

Annotated Bibliography of the CELT Center Library

Assessment at the institutional level

Allen, M. J. (2006). *Assessing general education programs*. Bolton, MA: Anker
This book is a pragmatic guide for developing, aligning, and assessing general education programs in meaningful, manageable and sustainable ways. It presents a variety of approaches to help readers understand what other campuses are doing to develop a repertoire of methods so they can make informed decisions about their own programs. It critically reviews examples of direct and indirect assessments.

Luther, M., Cole, E., & Gamlin, P. (Eds.). (1996). *Dynamic assessment for instruction: From theory to application*. North York, ON, Canada: Captus University Publications
This book is about learning, teaching and assessment. Schools, as mirrors of society, represent heterogeneous communities of increasing cultural and economic diversity. The dispute over the role of assessment concerns the question of how to test learners and for what purpose. This book is a compendium of scholarly papers comprised of research, theory, policy and procedure reviews, conceptualization of educational system's needs and historical accounts and perspectives on future instructional goals and practices.

Luther, M., Gamlin, P., Cole, E., & Savron, B. (1991). *The International Journal of Dynamic Assessment and Instruction*. North York, ON, Canada: Captus University Publications
This interdisciplinary journal publishes theoretical articles, original empirical research, book reviews, and other matters of interest to a broad range of researchers and practitioners in the field of dynamic assessment and instruction.

Messick, S. J. (Ed.). (1999). *Assessment in higher education: Issues of access, quality, student development and public policy*. Mahwah, NJ: Lawrence Erlbaum Associates
Higher education has been moving from an era dominated by selection of high levels of talent, with a consequent emphasis on admissions testing, to an era concerned with broadening the range of talent, with a consequent emphasis not just on selection but also on assessment for student growth and development. This change has brought with it a heightened attention to the diversity of the student population as a means of expanding the base of talent. This book emphasizes the intersection of equity and fairness with issues of access, quality, diversity and accountability in higher education.

National Research Council. (2001). *Knowing what students know: The science and design of educational assessment*. Washington, DC: National Academy Press
This book explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment. Principles for designing and using these new kinds of assessment are presented and examples are used to illustrate the principles.

Nichols, J. O. & Nichols, K.W. (2005). *A Road Map for Improvement of Student Learning and Support Services through Assessment*. Flemington, NJ: Agathon Press
This book provides a step-by step guide to the planning and implementation of assessment procedures at two and four year colleges and university graduate programs. The author's have many years of experience in advising and assisting in the design and implementation of models for assessment of student outcomes and institutional effectiveness.

Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco, CA: Jossey-Bass
This book evaluates the current practice of institutional assessment and provides suggestions for how to plan an assessment program, carry it out, and use its result to provide suggestions for academic improvement. Strategies for assessment include establishing learning goals and objectives, encouraging faculty and student involvement in assessment, selecting and designing instruments, and examples of different approaches to assessment.

Palomba, C. A., & Banta, T. W. (Eds.). (2001). *Assessing student competence in accredited disciplines*. Sterling, VA: Stylus Publishing
The body of this volume describes how faculty in eight professionally oriented disciplines have developed and practiced assessment on their campuses and the lessons these faculty offer to colleagues in their own and other disciplines. The book also includes a chapter on the use of authentic assessment within several disciplines on a single university campus and another chapter about the British quality assurance movement. The final chapter reviews the current practice of assessment within the eight featured disciplines; the role accrediting bodies play in fostering assessment in these disciplines; and the lessons, issues, and challenges that are common across disciplines.

Schneider-Lidz, C. (Ed.). (1987). *Dynamic assessment: An interactional approach to evaluating learning potential*. New York, NY: Guilford Press
This book is a comprehensive exposition of the interactive means of evaluating learner modifiability and planning for appropriate educational goals. Balancing enthusiasm for this exciting new field with well-developed theory and empirical investigation, the book reviews the history, basic principles and philosophies of dynamic assessment, as well as research and the development of innovative procedures.

Walsh, J.A. & Sattes, B.D. (2005) *Quality Questioning: Research-Based Practice to Engage Every Learner*. Thousand Oaks, CA: Corwin Press
In this book, the authors provide an in-depth look at how quality questions can transform classrooms. They offer strategies that engage all students in the teacher's questions and prompt students to generate their own questions. In turn, these superior questions will enrich students, their school's learning community, and any instructor's own professional development. This book includes a complete framework for preparing questions, presenting questions, prompting student responses, processing student responses, teaching students to generate questions, and reflecting on questioning practice; checklists for classroom applications; reproducibles, rubrics, resources, evaluation tools, and more.

