Center for Teaching Excellence
Instructional Materials

The Anna Maria College Center for Teaching Excellence purchased a collection of publications based on an assessment of faculty needs. Faculty are invited to borrow these materials, which are available on the first floor of the AMC library.

Books

- *What the Best College Teachers Do*
  by Ken Bain (2004, Harvard University Press)
  Bain 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.
- *Tools for Teaching*
  by Barbara Gross Davis (1993, Jossey-Bass)
  A rich compendium of classroom-tested strategies and suggestions designed to improve the teaching practice of beginning, midcareer, and senior faculty. Forty-nine teaching tools cover traditional tasks—writing a course syllabus, delivering a lecture—and broader concerns such as responding to diversity and using technology.
- *Teaching Within the Rhythms of the Semester*
  by Donna Killian Duffy and Janet Wright Jones (1995, Jossey-Bass)
  The authors model practices that instructors at every level may use to get off to a good start, maintain motivation in mid-semester, and achieve successful closure at the end. Each chapter opens with a vignette that illustrates the challenges teachers encounter and the ways both they and their students respond to them.
- *Power Mentoring: How Successful Mentors and Protégés Get the Most Out of Their Relationships*
  by Ellen Ensher and Susan Murphy (2005, Jossey-Bass)
  A nuts-and-bolts guide for anyone who wants to create a connection with a protégé or mentor, or to improve a current mentoring relationship. Filled with illustrative examples and candid insights from fifty of America's most successful mentors and protégés.
- *The Passionate Teacher: A Practical Guide* (2nd Edition)
  by Robert L. Fried (2001, Beacon Press)
  Draws on the voices, stories, and successes of teachers in urban, suburban, and rural classrooms to provide a guide to becoming, and remaining, a passionate teacher despite day-to-day obstacles.
- *Scholarship Assessed: Evaluation of the Professoriat*e
  by Charles E. Glassick, Mary Taylor Huber, and Gene I. Maeroff (1997, Jossey-Bass)
  This book continues the exploration begun by Boyer's *Scholarship Reconsidered.* It examines the changing nature of scholarship in today's colleges and universities and proposes new standards with a special emphasis on methods for assessment and documentation.
- *Publish and Flourish: Become a Prolific Scholar*
  by Tara Gray (2005, New Mexico State University)
  This book will show you the steps to take to become a prolific scholar: write daily for fifteen to thirty minutes, organize around key sentences, solicit the right feedback from the right colleagues, and make effective use of feedback.

- *Into the Classroom: Developing the Scholarship of Teaching and Learning*
  by Thomas Hatch (2006, Jossey-Bass)
  Outlines the myriad of issues that must be addressed for the teaching profession to become a true learning profession. Contains well-researched recommendations for ways to facilitate communication, collegiality, and information sharing.
- *Ethics of Inquiry: Issues in the Scholarship of Teaching and Learning*
  by Pat Hutchings (2002, Carnegie Foundation for the Advancement of Teaching)
  Intended as a resource to help faculty and campuses think carefully about ethical dimensions of the scholarship of teaching and learning, this book provides an overview of the issues, sets the context, and offers multiple perspectives from which to view these issues. Includes seven case studies.
- *Deadly Professors: A Faculty Development Mystery*
  by Thomas B. Jones (2010, Stylus)
  This book is a parody of the mystery genre and campus life but with a serious purpose. The story lines raise such issues as the nature of today's college students, faculty roles and responsibilities, mid-career concerns, the purpose of liberal education, politics and the classroom, active learning, the role of sports in higher education, and academic freedom. This book will ensure spirited discussion at any orientation, workshop, or faculty development activity.
- *Experiential Learning: Experience as the Source of Learning and Development*
  by David A. Kolb (1984, Prentice Hall)
  The author proposes a model of the underlying structures of the learning process based on research in psychology, philosophy, and physiology, and bases its typology of individual learning styles and corresponding structures of knowledge in different academic disciplines and careers on this structural model.
- *On Course: A Week-by-Week Guide to Your First Semester of College Teaching*
  by James M. Lang (2008, Harvard University Press)
  Divided into fifteen chapters to match the weeks of the semester, this book provides a wide range of innovative and traditional teaching strategies that work.
- *Academic Leadership: A Practical Guide to Chairing the Department* (2nd Edition)
  by Deryl R. Leaming (2007, Jossey-Bass)
  Written to help department chairs carry out their duties, each chapter offers advice and practical suggestions for aspiring, new, and experienced chairs. Contains checklists, tables, and sample forms.
- *Face to Face: A Sourcebook of Individual Consultation Techniques for Faculty/ Instructional Developer*s
  edited by Karron G. Lewis and Joyce T. Povlacs Lunde (2001, New Forums Press)
  Provides an overview of the skills and techniques needed for successful one-to-one consulting, information about faculty/instructional development, and detailed descriptions of several individual consultation techniques with case studies to show the application of these techniques.
- *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (12th Edition)
  by Wilbert J. McKeachie and Marilla Svinicki (2006, Houghton Mifflin)
  Designed to provide helpful strategies for dealing with both the everyday problems of teaching at the university level and those that arise when trying to maximize learning for every student. The suggested strategies allow teachers to adapt them to their own situations.
- *Teaching on Solid Ground: Using Scholarship to Improve Practice*
  by Robert J. Menges, Maryellen Weimer, and Associates (1996, Jossey-Bass)
  Focuses on connecting teaching with student learning, helping faculty develop a systematic inquiry into teaching strategies and showing them how to better use student assessments in the classroom.

