with Problem Faculty a Six-Step Guide for | 13:978- | Working with Problem Faculty | Faculty Guide |

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| Dept. Chairs | 1118242384 | <p>When asked to name their number one concern and problem, department leaders overwhelmingly said that it was dealing with difficult people. Now R. Kent Crookston draws on the wisdom of seasoned department chairs, the academic literature, and his own experience as a department head and dean to shed new light on this perennial problem. <i>Working with Problem Faculty</i> outlines a practical six-step process that aims at improving an entire department and charts a clear course for dealing with problem faculty by</p> <ul style="list-style-type: none"> • Clarifying values and expectations • Following policy • Building trust with colleagues • Evaluating yourself and your perceptions • Listening • Taking appropriate action <p>By following these six steps, department chairs are able to challenge problem faculty with consideration, confidence, and effectiveness. "Anyone seeking practical help in dealing with difficult people will appreciate this book. Using relevant examples, Crookston describes a six-step process for managing people who might appear to be unmanageable."</p> | |
| Assessing Academic Programs in Higher Education | 13:978-1475809282 | <p><i>Integrating Teaching and Technology: A Matrix for Professional Faculty Development</i> provides college faculty and administrators with the foundations for a new model for integrating the two most critical dimensions of teaching and learning, pedagogy and technology: the Integrated Readiness Matrix (IRM). <i>Integrating Teaching and Technology</i> began as dialogue among the authors and their university peers focusing on how best to integrate technology into instruction. Achieving this goal requires all faculty to be conversant with the theories of learning, the taxonomies and domains of learning, and a new methodology for preparing and developing college faculty for a career of classroom teaching. Only by building on a foundation of educational theories can we "meet students where they are" while designing instruction that fosters student growth and achievement.</p> | Higher Education |
| Grant Seeking in Higher Education: Strategies and Tools... | 13:978-1118192474 | <p>Written for anyone in higher education who is responsible for submitting and running a grant-funded project, <i>Grant Seeking in Higher Education</i> offers a hands-on resource for developing and managing the grant process from start to finish. Step by step, the authors will help you to identify and sort through potential sponsors, tap into campus support that is already in place, and prepare to write a targeted grant proposal that can generate results. Once you have completed the research, the book outlines the keys to writing a winning proposal, including an effective proposal narrative, thorough budget, and readable proposal package. To give grant seekers an extra edge, the book contains a toolkit of tested materials. These proven tools—templates, examples, and cheat sheets—are designed to help you approach your project as a grants professional would. <i>Grant Seeking in Higher Education</i> also spotlights the need for academic leaders to create a campus wide culture that fosters efficient and effective grant seeking. Praise for <i>Grant Seeking in Higher Education</i> "This book realistically provides great advice on proposal development and grants management. Additionally, readers receive a bonus as the authors have included some very helpful tools and templates that have assisted them in their grant endeavors." —Gail Vertz, chief executive officer, Grant Professionals Association</p> | Higher Education |
| Integrating Pedagogy and Technology: Improving Teaching and Learning in Higher Education | 13:978-1475809282 | <p><i>Integrating Teaching and Technology: A Matrix for Professional Faculty Development</i> provides college faculty and administrators with the foundations for a new model for integrating the two most critical dimensions of teaching and learning, pedagogy and technology: the Integrated Readiness Matrix (IRM). <i>Integrating Teaching and Technology</i> began as dialogue among the authors and their university peers focusing on how best to integrate technology into instruction. Achieving this goal requires all faculty to be conversant with the theories of learning, the taxonomies and domains of learning, and a new methodology for preparing and developing college faculty for a career of classroom teaching. Only by building on a foundation of educational</p> | Higher Education |

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| | | theories can we “meet students where they are” while designing instruction that fosters student growth and achievement. | |
| Rethinking Teaching in Higher Education | 13:978-1579220471 | <p>This book is intended for faculty and faculty developers, as well as for deans, chairs, and directors responsible for promoting teaching and learning in higher education. Intentionally non-technical, it engages readers reflectively with a process for developing teaching and details the planning necessary to apply this process to teaching within disciplines.</p> <p>The book centers on McGill University’s week-long Course Design and Teaching Workshop that the contributors have offered together for more than ten years. It follows the five day format of the workshop—covering the analysis of course content, conceptions of learning, the selection of appropriate teaching strategies, the evaluation of student learning, and evaluation of teaching—in a way that reflects the spontaneity of the debates it has engendered and the workshop’s evolutionary changes.</p> <p>The structure shows faculty members conceptualizing new courses or re-examining their teaching of existing courses, and translating the insights gained from the workshop to specific disciplinary content and learning outcomes. In addition four previous participants of the workshop write about its influence on their personal thinking about the practice of teaching.</p> <p>The final two chapters describe the structure and evolving role of McGill’s Centre for University Teaching and Learning. The authors describe its objectives in fostering an evidence-based teaching culture and providing a practical support structure with limited resources. They highlight achievements in disseminating teaching expertise across their campus, and their vision for the future role of faculty development.</p> <p>This book provides faculty developers and administrators with valuable non-prescriptive models and challenging ideas that promote faculty development in general and university teaching in particular. It engages faculty members in the process of course design in a way that is learning centered and can lead to deep student learning.</p> | Higher Education |