And a series of short booklets from the Association of American Colleges and Universities:

- AACU (2005). *Liberal education outcomes*. Washington, DC: Association of American Colleges and Universities
- Ewell, P. (2004) *General education and the assessment reform agenda*. Washington, DC: Association of American Colleges and Universities
- Leskes, A., & Wright, B. D. (2006). *The art and science of assessing general education outcomes*. Washington, DC: Association of American Colleges and Universities
- Wright, B. D. (2004). *Our students' best work: A framework for accountability worthy of our mission*. Washington, DC: Association of American Colleges and Universities
- Miller, R., & Leskes, A. (2005). *Levels of assessment: from the student to the institution*. Washington, DC: Association of American Colleges and Universities

Assessment at the classroom level

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

The book features fifty valuable Classroom Assessment Techniques, each presented in a format that provides an estimate of the ease of use, a concise description, step-by-step procedures for administering the technique, practical advice on how to analyze the data, pros and cons, caveats, and other useful information. The techniques are cross-indexed so that faculty can easily locate the appropriate techniques for assessing their particular teaching goals in their academic discipline.

Boud, D., & Falchikov, N. (2007). *Rethinking assessment in higher education*. New York, NY: Routledge

This book examines assessment from the point of view of what assessment does and can do, arguing that we need to think differently about assessment if it is to make a useful contribution to the educational purposes of higher education. Topics covered include: the link between assessment, teaching and learning; the place of self- and peer assessment; the role of assessment for certification; and the operation of feedback in the assessment process.

Bryan, C., & Clegg, K. (2006). *Innovative assessment in higher education*. New York, NY: Routledge

This book is an inquiry into how and why we innovate in assessment and what practices 'work' in different contexts and cultures. It offers case studies illustrating the problems encountered with traditional assessment methods, and shows how change can be realistically managed without compromising standards.

Irons, A. (2008). *Enhancing learning through formative assessment and feedback*. London: Routledge

This book applies relevant theories and principles through teaching scenarios and case studies to create a pragmatic framework and set of tools that will allow teachers to engage with students through formative activities. It will appeal to new and experienced teachers in higher and further education, as well as professional developers.

Lidz, C.S. (1991). *Practitioner's Guide to Dynamic Assessment*. New York, NY: The Guilford press

This book is a recently developed, interactive approach to psychoeducational assessment that follows a test-intervene-retest format, focuses on learning processes and modifiability, and provides the possibility of direct linkage between assessment and intervention.

Lidz, C.S & Elliot, J.G. (2000). *Dynamic Assessment: prevailing Models and Applications Volume 6*. New York, NY: Elsevier Science Inc

This book is an innovative approach to conducting psycho educational evaluation that has an immediate appeal to researchers, clinicians and teachers, while a number of texts on this approach have been published, these have not always addressed the interaction of theoretical, methodological and professional concerns in a way that makes these easily accessible to both academics and practitioners.

Pickford, R., & Brown, S. (2006). *Assessing skills and practice*. New York, NY: Routledge

This book explores how university staff can assess skills and practice fairly, effectively, efficiently, and imaginatively. International case studies and theoretical perspectives on topics such as inclusive assessment, assessing across the arts, humanities and sciences (from lab work to dance), the importance of involving all stakeholders in assessment, and how to formulate feedback to help students understand what is required of them.

Stevens, D.D., & Levi, A.J. (2005). *Introduction to rubrics*. Sterling, VA: Stylus

This practical guide defines what rubrics are, and shows how to construct and use them. At its most basic, a rubric is a scoring tool that divides an assignment into its component parts and provides detailed description of what constitutes acceptable levels of performance for each part.

Weigle, S.C. (2002). *Assessing Writing*. Cambridge, UK: Cambridge University Press

This book provides a coverage of writing assessment that is both broad and in-depth, discussing the relevant research and theory, and addressing practical considerations in the design, development and use of writing assessments.

