

Best Practices: Teaching Strategies and Student Learning

Angelo, T.A., & Cross, P.K. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco, CA: Jossey Bass.

This reference tool describes over 50 classroom assessment techniques for collecting data on student learning and understanding during class. The authors offer a well-grounded introduction to classroom assessment, and the contents are organized for quick reference and ease of use. Each technique includes clearly stated objective, procedures for implementing the technique as well as analyzing the data and applying it to one's teaching, and a reflection on the advantages and disadvantages of the technique. This resource is useful for faculty from all disciplines regardless of their career stage, disciplinary training, or background in classroom assessment.

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

This book examines the pedagogical practices of some of the best college teachers in the United States. In an attempt to conceptualize the practices of "the best" college teachers, the author inquires about how these individuals think about teaching and student learning, their expectations of their students, and, of course, their actions in the classroom. The text raises a number of important questions for college instructors to reflect on as they strive to enhance their teaching.

Brookfield, S.D., & Preskill, S. (1999). *Discussion as a way of teaching: Tools and techniques for democratic classrooms*. San Francisco, CA: Jossey Bass.

This practical guide offers a moral and political justification for discussion-based teaching. In addition, the authors provide strategies for planning, implementing, and evaluating classroom discussion. While the text offers general strategies for planning, initiating, sustaining, and productively responding to students' comments, the authors also consider the benefits and complexities of diverse classroom discussions. Finally, the book concludes with a reflection on the art of balancing students' and teachers' voices in classroom discussion.

Donovan, S.M., Bransford, J.D., & Pellegrino, J.W. (Eds.) (2000). *How people learn: Brain, mind, experience, and school*. Washington D.C.: National Academy Press.

This volume was produced by two committees of the Commission on Behavioral and Social Sciences and Education of the National Research Council. *How people learn* offers an interdisciplinary analysis of the learning process and charts the implications for classroom practice, including examples from a variety of disciplines. The intended audience for this text includes faculty and researchers interested in learning theory and the science of learning.

Erickson, B.L., Peters, C.B., Strommer, D.W. (2006). *Teaching first-year college students*. San Francisco, CA: Jossey Bass.

This text offers a thorough introduction to the perspectives, intellectual development, and learning styles of first-year college students. The authors provide readers with a summary of research on teaching and learning, as well as practical teaching strategies for faculty. Given the text's accessibility and commentary from educators and students alike, this text is also a useful resource for graduate students, department chairs, curriculum planners, and faculty developers interested in the challenges and opportunities of first-year instruction.

Landis, K. (Ed.) (2008). *Start talking: A handbook for engaging difficult dialogues in higher education*. Anchorage, AK: University Press.

This handbook was produced through the Ford Foundation's *Difficult Dialogues Initiative* aimed at inspiring increased civic discourse. The text offers strategies for establishing ground rules for dialogue, conversational framing, and facilitating and sustaining productive civic discourse in the classroom. Extended examples and activities are detailed that can be used to engage issues such as race, class, privilege, and culture. In addition, the handbook outlines useful practices for initiating dialogue around topics such as science, religion, business, politics, and social justice.

McKeachie, W.J. & Svinicki, M. (Eds.) (2006). *McKeachie's teaching tips: Strategies, research and theory of college and university teachers (12th ed.)*. Boston, MA: Houghton Mifflin.

This edited volume offers theoretically informed strategies for learning-centered instructors in higher education. The contributors to this volume orient readers to a range of foundational and contemporary pedagogical issues. The 26 chapters address a variety of issues ranging from course preparation and effective teaching strategies for lab, discussions, and lecture settings, to facilitating higher-level learning through the use of instructional technology and problem-based learning practices. The strategies offered are general enough to be adapted for any course and applicable for both novice and experienced instructors.

Michaelsen, L.K., Knight, A.B., & Fink, L.D. (Eds.) (2004). *Team-based learning: A transformative use of small groups in college teaching*. Sterling, VA: Stylus Publishing.

This book explores best practices for the application of collaborative learning methods to improve student learning. The contributors argue that team-based learning enables increased critical thinking, collaboration, and the ability to translate disciplinary knowledge into practice. The chapters in Part I conceptualize team-based learning and its benefits for student learning while offering strategies for implementing and managing collaborative learning as well as designing effective group activities and assignments. Parts II and III examine the challenges and opportunities of team-based learning in a variety of disciplinary contexts while reflecting on lessons learned by instructors who are experienced with team-based learning.

Stanley, C.A., & Porter, M.E. (Eds.) (2002). *Engaging large classes: Strategies and techniques for college faculty*. Bolton, MA: Anker Publishing.

Teach a large lecture course can be daunting. The contributors to this volume engage a variety of issues related to enhancing student learning in large lecture formats. Part One features 12 chapters that focus on key concepts such as engaging students actively, teaching inclusively and maintaining intimacy, using instructional technology to improve learning, and working effectively with Graduate Student Instructors (TAs). Part Two provides discipline-specific examples of teaching and learning in large lectures. Given the range of topics addressed, both experienced and novice faculty may find value in the essays contained in this volume.

*****Insert instructional technology resource in best practice section as recommended by Erping****

Multicultural Teaching & Learning

Adams, M., Bell, L.A., Griffin, P. (Eds.) (1997). *Teaching for diversity and social justice: A sourcebook*. New York: Routledge.