| Teaching, Learning and Intersecting Identities in Higher Education | 13:978-1433113130 | <p>This book utilizes the theory of intersectionality to focus on the divergent identities and experiences of marginalized groups and to analyze the ways these experiences infiltrate the classroom. It examines teaching and learning as integrated and synergistic practices and highlights the personal and institutional power dynamics existing between scholars and students. Starting with the premise that institutions of higher education must pay attention to the ways intersecting identities and structures of privilege and disadvantage enter all educational settings, the contributors to this text represent a range of academic disciplines and they are both scholars and students. This approach demonstrates that ideas related to teaching and learning should not follow models that separate teachers, students, and disciplines, but rather that significant learning occurs in the areas where they overlap. Each chapter provides pedagogical strategies and methods for classroom practice that facilitate student learning, equitable classroom environments, and a social justice agenda.</p> | Higher Education |
| Using Evidence of Student Learning to Improve Higher Education | 13:978-1118903391 | <p>American higher education needs a major reframing of student learning outcomes assessment</p> <p>Dynamic changes are underway in American higher education. New providers, emerging technologies, cost concerns, student debt, and nagging doubts about quality all call out the need for institutions to show evidence of student learning. From scholars at the National Institute for Learning Outcomes Assessment (NILOA), <i>Using Evidence of Student Learning to Improve Higher Education</i> presents a reframed conception and approach to student learning outcomes assessment. The authors explain why it is counterproductive to view collecting and using evidence of student accomplishment as primarily a compliance activity.</p> <p>Today’s circumstances demand a fresh and more strategic approach to the processes by which evidence about student learning is obtained and used to inform efforts to improve teaching,</p> | Higher Education |

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| | | <p>learning, and decision-making. Whether you're in the classroom, an administrative office, or on an assessment committee, data about what students know and are able to do are critical for guiding changes that are needed in institutional policies and practices to improve student learning and success.</p> <p>Use this book to:</p> <ul style="list-style-type: none"> • Understand how and why student learning outcomes assessment can enhance student accomplishment and increase institutional effectiveness • Shift the view of assessment from being externally driven to internally motivated • Learn how assessment results can help inform decision-making • Use assessment data to manage change and improve student success <p>Gauging student learning is necessary if institutions are to prepare students to meet the 21st century needs of employers and live an economically independent, civically responsible life. For assessment professionals and educational leaders, <i>Using Evidence of Student Learning to Improve Higher Education</i> offers both a compelling rationale and practical advice for making student learning outcomes assessment more effective and efficient.</p> | |
| Creating a Sense of Presence in Online Teaching | 13:978-0470564905 | <p>This important new resource shows how a strong sense of online presence contributes to greater student satisfaction and retention. The authors explore the psychological and social aspects of online presence from both the instructor and student perspective and provide an instructional design framework for developing effective online learning.</p> <p>Based on solid research and extensive experience, the book is filled with suggested methods, illustrative case scenarios, and effective activities for creating, maintaining, and evaluating presence throughout an online course.</p> <p>"The authors have taken the mystery out of the critical concept of presence by providing the theory that supports its importance and simple techniques to make it happen. Instructors who read this book will be able to develop effective online learning communities and achieve desired learning outcomes."</p> | Online |
| Essentials of Online Course Design | 13:978-1138780163 | <p>In spite of the proliferation of online learning, creating online courses can still evoke a good deal of frustration, negativity, and wariness in those who need to create them. The second edition of <i>Essentials of Online Course Design</i> takes a fresh, thoughtfully designed, step-by-step approach to online course development. At its core is a set of standards that are based on best practices in the field of online learning and teaching. Pedagogical, organizational, and visual design principles are presented and modeled throughout the book, and users will quickly learn from the guide's hands-on approach. The course design process begins with the elements of a classroom syllabus which, after a series of guided steps, easily evolve into an online course outline.</p> <p>The guide's key features include:</p> <ul style="list-style-type: none"> • a practical approach informed by theory • clean interior design that offers straightforward guidance from page one • clear and jargon-free language • examples, screenshots, and illustrations to clarify and support the text • a checklist of online course design standards that readers can use to self-evaluate. • a Companion Website with examples, adaptable templates, interactive learning features, and online resources: http://essentialsofonlinecoursedesign.com <p><i>Essentials of Online Course Design</i> serves as a best practice model for designing online courses. After reading this book, readers will find that preparing for online teaching is a satisfying and engaging experience. The core issue is simply good design: pedagogical, organizational, and visual.</p> | Online |

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| <p>Excellent Online Teaching: Effective Strategies</p> | <p>13:978-0989711609</p> | <p>Drawing on nearly a decade of teaching online, and many years working as a technical adviser and faculty developer in higher education, author Aaron Johnson will walk you through sixteen distinct characteristics of excellent online teaching. What you'll learn: - Strategies for connecting with your students - Effective ways to save time in grading - Ways to give your students meaningful feedback - How to communicate effectively in the online environment - How to begin and end your course with excellence - How to effectively facilitate online discussion Preview the table of contents for more Excellent Online Teaching also has a companion website with resources for each chapter. Because this is a rapidly changing field, this book focuses on enduring online teaching methods. The companion website contains updates, technical helps, and other resources. "My hope is that you'll end the semester with a new level of confidence and with course evaluations that let you know that you are on the right track. More importantly, I hope that you and your students will be experiencing a vibrant learning relationship. If you have been teaching online for a while, I think you'll find some ways to improve your game." - Author, Aaron Johnson</p> | <p>Online</p> |