White, E.M & Lutz, W.D & Kamusikiri, S. (1996). *Assessment of Writing*. New York: The Modern Language Association of America

This book has broad consequences, both for individual lives and for society at large. Divided into five sections, the essays focus on political and legal issues, the validity and

reliability of testing, old and new models of assessment, social inclusion and equity, and future prospects.

General Higher Ed

Bok, D. (2006). *Our underachieving colleges: A candid look at how much students learn and why they should be learning more*. Princeton, NJ: Princeton University Press

Overall, despite their vastly increased resources, more powerful technology, and hundreds of new courses, colleges cannot be confident that students are learning more than they did fifty years ago. Looking further, Bok finds that many important college courses are left to the least experienced teachers and that most professors continue to teach in ways that have proven to be less effective than other available methods. In reviewing their educational programs, however, faculties typically ignore this evidence. Instead, they spend most of their time discussing *what* courses to require, although the lasting impact of college will almost certainly depend much more on *how* the courses are taught.

Chesler, M & Lewis, A & Crowfoot, J. (2005) *Challenging Racism in Higher Education*. Lanham, Maryland: Rowman & Littlefield Publishers, Inc

This book provides frames for understanding the current state of intergroup relations in higher education. It also presents the voices and experiences of college students, faculty, and administrators, integrating this first-person material with research literature. This book also shows concrete actions people and organizations have taken to alter institutional racism and other forms of discrimination on campus and what further action they can take to work toward social justice.

Henry, R. J. (Ed.). (2006). *Faculty development for student achievement: The QUE project*. Bolton, MA: Anker Publishing Company

This book describes a seven-year project – Quality in Undergraduate Education (QUE) – that produced important changes in departments and in the teaching of individual faculty in 21 two- and four-year institutions across four states. Rather than a blow-by-blow report of the project, it focuses on the problems that led to the development of QUE: concern about low levels of student learning in postsecondary institutions and demands by state legislatures that funds for postsecondary institutions be tied to assessment of student learning.

Howell, A. & Tuitt, F. (2003). *Race And Higher Education*. Cambridge, MA: Harvard Educational Review

This book guides educators toward a better understanding of how changes in the student population have resulted in the need for new approaches to classroom instruction. By including voices from inside classrooms along with analyses from scholarly researchers, this volume provides college and university teachers, administrators, students, and scholars with a critical instrument for improving higher education.

Kadison, R. (M.d) & Gigeronimo, T.F. (2004). *College of the Overwhelmed*. San Francisco, CA: A Wiley Imprint

Kadison and DiGeronimo do a commendable job of outlining the many stresses students face, such as academic pressure, financial problems, and feelings of social inadequacy and, for women, a fear of sexual assault. The authors outline the self-destructive coping mechanisms adopted by those with emotional problems, including eating disorders, drug abuse, cutting, and suicide attempts. Parents will find sensible suggestions for helping their children deal with college life.

Katzenmeyer, M. & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders* (2nd Ed.). Thousand Oaks, CA: Corwin Press

As the importance of teacher leaders continues to grow, the demand for new information and new inspiration on teacher leadership grows as well. Updated research, fresh examples, and the insights of over 5,000 teacher leaders have produced a revitalized edition of this definitive work on teacher leadership.

Lewis, H.R. (2006). *Excellence Without A Soul*. New York, NY: PublicAffairs, A Member of the Perseus Books Group

In this book Lewis draws from his experience to explain how our great universities have abandoned their educational mission. This book provides an intimate history of these struggles at Harvard, showing how its mission evolved from education to consumer satisfaction- and makes an impassioned argument for change.

Light, R. (2001). *Making the Most of College: Students Speak Their Minds*. Cambridge, MA: Harvard University Press

This book is filled with stories that Harvard students shared with the author about their experiences of inspiration, frustration, and discovery. Filled with practical advice, failures, and hopes and it presents strategies for academic success.

O'Meara, K. & Rice, R.E. (2005). *Faculty Priorities Reconsidered*. San Francisco, CA: A Wiley Imprint

This book offers practical advice to academic leaders considering similar changes and responds to questions for the future about encouraging, supporting, assessing, and rewarding multiple forms of scholarship. The leading pioneers of the movement reflect on their own work with campuses nationwide and examine concrete issues involved in introducing new perspectives on the different forms of scholarship.