- *Student-Assisted Teaching: A Guide to Faculty-Student Teamwork*
  edited by Judith E. Miller, James E. Groccia, and Marilyn S. Miller (2001, Jossey-Bass)
  Provides a range of models for undergraduate student-assisted teaching partnerships to help faculty, faculty developers, and administrators make learning more student-centered, more effective, and more productive.
- *Teaching at Its Best: A Research-Based Resource for College Instructors* (2nd Edition)
  by Linda B. Nilson (2003, Jossey-Bass)
  A compilation of hundreds of practical teaching techniques, formats, classroom activities, and exercises meant to help classroom instructors teaching any subject matter and student population.
- *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*
  by Parker J. Palmer (1998, Jossey-Bass)
  Takes teachers on an inner journey toward reconnecting with themselves, their students, their colleagues, and their vocations, and reclaiming their passion for one of the most challenging and important of human endeavors.
- *To Know as We Are Known: Education as a Spiritual Journey*
  by Parker J. Palmer (1993, HarperCollins)
  Palmer finds the soul of education through a lifelong cultivation of the wisdom each of us possesses and can share to benefit others.
- *Handbook of College Teaching: Theory and Applications*
  edited by Keith W. Prichard and R. McLaran Sawyer (1994, Greenwood Press)
  Contains useful theoretical information on the learning styles of college students and presents practical information on how to teach courses in particular disciplines.
- *Changing Practices in Evaluating Teaching: A Practical Guide to Improved Faculty Performance and Promotion/Tenure Decisions*
  by Peter Seldin and Associates (1999, Jossey-Bass)
  With a notable focus on improving student learning, this book offers readers the kind of research-based and ready-to-use information required to foster truly effective and equitable teaching evaluation at their institutions.
- *Using Student Teams in the Classroom: A Faculty Guide*
  by Ruth Federman Stein and Sandra Hurd (2000, Jossey-Bass)
  A helpful guide for all faculty who want to actively engage students with both the material and one another by using teamwork.
- *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning*
  by Dannelle D. Stevens and Antonia J. Levi (2004, Stylus)
  This book defines what rubrics are, and how to construct and use them. It provides a complete introduction for anyone beginning to integrate rubrics into their teaching.

Derek Bok Center DVDs

Disk 1:
Thinking Together: Collaborative Learning in Science
Features three distinct models of collaborative learning—a large introductory physics lecture, a small class in celestial navigation, and a section in physical chemistry—filmed at Harvard University. In each course, students discuss problems and devise solutions with the help of their instructors and peers.

From Questions to Concepts: Interactive Teaching in Physics
Harvard University Professor Eric Mazur introduces Peer Instruction and Just-in-Time teaching, two innovative techniques for lectures that use in-class discussion and immediate feedback to improve student learning.

Disk 2:
Race in the Classroom: The Multiplicity of Experiences
Presents five vignettes that depict moments in college courses when the race or culture of participants, a race-related topic, or racial dynamics become a major factor in teaching and learning. Each vignette is based on an actual classroom incident, including a classroom argument over affirmative action, a student uncomfortable being chosen as a spokesperson for her race, and a quiet Asian student whom the instructor hesitates to engage.

Women in the Classroom: Cases for Discussion
Five vignettes show moments based on real classroom experiences in which the role of women is an issue, either because of the gender of the teacher or students or because of the topic under discussion. The classrooms scenes present issues such as gaining authority, gendered modes of expression, male and female dominance, race and gender conflicts, and faculty responsibility.

Disk 3:
Teaching in America: A Guide for International Faculty
Offers insights and encouragement from more than 20 international faculty members and teaching assistants at Harvard University, all with experience teaching American undergraduates. The interviews and classroom sessions cover topics such as breaking down cultural barriers, preparing for class, dealing with language problems, keeping class discussions lively, and responding to student concerns.