| <p>Assessing the Online Learner</p> | <p>13:978-0470283868</p> | <p>Written by Rena M. Palloff and Keith Pratt, experts in the field of online teaching and learning, this hands-on resource helps higher education professionals understand the fundamentals of effective online assessment. It offers guidance for designing and implementing creative assessment practices tied directly to course activities to measure student learning. The book is filled with illustrative case studies, authentic assessments based in real-life application of concepts, and collaborative activities that assess the quality of student learning rather than relying on the traditional methods of measuring the amount of information retained.</p> | <p>Online Learner</p> |
| <p>Academic Duty</p> | <p>13:978-0674002234</p> | <p>The university today is under attack from all sides. Parents and students resent the escalating costs of education and wonder where the money is being spent. Aspiring scholars feel betrayed by an institution that prepares them for nonexistent jobs. Critics on the right condemn the teachers who neglect "the canon" while critics on the left condemn the creeping corporatism on campus. Politicians seek greater control over the conduct of research and add new conditions to the use of government funds. Worst of all, the academics are increasingly uneasy in an environment that fosters competition, discourages cooperation, and has made "publish or perish" a condition of survival.</p> <p>Donald Kennedy, the former president of Stanford University and currently a member of its faculty, has been at the front lines of the issues confounding the academy today. In this important new book, he brings his experience and concern to bear on the present state of the university. He examines teaching, graduate training, research, and their ethical context in the research university. Aware of the numerous pressures that academics face, from the pursuit of open inquiry in the midst of culture wars, to confusion and controversy over the ownership of ideas, to the scramble for declining research funds and facilities, he explores the whys and wherefores of academic misconduct, be it scholarly, financial, or personal.</p> <p>Kennedy suggests that meaningful reform cannot take place until more rigorous standards of academic responsibility--to students, the university, and the public--are embraced by both faculty and the administration. With vision and compassion, he offers an important antidote to recent attacks from without that decry the university and the professoriate, and calls upon the college community to counter those attacks by looking within and fulfilling its duties.</p> | <p>Teaching</p> |
| <p>College Teaching: Practical Insights from the Science Teaching....</p> | <p>13:978-1433820816</p> | <p>Everything matters when it comes to teaching and learning: student characteristics, the school itself, and cultural ideas about the value of higher education, to name a few. Most of these influences are outside the college instructor's control. Other issues, however such as a course's intellectual demands, the type of feedback students receive, the instructional methods, and the relationship that connects professor to student are controllable. This book examines the many choices professors make about their teaching, beginning with their initial planning of the course and its basic content through final decisions about grades and assessing effectiveness. This book is for beginning instructors as well as those who have been teaching at the college level for many years. Donelson Forsyth calls readers attention to basics such as the cognitive,</p> | <p>Teaching</p> |

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| | | <p>motivational, personal, and interpersonal processes flowing through even the most routine of educational experiences. He also addresses online teaching, instructional design, learning teams, and new technologies to help professors re-examine and refresh their existing practices.</p> | |
| <p>Creating Self-Regulated Learners</p> | <p>13:978-1579228675</p> | <p>Most of our students neither know how learning works nor what they have to do to ensure it, to the detriment both of their studies and their development as lifelong learners. The point of departure for this book is the literature on self-regulated learning that tells us that deep, lasting, independent learning requires learners to bring into play a range of cognitive skills, affective attitudes, and even physical activities – about which most students are wholly unaware; and that self-regulation, which has little to do with measured intelligence, can be developed by just about anyone and is a fundamental prerequisite of academic success.</p> <p>Linda Nilson provides the theoretical background to student self-regulation, the evidence that it enhances achievement, and the strategies to help students develop it. She presents an array of tested activities and assignments through which students can progressively reflect on, monitor and improve their learning skills; describes how they can be integrated with different course components and on various schedules; and elucidates how to intentionally and seamlessly incorporate them into course design to effectively meet disciplinary and student development objectives. Recognizing that most faculty are unfamiliar with these strategies, she also recommends how to prepare for introducing them into the classroom and adding more as instructors become more confident using them.</p> <p>The book concludes with descriptions of courses from different fields to offer models and ideas for implementation.</p> <p>At a time of so much concern about what our students are learning in college and how well prepared they are for the challenges of tomorrow's economy and society, self-regulated learning provides a reassuring solution, particularly as studies indicate that struggling students benefit the most from practicing it.</p> | <p>Teaching</p> |
| <p>Creating Significant Learning Experiences</p> | <p>13:978-1118124253</p> | <p>"Dee Fink challenges our conventional assumptions and practices and offers an insightful approach to expanding our learning goals, making higher education more meaningful. This is a gem of a book that every college teacher should read." —Ken Bain, author, <i>What the Best College Students Do</i></p> <p>Since the original publication of L. Dee Fink's <i>Creating Significant Learning Experiences</i>, higher education has continued to move in two opposite directions: more institutions encourage faculty to focus on research, obtaining grants, and publishing, while accreditation agencies, policy-makers, and students themselves emphasize the need for greater attention to the quality of teaching and learning.</p> <p>Now the author has updated his bestselling classic, providing busy faculty with invaluable conceptual and procedural tools for instructional design. Step by step, Fink shows how to use a taxonomy of significant learning and systematically combine the best research-based practices for learning-centered teaching with a teaching strategy in a way that results in powerful learning experiences.</p> <p>This edition addresses new research on how people learn, active learning, and student engagement; includes illustrative examples from online teaching; and reports on the effectiveness of Fink's time-tested model. Fink also explores recent changes in higher education nationally and internationally and offers more proven strategies for dealing with student resistance to innovative teaching.</p> <p>Tapping into the knowledge, tools, and strategies in <i>Creating Significant Learning Experiences</i> empowers educators to creatively design courses that will result in significant learning for their students.</p> <p>"As thought-provoking and inspiring today as it was when it was first published, it is a 'must' for anyone serious about creating courses that challenge students to learn deeply." —Elizabeth F.</p> | <p>Teaching</p> |