Pascarella, E.T. & Terenzini, P.T. (2005). *How College Affects Students Volume 2*. San Francisco, CA: A Wiley Imprint

This book is the long-awaited second volume of Pascarella and Terenzini's 1991 award-winning review of the research on the impacts of college on students. The authors review their earlier finding and then synthesize what has been learned since 1990 about college's influences on students. The book also discusses the implications of the findings for research, practice, and public policy.

Pope, D.C. (2001). *“Doing School” How We Are Creating a Generation of Stressed Out, Materialistic, and Miseducated Students*. New Haven and London: Yale University Press
This book offers a highly revealing- and troubling- view of today’s high school students and the ways they pursue high grades and success. The author follows five motivated and successful students through a school year, closely shadowing them and engaging them in lengthy reflections on their school experiences.

Robinson, K. (2001). *Out of Our Minds*. Oxford, UK: Capstone Publishing Limited
This book argues that organizations are trying to fix a downstream problem that originates in schools and universities. Most people leave education with no idea what their real abilities are. *Out of Our Minds* answers three vital questions for all organizations that have a serious strategic interest in creativity and innovation.

Rosen, B.C. (1998). *Winner and Losers of the Information Revolution-Psychosocial Change and Its Discontents*. Westport, CT: Praeger Publishers
This book examines how massive social change over the past few decades has created a new set of winners and losers and what this has done to society. Rosen puts contemporary social change in a historical context, showing that today’s turmoil resembles the disturbances that have taken place whenever society has undergone rapid and fundamental social change.

Senge, P.M., Kleiner, A., Roberts, C., Ross, R.B., & Smith, B.J. (1994). *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization*. New York, NY: Currency Doubleday
This book is an intensely pragmatic guide. It shows how to create an organization of learners where memories are brought to life, where collaboration is the lifeblood of every endeavor, and where the tough questions are fearlessly asked. The stories in this book show that companies, businesses, schools, etc. can undo their “learning disabilities” and achieve superior performance.

Tagg, J. (2003). *The Learning Paradigm College*. Bolton, MA: Anker Publishing Company, Inc
In this book the author builds on the *Change* magazine article he coauthored with Robert Barr in 1995. This book presents a new lens through which readers can see their own institutions and their own work. A radically fresh perspective examines existing functional frameworks and offers a way to re-envision and re-cast many familiar aspects of college work and college life.

Twenge, J.M. (2006). *Generation Me*. New York, NY: Free Press
The author reveals how different today’s young adults are and makes controversial predictions about what the future holds for them and society as a whole. This book will give Boomers new insight into their offspring, and help GenMe’ers in their teens 20’s and 30s finally make sense of themselves and their goals and find their road to happiness.

Teaching and Learning

Bain, K. (2004). *What The Best College Teachers Do*. Cambridge, MA: Harvard University Press

The author describes examples of ingenuity and compassion, of students' discoveries of new ideas and the depth of their own potential. This book is a treasure trove of insight and inspiration for first-year teachers and seasoned educators alike.

Banner, Jr., J.M. & Cannon, H.C. (1999) *The Elements of Learning*. New Haven, CT: Yale University Press

This engaging and helpful book is both a thoughtful celebration of the learning process and a practical guide to becoming a better student. It discusses the qualities a student needs to get the most out of education and aspects of the environment--teachers, curriculum, and the transition from school to college--that contribute to attaining effectiveness in studying and learning. The book includes helpful tips for students, including how to: listen in classroom; explore and expand their interests; try out new knowledge; use their imagination; choose the best time to study; approach teachers for help; select courses; and much more.

Barnes, L.B. & Christensen, C.R & Hansen, A.J. (1975). *Teaching And The Case Method Third Edition*. Boston, MA: Harvard Business School Press

This is a further response to increased national and international interest in teaching, teachers, and learning, as well as the pressing need to enhance instructional effectiveness in the widest possible variety of settings. One key premise of this book is that all teaching and learning involve a core of universally applicable principles that can be discerned and absorbed through the study and discussion of cases.

Burgstahler, S.E., & Cory, R.C. (Eds.). (2008). *Universal design in higher education: From principles to practice*. Cambridge, MA: Harvard Education Press

Universal Design in Higher Education is a comprehensive guide for researchers and practitioners on creating fully accessible college and university programs. As greater numbers of students with disabilities attend postsecondary educational institutions, administrators have expressed increased interest in making their programs accessible to all students. This book provides both theoretical and practical guidance for schools as they work to turn this admirable goal into a reality, thereby making a crucial contribution to the growing body of literature on special education and universal design.