What Students Want: Teaching from a Student's Perspective
Presents interviews with more than 40 Harvard University undergraduates from different backgrounds on many aspects of academic life, including their preferred styles of lecturing and discussion leading; amount and organization of workloads; relations among students, professors, and teaching assistants; personal issues of identity, race, and gender; and their own definitions of good and bad teaching.

Disk 4:
The Art of Discussion Leading: A Class with Chris Christensen
Professor C. Roland "Chris" Christensen, who taught for nearly fifty years at the Harvard Graduate School of Business Administration, initiates a group of apprentice teachers into the challenges of discussion leading by analyzing a teaching case centering on how much help an instructor should provide a student.

The Art of the Lecture: Justice, A Harvard Course in Moral Reasoning
Showcases Michael Sandel, a professor of government at Harvard University whose course, "Justice," regularly enrolls more than 700 students, and three of his elegant, articulate, and thought-provoking lectures in which he involves students in their own learning by asking questions and facilitating student debates, despite the large class size.

Disk 5:
How to Speak: Lecture Tips from Patrick Winston
Professor Patrick Winston of the Massachusetts Institute of Technology offers advice on all aspects of academic presentations, including how to begin and end a lecture, how to cycle in on the material, how to use verbal punctuation to indicate transitions, and how to devise "near misses" that strengthen understanding by showing what a particular concept is not.

Technically Speaking: Making Complex Matters Simple
Steven Rudich, professor of computer science at Carnegie Melon University, demonstrates how to convey complex ideas through simple means that work with, not against, the capacities and limitations of his students.

Disk 6:
The Act of Teaching: Part 1, Theater Techniques for Classrooms and Presentations
Presents a workshop that stresses the importance of communication with the whole self in order to reach an audience. It focuses on overcoming stage fright, knowing your objectives, and landing your message.

The Act of Teaching: Part 2, Physical and Vocal Exercises
Includes 20 minutes of exercises specifically designed to prepare teachers for the physical challenges of the classroom, beginning with "Waking Up the Body" and moving to vocal warm-ups that treat the voice as an instrument requiring care.

Disk 7:
Teaching Political Science with Stanley Hoffmann
Stanley Hoffmann, a Harvard University professor since 1955, draws from his vast experience to share his thoughts on teaching and demonstrate his techniques in a lecture class on Charles de Gaulle.

Teaching Poetry with Helen Vendler
Helen Vendler, acclaimed poetry critic and Harvard University professor, reflects on the challenges and pleasures of making poetry come alive as she guides students through a reading of William Butler Yeats's last masterpiece, "Among School Children" (1928).

Magna Online Seminars

Learning Styles: Fact and Folklore for eLearning
Presented by Les Howles and Allan Jeong
This seminar draws on more than thirty years of empirical research to separate fact from folklore in applying learning styles to the design of e-learning courses and other instructional materials.

Getting Started with Student Learning Assessment
Presented by Linda Suskie
Presents the key issues surrounding assessment (e.g., what assessment is, its role in the teaching/learning process, how to articulate learning outcomes, etc.) and examines the strengths and weaknesses of a variety of assessment methods (e.g., internal and external standards-based perspective, peer-referenced perspective, best-practice perspective, etc.).

Choosing a Published Instrument to Access Student Learning
Presented by Linda Suskie
Discusses whether published instruments should be part of your assessment program, and if so, which ones. It also reviews several well-known (and lesser-known) published instruments, including MAPP, CAA, CBASE, Praxis 1, and others.

Developing Tools and Strategies to Assess Student Learning
Presented by Linda Suskie
Locally developed assessment tools provide an alternative—or in some cases, a supplement—to published instruments. This session presents how to develop your own assessment tools.

Classroom Management 101: Working with Difficult Students
Presented by Brian Van Brunt and Jason Ebbeling
Offers strategies to help you employ presentation approaches that motivate students to learn, work with students collaboratively to identify problems and take steps toward success, create a classroom environment that engages students, build relationships with students founded on mutual respect, use empathy to acknowledge students' concerns and to foster a climate for change and growth, avoid direct argumentation while helping students understand accountability and self-responsibility, and be aware of resources for assistance (counseling services, academic advising, etc.) and know when and how to use them.

Creatively Engaging Online Students: Models and Activities
Presented by Curt Bonk
Provides a wealth of tips and techniques you can put to work in your online classroom right now, including how to address student learning preferences online, discover ways to motivate students in online environments, and create a vision of what you would like your classroom to be and develop a plan to achieve it.

Academically Adrift: Findings and Lessons for Improvement
Presented by Richard Arum and Josipa Roksa
The session's presenters are also authors of the book *Academically Adrift: Limiting Learning on College Campuses* and share key findings of their study and make recommendations for improving undergraduate learning on college campuses of all types.