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| | | Barkley , author, <i>Student Engagement Techniques</i> | |
| Developing Outcomes-Based Assessment for Learner-Centered Education | 13:978-1579221959 | <p>The authors--a once-skeptical chemistry professor and a director of assessment sensitive to the concerns of her teacher colleagues--use a personal voice to describe the basics of outcomes-based assessment.</p> <p>The purpose of the book is to empower faculty to develop and maintain ownership of assessment by articulating the learning outcomes and evidence of learning that are appropriate for their courses and programs.</p> <p>The authors offer readers a guide to the not always tidy process of articulating expectations, defining criteria and standards, and aligning course content consistently with desired outcomes. The wealth of examples and stories, including accounts of successes and false starts, provide a realistic and honest guide to what's involved in the institutionalization of assessment.</p> | Teaching |
| Discussion in the College Classroom: Getting Your Students Engaged.... | 13:978-1118571354 | <p>Keep students engaged and actively learning with focused, relevant discussion</p> <p>Second only to lecture as the most widely used instructional strategy, there's no better method than classroom discussion to actively engage students with course material. Most faculty are not aware that there is an extensive body of research on the topic from which instructors can learn to facilitate exceptional classroom discussion. <i>Discussion in the College Classroom</i> is a practical guide which utilizes that research, frames it sociologically, and offers advice, along with a wide variety of strategies, to help you spark a relevant conversation and steer it toward specific learning goals.</p> <p>Applicable across a spectrum of academic disciplines both online and on campus, these ideas will help you overcome the practical challenges and norms that can undermine discussion, and foster a new atmosphere of collaborative learning and critical thinking. Higher education faculty are increasingly expected to be more intentional and reflective in their pedagogical practice, and this guide shows you how to meet those expectations, improve student outcomes, and tackle the perennial problem of lagging engagement.</p> <p>Thoroughly grounded in the scholarship of teaching and learning, this book gives you concrete guidance on integrating discussion into your courses. You'll learn to:</p> <ul style="list-style-type: none"> • Overcome the challenges that inhibit effective discussion • Develop classroom norms that facilitate discussion • Keep discussion focused, relevant, and productive • Maximize the utility of online student discussions <p>The kind of discussion that improves learning rarely arises spontaneously. Like any pedagogical technique, careful planning and smart strategy are the keys to keeping students focused, engaged, and invested in the conversation. <i>Discussion in the College Classroom</i> helps you keep the discussion applicable to the material at hand while serving learning goals.</p> | Teaching |
| Discussion-Based Online Teaching to Enhance... | 13:978-1579227470 | <p>The new edition of what is now considered a classic on online learning has been expanded by about a third to reflect new opportunities offered by social media, new insights and ideas derived from the author's teaching in the eight years since she wrote the first edition, as well as from extensive research in the latest literature.</p> <p>In particular, Tisha Bender investigates whether the existing paradigm of teaching and learning has been changed, not so much because of the advent of the Internet, but because of the potential divide between the expectations and practices of students who are "digital natives" of the digital revolution, and those of their teachers who are mostly "digital immigrants". She addresses the question: do we need to change the way we teach in order to reach and engage digital natives fruitfully and enjoyably in their education.</p> <p>This accessible and comprehensive book offers an engaging and practical approach to online</p> | Teaching |

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| | | teaching that is rooted in the author's experience and enthusiasm for creating a virtual environment that engages students and fosters their deep learning. This is a book for all educators and administrators in higher education, in any discipline, engaged in, or contemplating offering, online classes that involve discussion or collaborative learning. It is relevant both to faculty teaching a hybrid and face-to-face classes, and courses conducted entirely online. | |
| Documenting Learning with ePortfolios: A Guide for College Instructors | 13:978-0470636206 | <p><i>Documenting Learning with ePortfolios</i> provides higher education instructors with a theory-to-practice approach to understanding the pedagogy behind ePortfolios and to helping students use them to record and reflect on their learning in multiple contexts. The authors outline a framework of six critical iterative tasks to undertake when implementing ePortfolios for student success. Filled with real-life models of successful ePortfolio projects, the book also includes guidance for faculty development to support the use of ePortfolios and covers the place of ePortfolios in institutional assessment efforts. Finally, the authors offer considerations for deciding on which technological tools to deploy in implementing a successful ePortfolio initiative.</p> <p>"These authors achieve the very rare accomplishment of combining their years of practical experience, broad conceptual and research underpinnings, and incredibly useful examples and applications into a single, concise volume for enhancing student learning through an ePortfolio approach to our shared educational purpose." —Terrel L. Rhodes, vice president, Office of Quality, Curriculum, and Assessment, Association of American Colleges and Universities</p> <p>"Educators keep asking for more information about how to use electronic portfolios. This book provides answers, guidelines, examples, and scholarly insights about learning based in the wisdom of the ePortfolio community of practice—what a powerful addition to our collective knowledge! I am thankful to the authors for this boost to our field and for providing a blueprint for implementers to follow." —Trent Batson, executive director, The Association for Authentic, Experiential and Evidence-Based Learning</p> | Teaching |
| Doing Research to Improve Teaching and Learning.... | 13:978-1138020917 | A useful compendium of 'survival' advice for the faculty newcomer on a variety of subjects: practical tips on classroom teaching, student performance evaluation, detailed advice on grant-writing, student advising, professional service, and publishing. | Teaching |
| Engaging Ideas | 13:978-0470532904 | 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 <i>Engaging Ideas</i> , 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. | Teaching |