Chism, N.V.N (1999). *Peer Review of Teaching A Sourcebook Second Edition*. Bolton, MA: Anker Publishing Company, Inc

This new edition builds on the author's extensive administrative and consulting experience as well as scholarship on faculty rewards. It includes additional discussion of important foundational issues as well as practical forms and ideas gleaned from disciplinary groups and campuses throughout the nation.

Evensen, D.H & Hmelo, C.E. (2000). *Problem-Based Learning*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers

This volume collects recent studies conducted within the area of medical education that

investigate two of the critical components of problem-based curricula-the group meeting and self directed learning- and demonstrates that understanding these complex phenomena is critical to the operation of this innovative curriculum.

Forsyth, D.R. (2003). *The Professor's Guide to Teaching Psychological Principles and Practices*. Washington, DC: American Psychological Association

This book explores what research has revealed about effective teaching and mines this resource to offer useful suggestions and practical recommendations for new seasoned instructors. This book unfolds in a logical fashion, beginning with evaluating and documenting.

Halpern, D. F. & Hakel, M. D. (Eds.). (2002). *Applying the Science of Learning to University Teaching and Beyond, New Directions for Teaching and Learning, No. 89*. San Francisco, CA: Jossey-Bass

This issue of *New Directions for Teaching and Learning* seeks to build on empirically validated learning activities to enhance what and how much is learned and how well and how long it is remembered. Thus, the movement for a real science of learning – the application of scientific principles to the study of learning – has taken hold both under the controlled conditions of the laboratory and in the messy real-world settings where most of us go about the business of teaching and learning.

Jarvis, P. & Parker, S. (Eds.). (2005). *Human Learning: An Holistic Approach*. London and New York: Routledge and Taylor & Francis Inc

This book acknowledges the importance of the relationship between the body and the mind, and considers how our neurological, biological, emotional and spiritual faculties impact on learning. This original examination into the way that we learn should be required reading for all concerned with its study.

Kluwe, R.H., Luer, G., & Rosler, F. (Eds.) (2003). *Principles of Learning and Memory*. Basel, Switzerland: Birkhauser Verlag

This book focuses on the most actual and central phenomena, which are discussed from an interdisciplinary point of view in five sections: formation, organization, consolidation, control, and adaptive specialization of memories. The reader will acquire a broad and integrated perspective of human learning and memory based on current approaches in this domain.

Mattuck, A. P. (2005). *The torch or the firehouse: A guide to section teaching*.

Cambridge, MA: Derek Bok Center for Teaching and Learning

This booklet addresses some of the common problems in teaching, and offers a variety of ideas to try. It is concerned primarily with the teaching of sections that accompany large lecture and is useful to new teachers and veterans alike. There is no single “right” way to teach, but examples and ideas presented in this booklet will help you to develop your own natural teaching style.

McNeil, F. (2009). *Learning with the Brain in Mind*. Los Angeles, CA: SAGE Publications

This book offers a fresh approach to teaching, exploring recent findings in neuroscience

that apply to learning in three crucial and interconnected areas, Attention, Emotions, and Memory. Promoting new thinking about learning and considering innovative strategies that arise from our understanding of how the brain works; this book will help educators improve children's learning.

Millis, B.J. & Cottell, Jr. P.G. (1998). *Cooperative Learning for Higher Education Faculty*. Phoenix, AZ: American Council on Education and the Oryx Press

This book on cooperative learning at the postsecondary level is designed to serve as a vital resource for faculty who use a collaborative approach to education. It offers an overview of the cooperative learning process, including its rationale, research base, value, and practical implementation. The authors describe a variety of approaches to cooperative learning. This book will appeal to those new to the cooperative learning process, as well as to established practitioners to the field.

Nicol, A.A.M & Pexman, P.M. (2003). *Displaying Your Findings*. Washington, DC: American Psychological Association

This book guides readers in designing figures following the guidelines of the fifth edition of the Publication Manual of the American Psychological Association. It does so by providing numerous examples of figures constructed to accompany fictional studies.

