

CRLT Annotated Bibliography for New Faculty Orientation

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 strategies 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.

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

To conceptualize the practices of “the best” college teachers, the author examined how these individuals think about teaching and student learning, their expectations of students, and 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 text provides general strategies for planning, initiating, sustaining, and productively responding to students’ comments, and offers a moral and political justification for discussion-based teaching. Consideration of the benefits and complexities of diverse classroom discussions is offered. 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.

Produced by two committees of the Commission on Behavioral and Social Sciences and Education of the National Research Councils, *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.

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

A thorough introduction to the perspectives, intellectual development, and learning styles of first-year college students, this book provides readers with a summary of research on teaching and learning, as well as practical teaching strategies for addressing 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.

Produced through the Ford Foundation’s *Difficult Dialogues Initiative*, this text offers strategies for establishing ground rules for dialogue, conversational framing, and facilitating and sustaining civil discourse in the classroom. Extended examples and activities engage issues such as race, class, privilege, culture, 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.

Though practical and research summaries, *Teaching Tips* addresses 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.

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.

The authors conceptualize team-based learning and examine best practices for the application of collaborative learning method. The book offers strategies for implementing and managing collaborative learning and designing effective group activities and assignments in a variety of disciplinary contexts.

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

This volume engages a variety of issues related to student learning in large lecture formats. The authors discuss issues such as active engagement, inclusion, maintaining connection with students, instructional technology, and working effectively with graduate student instructors.

Multicultural Teaching & Learning

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

This volume offers integrated theoretical and practical reflections on multicultural teaching and learning and social justice education. It includes suggestions for workshop and classroom activities, as well as print and video resources, and 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* offers a variety of perspectives on multicultural teaching. The research and comparative analyses demonstrate how the scholarship of multicultural teaching and learning are undertaken in 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.

This volume explores the pedagogical and scholarly implications of faculty teaching material from personal, cultural, and historical identities different from their own. Issues such as authenticity, credibility, silence, responsibility, and positionality are examined through the texts and contexts of higher education and society more broadly.

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 and provides practical strategies for curricular transformation. Various disciplines are represented 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 text addresses key questions for faculty, graduate students, and administrators interested in investigating the impact of their teaching on their students' learning. It offers useful strategies for those interested in seeking grant and situating SoTL within 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 book offers practical strategies for newly appointed and aspiring research team leaders 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, and effectively communicate with and motivate your lab.

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

This narrative offers an inspirational account of a group of successful female scientists, and demonstrates how collaboration helped these women manage their careers and personal aspirations. The book offers practical suggestions for those who wish to start similar professional problem-solving and social support groups.

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

This guide provides strategies to help junior scientists obtain and negotiate a faculty position and navigate the tenure process. It includes practical tips for effective time, classroom, data, and project management. 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.

Drawing upon methods of time management, this book offers practical strategies intended to help faculty articulate professional goals, balance the traditional demands of academe, and manage their teaching, research, and service more effectively.