| Engaging in the Scholarship of Teaching.... | 13:978-1579224714 | <p>This is a book for anyone who has ever considered engaging in the scholarship of teaching and learning – known familiarly as SoTL – and needs a better understanding of what it is, and how to engage in it. The authors describe how to create a SoTL project, its implications for promotion and tenure, and how it fosters:</p> <ul style="list-style-type: none"> * Increased satisfaction and fulfillment in teaching * Improved student learning * Increased productivity of scholarly publication * Collaboration with colleagues across disciplines * Contributing to a growing and important body of literature <p>This guide provides prospective SoTL scholars with the necessary background information, foundational theory, tools, resources, and methodology to develop their own SoTL projects, taking the reader through the five stages of the process: Generating a research question; Designing the study; Collecting the data; Analyzing the data; and Presenting and publishing your SoTL project. Each stage is illustrated by examples of actual SoTL studies, and is accompanied by worksheets to help the reader refine ideas and map out his or her next steps. The process and worksheets are the fruit of the successful SoTL workshops the authors have offered at their institution for many</p> | Teaching |

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| | | <p>years.</p> <p>SoTL differs from scholarly and reflective teaching in that it not only involves questioning one's teaching or a teaching strategy, but also formally gathering and exploring evidence, researching the literature, refining and testing practices, and finally going public. The purpose of SoTL is not just to make an impact on student learning, but through formal, peer-reviewed communication, to contribute to the larger knowledge base on teaching and learning.</p> <p>While the roots of SoTL go back some 30 years, it was Ernest Boyer in his classic <i>Scholarship Reconsidered</i> who made the case for the parity of the scholarships of integration, of discovery, of application, and of scholarship of teaching as vital to the health of higher education. Glassick, Huber, and Maeroff's subsequent <i>Scholarship Assessed</i> articulated the quality standards for SoTL, since when the field has burgeoned with the formation of related associations, a proliferation of conferences, the launching of numerous journals, and increasing recognition and validation by institutions.</p> | |
| Engaging Large Classes: Strategies.... | 13:978-1882982516 | <p>Large classes have become a fact of life in colleges and universities across America; even as academic funding has decreased, class enrollments have continued to rise. Although students, teachers, and administrators are often concerned by the potentially negative impact of uneven teacher-to-student ratios, large classes also offer many potential advantages that are less recognized and not always maximized.</p> <p>In <i>Engaging Large Classes</i>, the authors demonstrate that large classes can be just as stimulating and rewarding as smaller classes. Written by experienced teachers of large classes across a wide range of disciplines and institutions, this book provides faculty members and administrators with instructional strategies and advice on how to enhance large class settings.</p> <p>This book summarizes many of the core issues related to successfully teaching large classes, including</p> <ul style="list-style-type: none"> • An honest review of the advantages and disadvantages of large classes • Advice on how to design, plan, manage, and fairly assess large classes • The universality of large-class issues across disciplines, from classroom management to working with teaching assistants • Strategies for using classroom technology, active learning, and collaborative learning • Seventeen detailed examples of large classes from a range of higher education institutions <p>The authors not only present an overview of research on teaching large classes, they also equip readers with helpful insight into the mechanics of large-class pedagogy. This book has the potential to change the way academia views the reality of teaching large classes.</p> | Teaching |
| Help! My College Student Can't Read... | 13:978-1475814576 | <p><i>Help! My College Students Can't Read: Teaching Vital Reading Strategies in the Content Areas</i> is designed as a resource guide for content area instructors who have no specific training in the field of literacy but want to help the struggling readers in their classrooms. This book provides simple, step-by-step ideas for introducing and embedding reading strategies within all content areas without sacrificing a lot of valuable class time. This easy-to-use resource will equip instructors to not only help their students be stronger readers in general, but to be stronger readers of content-area academic texts.</p> | Teaching |
| How Learning Works: Seven Research-Based Principles for Smart Teaching | 13:978-0470484104 | <p>Praise for <i>How Learning Works</i></p> <p>"<i>How Learning Works</i> is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical</p> | Teaching |

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| | | <p>suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning."</p> <p>—Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, <i>Tools for Teaching</i></p> <p>"This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching."</p> <p>—Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education</p> <p>"Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues."</p> <p>—Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching</p> <p>"As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book."</p> <p>—From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, <i>e-Learning and the Science of Instruction</i>; and author, <i>Multimedia Learning</i></p> | |
| Learning Assessment Techniques: A handbook for College Faculty | 13:978-1119050896 | <p>50 Techniques for Engaging Students and Assessing Learning in College Courses</p> <p>Do you want to:</p> <ul style="list-style-type: none"> • Know what and how well your students are learning? • Promote active learning in ways that readily integrate assessment? • Gather information that can help make grading more systematic and streamlined? • Efficiently collect solid learning outcomes data for institutional assessment? • Provide evidence of your teaching effectiveness for promotion and tenure review? <p><i>Learning Assessment Techniques</i> provides 50 easy-to-implement active learning techniques that gauge student learning across academic disciplines and learning environments. Using Fink's Taxonomy of Significant Learning as its organizational framework, it embeds assessment within active learning activities.</p> <p>Each technique features: purpose and use, key learning goals, step-by-step implementation, online adaptation, analysis and reporting, concrete examples in both on-site and online environments, and key references—all in an easy-to-follow format. The book includes an all-new Learning Goals Inventory, as well as more than 35 customizable assessment rubrics, to help teachers determine significant learning goals and appropriate techniques. Readers will also gain access to downloadable supplements, including a worksheet to guide teachers through the six steps of the Learning Assessment Techniques planning and implementation cycle.</p> <p>College teachers today are under increased pressure to teach effectively and provide evidence of what, and how well, students are learning. An invaluable asset for college teachers of any subject, <i>Learning Assessment Techniques</i> provides a practical framework for seamlessly integrating teaching, learning, and assessment.</p> | Teaching |