Nilson, L.B. (2003). *Teaching At Its Best (2nd Edition): A Research-based Resource for College Instructors*. San Francisco, CA: Anker Publishing

This best-selling handbook is an essential toolbox- a compilation of hundreds of practical teaching techniques, formats, classroom activities, and exercises. It is now newly revised and expanded to cover more on the topics relevant to today's classroom such as technology and the Internet, problem-based learning, diversity, service learning, and faculty evaluation systems.

Novak, J.D. (1998). *Learning, Creating, and Using Knowledge*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers

This volume is organized around five factors involved in every educational event: The learner, teacher, knowledge, context, and evaluation. Each is discussed from both theoretical and pragmatic perspectives. Concept maps are used extensively to illustrate key ideas from learning theory, theory of knowledge, and instructional theory, as well as to give concrete examples.

Ramsden, P. (2005). *Learning to teach in higher education (2nd Ed.)*. New York, NY: RoutledgeFalmer

This classic text combines practical advice with sound theory to provide a uniquely stimulating introduction to the practice of university teaching. The book has a simple message: to become a good teacher, first you must understand your students' experiences of learning. Out of this grows a set of principles for effective teaching in higher education.

Sousa, D.A. (2006). *How the Brain Learns* (3rd Ed.). Thousand Oaks, CA: Corwin Press
In this newly revised book, the author explores source material on brain research, including how the brain processes information, memory and retention, and the transfer of knowledge to enhance present and future learning. Ideal book for all educators to better understand the way students process and retain information.

Wehlburg, C.M. (2006). *Meaningful Course Revision*. Bolton, MA: Anker Publishing Company, Inc

This book is a practical guide for collecting information about how well students are reaching your course goals, learning what impact your changes are having on students learning, and putting your courses into a cycle of continual revision and improvement. It will also benefit your students and keep your teaching interesting, fresh, and enjoyable.

Weinstein, L. (2001). *Writing at the Threshold: Featuring 56 Ways to prepare High School and College Students to Think and Write at the College Level*. Urbana, IL: National Council of Teachers of English

This book offers teachers an eloquent philosophy of composition instruction and an immediately useful set of classroom tested teaching ideas. The author reflects on inquiry-based learning to highly engaging strategies for translating theory into practice in the classroom.

Willingham, D.T. (2009). *Why Don't Students Like School?* San Francisco, CA: Jossey-Bass

In this book the author distilled knowledge in cognitive science into a set of nine principles that have clear implications for the classroom. These include facts about learning styles, intelligence, & thinking skills.

Woolfolk, A. (1998). *Educational Psychology*. (7th ed.) Boston, MA: Allyn and Bacon

This clear, well-organized book has been revised to reflect the growing interest in constructivism and student-centered learning. It includes over 150 new references. The author explains concepts and theories with examples and analogies, then explores the implications for practice. Designed for novice educational psychologists or those interested in exploring this side of the field.

Teaching and Learning Tips

Davis, B. G. (1993). *Tools for teaching*. San Francisco, CA: Jossey-Bass

This book is a rich compendium of classroom-tested strategies and suggestions designed to improve the teaching practice of beginning, mid-career, and senior faculty members. Forty-nine teaching tools organized into twelve sections cover both traditional tasks – writing a course syllabus, delivering an effective lecture – and newer, broader concerns such as responding to diversity and using technology.

Gullette, M. M. (Ed.). (1984). *The art and craft of teaching*. Cambridge, MA: Harvard University Press

This concise and lively guide – developed from the faculty seminars of the Harvard-Danforth Center for Teaching and Learning – contains hundreds of insights into the fine and difficult art of leading students to demand more of themselves, find new ways of solving problems, and awaken unsuspected talents. Filled with useful suggestions for improving teaching skills, this book offers solutions to problems that every instructor faces and suggests strategies that will enrich the classroom for both beginning and experienced teachers and their students.

McKeachie, W. J. (1999). *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. (10th Ed.) Boston, MA: Houghton Mifflin Company

This new edition covers current topics in higher education – cooperative learning, student journals, cognitive learning strategies, study skills and chapters on “Planning your Students’ Learning Activities” and “Using Communication and Information Technologies Effectively”.