This edited volume offers integrated theoretical and practical reflections on the multicultural teaching and learning and social justice education. Intended for novice and experienced educators, this text offers suggestions for workshop and classroom activities as well as print and video resources. Part I examines theoretical foundations and conceptual frameworks for understanding social justice education. Part II offers exemplary curriculum designs for teaching about diversity and social justice. Part III examines the implications of courses that attempt to engage forms of oppression such as ableism, sexism, racism, heterosexism, and antisemitism.

Kaplan, M., & Miller, A.T. (Eds.) (2007). *Scholarship of Multicultural Teaching and Learning. New Directions for Teaching and Learning, 111*.

This volume of *New Directions for Teaching and Learning* provides readers with a variety of perspectives on multicultural teaching. Through research and comparative analysis, the contributors of this volume present data and reflective analyses on how multiculturalism informs, and is informed by, their scholarship/teaching. This volume is useful for instructors who may be new to multicultural teaching and learning, as well as those with long-standing commitments to multicultural and social justice teaching. The issues addressed in this volume demonstrate how the scholarship of multicultural teaching and learning is being undertaken in a wide range of disciplines representing the humanities, social sciences, arts, engineering, and mathematics.

Mayberry, K.J. (Ed.) (1996). *Teaching what you're not: Identity politics in higher education*. New York: University Press.

The contributions to this volume explore the pedagogical and scholarly implications of personal, cultural, and historical identities. The authors engage issues such as authenticity, credibility, silence, responsibility, and positionality by examining the texts and contexts in which identity politics are negotiated in higher education and society. The volume contains 18 chapters, which explore pedagogical issues of race, gender, and ethnicity from various critical perspectives.

Morey, A.I., & Kitano, M.K. (Eds.) (1997). *Multicultural course transformation in higher education: A broader truth*. Boston, MA: Allyn & Bacon.

This volume offers a framework for infusing multicultural elements into a course or curriculum. Its primary objective is to provide faculty and administrators with practical strategies for curricular transformation. The essays examine various elements of multicultural transformation including instructional strategies, classroom dynamics, teaching for inclusion, and curricular change. Various disciplines are represented in this volume including: nursing, economics, mathematics, and the humanities.

Scholarship of Teaching and Learning

McKinney, K. (2007). *Enhancing learning through the scholarship of teaching and learning: The challenges and joys of juggling*. San Francisco: Jossey Bass.

This book addresses key questions for faculty, graduate students, and administrators interested in the scholarship of teaching and learning (SoTL). The author addresses important issues related to planning, conducting, documenting and disseminating SoTL. She also discusses research ethics and how to apply SoTL to enhance student learning. The text is primarily intended for newcomers to the field of SoTL. However, it is also well-suited for experienced SoTL practitioners interested in designing workshops, seeking grants, or situating SoTL within the larger disciplinary or institutional contexts.

Faculty Work-Life: Managing Teaching, Research, & Service

Barker, K. (2002). *At the helm: A laboratory navigator*. Cold Springs Harbor, NY: Cold Spring Harbor Laboratory Press.

This text offers practical strategies for newly appointed and aspiring leaders of research teams and principal investigators. Topics covered include how to establish and maintain a research lab, manage one's time, recruit and supervise lab personnel, foster a productive and inclusive lab culture, effectively communicate with and motivate your lab. While the primary audience is scientists, the issues, skills and strategies outlined in this text apply to the management of many different disciplinary research teams.

Daniell, E. (2006). *Every other Thursday: Stories and strategies from successful women scientists*. New Haven, CT: Yale University Press.

This story of a group of successful female scientists examines the personal and professional tensions experienced, and the role that social support plays for those marginalized within traditionally male-dominated fields. The narrative offers an inspirational account of the group's process, and details how collaboration helped these women manage their careers and personal aspirations. The author concludes with practical suggestions for those who wish to start similar professional problem-solving and social support groups.

Davidson, C.I., & Ambrose, S.A. (1994). *The new professor's handbook: A guide to teaching and research in engineering and science*. Bolton, MA: Anker Publishing.

This book offers practical strategies for research and teaching aimed at new faculty in engineering and the sciences. The text outlines foundational elements of teaching and research in a user-friendly format. Chapters on teaching include student learning styles, course planning, lecturing, leading discussions, conducting graduate seminars, and working with Graduate Student Instructors. Chapters on research focus on supervising and mentoring graduate students and how to establish a productive research program.

Making the right moves: A practical guide to scientific management for postdocs and new faculty (2nd ed.) (2006). Burroughs Wellcome Fund.

This text is intended to help guide new and future faculty through the challenges of setting up a lab, leading and mentoring research teams, securing grant support, and disseminating research findings, while simultaneously fulfilling their teaching responsibilities. This practical guide provides strategies to help junior scientists obtain and negotiate a faculty position, navigate the tenure process, and offers concrete tips effective time, classroom, data, and project management. This text is available in hard copy or online at <http://www.hhmi.org/labmanagement>

Wankat, P.C. (2002). *The effective, efficient professor: Teaching, scholarship and service*. Boston, MA: Allyn & Bacon.

This text outlines and applies methods of time management to teaching, scholarship, and service. The strategies discussed are grounded in educational research and the author's 30 years of personal experience. Wankat argues that effectiveness, doing things right, and efficiency, timeliness and productivity, should not be perceived as being at odds with one another. The techniques offered are intended to help faculty articulate professional goals, balance the traditional demands of academe, and manage their time and careers more effectively.