| Make it Stick | 13:978-0674729018 | <p>To most of us, learning something "the hard way" implies wasted time and effort. Good teaching, we believe, should be creatively tailored to the different learning styles of students and should use strategies that make learning easier. <i>Make It Stick</i> turns fashionable ideas like these on their head. Drawing on recent discoveries in cognitive psychology and other disciplines, the authors offer concrete techniques for becoming more productive learners.</p> | Teaching |

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| | | <p>Memory plays a central role in our ability to carry out complex cognitive tasks, such as applying knowledge to problems never before encountered and drawing inferences from facts already known. New insights into how memory is encoded, consolidated, and later retrieved have led to a better understanding of how we learn. Grappling with the impediments that make learning challenging leads both to more complex mastery and better retention of what was learned. Many common study habits and practice routines turn out to be counterproductive. Underlining and highlighting, rereading, cramming, and single-minded repetition of new skills create the illusion of mastery, but gains fade quickly. More complex and durable learning come from self-testing, introducing certain difficulties in practice, waiting to re-study new material until a little forgetting has set in, and interleaving the practice of one skill or topic with another. Speaking most urgently to students, teachers, trainers, and athletes, <i>Make It Stick</i> will appeal to all those interested in the challenge of lifelong learning and self-improvement.</p> | |
| McKeachies Teaching Tips | 13:978-1133936794 | <p>This indispensable handbook provides helpful strategies for dealing with both the everyday challenges of university teaching and those that arise in efforts to maximize learning for every student. The suggested strategies are supported by research and adaptable to specific classroom situations. Rather than suggest a "set of recipes" to be followed mechanically, the book gives instructors the tools they need to deal with the ever-changing dynamics of teaching and learning.</p> | Teaching |
| Small Teaching | 13:978-1118944493 | <p>Employ cognitive theory in the classroom every day Research into how we learn has opened the door for utilizing cognitive theory to facilitate better student learning. But that's easier said than done. Many books about cognitive theory introduce radical but impractical theories, failing to make the connection to the classroom. In <i>Small Teaching</i>, James Lang presents a strategy for improving student learning with a series of modest but powerful changes that make a big difference—many of which can be put into practice in a single class period. These strategies are designed to bridge the chasm between primary research and the classroom environment in a way that can be implemented by any faculty in any discipline, and even integrated into pre-existing teaching techniques. Learn, for example:</p> <ul style="list-style-type: none"> • How does one become good at retrieving knowledge from memory? • How does making predictions now help us learn in the future? • How do instructors instill fixed or growth mindsets in their students? <p>Each chapter introduces a basic concept in cognitive theory, explains when and how it should be employed, and provides firm examples of how the intervention has been or could be used in a variety of disciplines. Small teaching techniques include brief classroom or online learning activities, one-time interventions, and small modifications in course design or communication with students.</p> | Teaching |
| Specifications Grading: Restoring Rigor, Motivating Students... | 13:978-1620362426 | <p>In her latest book Linda Nilson puts forward an innovative but practical and tested approach to grading that can demonstrably raise academic standards, motivate students, tie their achievement of learning outcomes to their course grades, save faculty time and stress, and provide the reliable gauge of student learning that the public and employers are looking for.</p> <p>She argues that the grading system most commonly in use now is unwieldy, imprecise and unnecessarily complex, involving too many rating levels for too many individual assignments and tests, and based on a hairsplitting point structure that obscures the underlying criteria and encourages students to challenge their grades.</p> <p>This new specifications grading paradigm restructures assessments to streamline the grading process and greatly reduce grading time, empower students to choose the level of attainment they want to achieve, reduce antagonism between the evaluator and the evaluated, and increase student receptivity to meaningful feedback, thus facilitating the learning process – all while upholding rigor. In addition, specs grading increases students' motivation to do well by making expectations clear, lowering their stress and</p> | Teaching |

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| | | giving them agency in determining their course goals. | |
| Student Writing in the Quantitative Disciplines | 13:978-0470952122 | <p>Designing interesting problems and writing assignments is one of the chief tasks of all teachers, but it can be especially challenging to translate and apply learning theory, good teaching techniques, and writing assignments into STEM and other quantitative disciplines. Student Writing in the Quantitative Disciplines offers instructors in math-based disciplines meaningful approaches to making their coursework richer and more relevant for their students, as well as satisfying institutional imperatives for writing curricula. This important resource provides instructors with the hands-on skills needed to guide their students in writing well in quantitative courses at all levels of the college curriculum and to promote students' general cognitive and intellectual growth.</p> <p>Comprehensive in scope, the book includes:</p> <ul style="list-style-type: none"> • Ideas for using writing as a means of learning mathematical concepts • Illustrative examples of effective writing activities and assignments in a number of different genres • Assessment criteria and effective strategies for responding to students' writing • Examples of ways to help students engage in peer review, revision, and resubmission of their written work | Teaching |