Teaching in Small Class Settings

Wang, M. C. & Finn, J. D. (Eds.). (2000). *How small classes help teachers do their best*. Philadelphia, PA: Laboratory for Student Success and the United States Department of Education

A growing body of research confirms what teachers and parents have long known, that small classes in the early grades can help give students a solid foundation in the basic skills and enable them to learn more throughout their school years. This book explores such issues as effective instructional strategies in small classes, professional development needs and opportunities, strategies for supporting teachers in small class settings, and how class-size reduction can be used as part of a broader approach to education reform.

International Scholars Teaching in the United States

Sarkisian, E. (2006). *Teaching American students: A guide for international faculty and teaching assistants in colleges and universities*. Cambridge, MA: Harvard University Press

This book is a wonderful introduction to teaching in the United States. Any international scholar who attempts to help American students learn will appreciate the rich insights into the culture of the American classroom. Full of practical wisdom that teachers can apply immediately, this book offers approaches to teaching and learning that any teacher will find useful.

Interdisciplinary teaching and learning in higher education

Davis, J.R. (1995). *Interdisciplinary Courses And Team Teaching*. Phoenix, AZ: American Council on Education and The Oryx Press

In this book James R. Davis explains the benefits and pitfalls of interdisciplinary, team-taught courses and provides current, practical information on how to design and conduct them. Davis also includes a listing of nearly 100 interdisciplinary, team-taught courses currently being offered at colleges and universities in North America.

Haynes, C. (Ed.). (2002). *Innovations in Interdisciplinary Teaching*. Wesport, CT: American Council on Education/Oryx Press

According to this book, interdisciplinary pedagogy is concerned primarily with fostering in students a sense of self-authorship and a notion of knowledge that they can use to respond to complex questions, issues, or problems. This book is designed to assist both new and experienced faculty members who are teaching in interdisciplinary settings and who want to advance integrative learning with their students, as well as administrators who want to encourage integrative and interdisciplinary teaching in their institutions.

Newell, W. (Ed.). (1998). *Interdisciplinarity: Essays from the Literature*. New York, NY: College Entrance Examination Board

This book provides the best that has been written about the potential of interdisciplinary study and about solutions to many practical problems encountered by interdisciplinary programs located in a university structured around disciplines. Newell has spent a career perfecting the art of advancing interdisciplinary studies and possesses a wealth of experience in this form of alternative education. This book will help faculty members rooted in the intellectual frameworks of their disciplines to branch out to other fields in the university to broaden their understanding and enhance their teaching.

Seabury, M.B. (1999). *Interdisciplinary General Education Questioning Outside The Lines*. New York: College Entrance Examination Board

The chapters in this volume focus on issues of interdisciplinary teaching and learning arising out of particular courses that are offered in the All-University Curriculum at the University of Hartford within five categories.

Teaching in Health Sciences

Sweet, J., Huttly, S., & Taylor, I. (Eds.). (2003) *Effective learning & teaching in medical, dental & veterinary education*. London: Kogan Page Limited

Written to meet the needs of teachers, lecturers and tutors working at different levels and in many situations, this is *the* guide to surveying and understanding the key issues, best practices and new developments in medical, dental and veterinary education.

Teaching to Diverse Groups

Davis, B. M. (2006). *How to teach students who don't look like you*. Thousand Oaks, CA: Corwin Press

If you are like many teachers, you continue to look for ways to improve your classroom instruction. This book is a result of that search for new strategies, understandings, and lessons to support the changing population of students who enter the classroom. The book walks you through several stages, including: a general recognition of culture and how it shapes the lens through which you view the world; an examination of research on diverse learners; a discussion of the achievement gap; personal narratives and racial histories of two educators; and much more.

Teaching gender and multicultural awareness

Teaching Diversity in Psychology Courses

Bronstein, P. & Quina, K. (Eds.). (2003). *Teaching gender and multicultural awareness*. Washington, D.C.: American Psychological Association

This book provides information about how to integrate topics of diversity into a variety of psychology courses and programs of study. Because psychology now contains a rich body of knowledge that reaches across gender, social, and cultural lines, a single class about gender or cross-cultural studies is no longer sufficient to teach students about multiculturalism. Instead, such issues need to be incorporated into each part of the psychology curriculum.

Publications from the Association of American Colleges and Universities:

The journal *Peer Review* with special issues on: *Good Teaching: What is it and how do we measure it?*; *Science and engaged learning, Toward intentionality and integration*; *Student political engagement*; *Quantitative literacy*; *Academic advising*