| Taking College Teaching Seriously, Pedagogy Matters!.... | 13:979-1620360804 | <p>"College teaching is not rocket science – it's much, much harder." Diana Laurillard, University of London</p> <p>College faculty, both adjunct and full-time, stand with their students at the coalface of learning, wishing for more to succeed and disappointed at how illusory academic success is for so many. Among the array of investments colleges are making to improve student outcomes, from predictive data analysis to enhanced advising, too little attention is paid to supporting faculty. Yet the impact of teacher and teaching on student learning is incontrovertible. <i>Taking College Teaching Seriously: Pedagogy Matters!</i> stands against the tide – celebrating the incredible work faculty members do each day and challenging them to expand their capacity to present their content expertise effectively.</p> <p>This book presents a model of embedded professional development, which capitalizes on the affordances of technology to enable groups of faculty to examine their practice in a non-evaluative context, but with a clear focus on improvement. The core of the work involves individual reflection and the design provides for an accessible way to "see" into the classrooms of discipline peers. Most importantly, the <i>Taking College Teaching Seriously</i> experience is not an intense one-shot, but rather a structured opportunity for a faculty member to examine and adapt practice over time and to assess the impact of changes on student learning.</p> <p>Faculty who have participated in the <i>Taking College Teaching Seriously</i> experience found it to be transformative:</p> <ul style="list-style-type: none"> • English Professor, Kentucky: <i>Participating in (the work) this year has helped me to be more reflective in every single action. I constantly analyze how each session went... (it) gave me the tools to think about every minute detail of a classroom.</i> • Adjunct Math Professor, Mississippi: <i>Speaking as an adjunct, I have valued the chance to share my teaching and get ideas from others. I can honestly say that this experience has been a lifeline of sorts this year. In a "magic wand" instructional setting, I'd wish for the kind of honest, respectful and professionally challenging discussions we have in Classroom Notebook* at weekly staff meetings.</i> <p>*Classroom Notebook is the Taking College Teaching Seriously online platform</p> | Teaching |

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| | | <ul style="list-style-type: none"> • Math Professor, NJ: <i>I think the continual self-evaluation and reflection allowed us to work together to brainstorm improvements and positive tweaks to be more purposeful in our classrooms as opposed to just randomly reaching in the dark for ideas and techniques in HOPE of success.</i> <p><i>Taking College Teaching Seriously: Pedagogy Matters!</i> breaks new ground in professional development. Each faculty member is at the center of the learning experience, stimulated and supported by peers working in similar contexts. They share a desire to see more students learn deeply and find that honing their skill at adapting to the learning needs of specific classes and students allows them to realize this goal. Uniquely, <i>Taking College Teaching Seriously</i> illuminates the link between faculty teaching expertise and improving student outcomes.</p> <p>The introduction to the book examines the challenges facing faculty in higher education today and reviews the literature on teaching and learning. Chapter 1 looks at the analytical foundations for all of the model's elements, from adult learning theory to communities of practice, and Chapter 2 presents the model's theory of change. Chapter 3 describes the model in detail and Chapters 4 and 5 concern the infrastructure of the faculty collaborative community, focusing on both its interpersonal and technological dimensions. The book concludes in Chapter 6 with an assessment of the value of this approach to professional development and a call to action for faculty member engagement in this important work, so essential to both professional passion and mandate.</p> | |
| Teaching at Its Best: A Research-Based Resource for College Instructors | 13:978-0470401040 | <p>This third edition of the best-selling handbook offers faculty at all levels an essential toolbox of hundreds of practical teaching techniques, formats, classroom activities, and exercises, all of which can be implemented immediately. This thoroughly revised edition includes the newest portrait of the Millennial student; current research from cognitive psychology; a focus on outcomes maps; the latest legal options on copyright issues; and how to best use new technology including wikis, blogs, podcasts, vod casts, and clickers. Entirely new chapters include subjects such as matching teaching methods with learning outcomes, inquiry-guided learning, and using visuals to teach, and new sections address Felder and Silverman's Index of Learning Styles, SCALE-UP classrooms, multiple true-false test items, and much more.</p> <p>Praise for the Third Edition of Teaching at Its Best Everyone—veterans as well as novices—will profit from reading Teaching at Its Best, for it provides both theory and practical suggestions for handling all of the problems one encounters in teaching classes varying in size, ability, and motivation."—Wilbert McKeachie, Department of Psychology, University of Michigan, and coauthor, McKeachie's Teaching Tips This new edition of Dr. Nilson's book, with its completely updated material and several new topics, is an even more powerful collection of ideas and tools than the last. What a great resource, especially for beginning teachers but also for us veterans!"—L. Dee Fink, author, Creating Significant Learning Experiences This third edition of Teaching at Its Best is successful at weaving the latest research on teaching and learning into what was already a thorough exploration of each topic. New information on how we learn, how students develop, and innovations in instructional strategies complement the solid foundation established in the first two editions."—Marilla D. Svinicki, Department of Psychology, The University of Texas, Austin, and coauthor, McKeachie's Teaching Tips</p> | Teaching |
| Teaching Online: A Guide to Theory, Research, and Practice | 13:978-1421416335 | <p>It is difficult to imagine a college class today that does not include some online component—whether a simple posting of a syllabus to course management software, the use of social media for communication, or a full-blown course offering through a MOOC platform. In <i>Teaching Online</i>, Claire Howell Major describes for college faculty the changes that accompany use of such technologies and offers real-world strategies for surmounting digital teaching challenges.</p> <p>Teaching with these evolving media requires instructors to alter the ways in which they conceive of and do their work, according to Major. They must frequently update their knowledge of learning, teaching, and media, and they need to develop new forms of instruction, revise and reconceptualize classroom materials, and refresh their communication patterns. Faculty teaching online must also reconsider the student experience and determine what changes for students ultimately mean for their own work and for their institutions.</p> | Teaching |

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| | | <p><i>Teaching Online</i> presents instructors with a thoughtful synthesis of educational theory, research, and practice as well as a review of strategies for managing the instructional changes involved in teaching online. In addition, this book presents examples of best practices from successful online instructors as well as cutting-edge ideas from leading scholars and educational technologists. Faculty members, researchers, instructional designers, students, administrators, and policy makers who engage with online learning will find this book an invaluable resource.</p> | |
| Teaching Strategies for the Classroom... | 13:978-0912150031 | <p><i>Teaching Strategies for the College Classroom: A Collection of Faculty Articles</i> is a practical, classroom-tested "tool kit" for faculty members who would like to develop their teaching practice. The 35 articles are drawn from the pages of <i>The Teaching Professor</i> newsletter and are written by college faculty for college faculty. They contain concrete pedagogical strategies that have been tested in the authors' classrooms and together form a handbook of classroom strategies. There are articles on:</p> <ul style="list-style-type: none"> • Honoring (and challenging) students' beliefs • Improving student focus • Introducing a syllabus • Balancing control of the classroom with freedom of inquiry and expression • Establishing the relevance of course material • Creating an environment in which students can feel safe • Conducting the final day of class | Teaching |
| Teaching Your First College Class... | 13:978-157922220 | <p>No other teaching experience will feel quite like the first time an instructor walks into a classroom to face a class of students. This book is a wise and friendly guide for new faculty and graduate student instructors who are about to teach for the first time. It provides an introduction to the theory of teaching; describes proven strategies and activities for engaging students in their learning; and offers advice on classroom management, syllabus creation, grading, assessment, and discipline issues, among other topics. It prepares readers for a confident start as teachers, and gives them a firm foundation on which to develop their skills and personal classroom styles. The author breaks teaching down into its component elements and tasks to enable graduate student instructors to identify their particular responsibilities, and learn about what works and does not. They will also benefit from reading the book as a whole as it sets their work in the context of course objectives and learning theory. For new faculty this engaging book provides a solid basis from which to develop their skills and personal styles as teachers; and offers guidance on documenting their classroom success for the purposes of promotion and tenure. For graduate student instructors, the book is a companion that will give them confidence and pleasure in teaching, and stand them in good stead if they decide on a in any future career in academe.</p> | Teaching |
| The Foundations of Experiential Learning | 13:978-1945050008 | <p>The Foundations of Experiential Learning Manual for Faculty Development provides a framework for helping educators to become skilled facilitators of learning through experience (both simulated and real) in order to improve patient outcomes and is divided into three sections: * Learning Cards – practical 1-page concepts that can be utilized and taught on their own or in concert with other topics. Each page includes a concept on the front, and content for 'Diving Deeper', 'What to Watch For', 'Connections' and 'References'. * Learning Card Reflections – content to help facilitate reflection and discussion about each card, including application activities. * Example faculty development programs – including formats for general use, nursing orientation, preceptors and grand rounds/ongoing training. The entire manual is based upon 5 Principles of Learning in Healthcare: * Everything is about our patient(s) * Education does not equal learning * Learning equals changed outcomes * Learning is an expertise (that should be consulted by content experts)</p> | Teaching |

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| | | * Everyone is in learning The Foundations of Experiential Learning is integrated with content that includes videos on each section (including QR codes for quick linking). | |
| The Scholarship of Teaching and Learning Reconsidered | 13:978-0470599082 | "A worthy capstone that pulls together two decades of Carnegie Foundation projects on the scholarship of teaching and learning. The authors review the genesis of these ideas and envision a future of continued integration of a culture of evidence in the world's universities and colleges. Projects end but the work continues." | Teaching |
| The Scope of Practice | 13:978-1934758175 | <i>The Scope of Practice for Academic Nurse Educators 2012 Revision</i> is the definitive text for outlining the academic nurse educator role. The 2012 revision of <i>The Scope of Practice for Academic Nurse Educators</i> provides the definition, historical perspective, values and beliefs, theoretical framework, scope of practice, and competencies or standards of practice of academic nursing education as established by The National League for Nursing Certification Commission Certification Test Development Committee. For this revision, The National League for Nursing conducted a nurse educator practice analysis, identifying changes in the job-related responsibilities of the nurse faculty role. The results of the practice analysis resulted in revisions to the nurse educator certification test blueprint. <i>The Scope of Practice for Academic Nurse Educators 2012 Revision</i> is an essential text for aspiring Certified Nurse Educators and academic nurse educators at every level. | Teaching |
| Watermarks: A Teaching/Guiding Primer for PT/FT College Faculty | 13:978-1466258785 | The only teaching improvement text that uses fable & metaphor and READS LIKE A NOVEL! WATERMARKS is the perfect read for part and full-time college instructors to get a grip on learning outcomes, alternative assessment, learning communities and all the newest instructional practices for the 21st century classroom. You will find that this book is like no other in the area of faculty development in its use of story and metaphor. Part One is all story and metaphor, with deep, embedded significance for what it means to "guide" student learning. The title, Watermarks, emerges in Part Two where the paddlers glean ten (10) hallmarks of sound instructional practice from the story that reframe best practices for 21st century college teaching (guiding). Part Three reveals in depth how one program faculty applied each of the ten Watermarks in their face-to-face and virtual classrooms and how you can do the same in your own courses. If our wildest hopes are realized, this story about water will be a significant change agent for a new generation of college faculty. | Teaching |
| Writing Your Way to Success: Finding Your Own Voice in Academic | 13:978-09130507636 | There are many books available that will guide the academic to substantive academic writing. However, approximately 85% of publications are written by 15% of the academic population. Many academics experience the writing process as very difficult and painful, and give up writing rather than trying to surmount the obstacles. Writing Your Way to Success takes a fresh look at the publishing game and offers tried and true strategies that allowed two new academics to experience publishing success. It certainly will help you too! | Teaching |