A Short Bibliography of Library Resources **Teaching for Diversity**

*(Please note: Murray Library has more than these, including e-books)*

Adams, Maurianne, Lee Anne Bell, and Pat Griffin, eds. *Teaching for Diversity and Social Justice.* 2nd ed. New York: Routledge, 2007. Print.

**Call Number:** LC196.5.U6 T43 2007

Bonner, Fred A., Aretha F. Marbley, and Mary F. Howard-Hamilton, eds. *Diverse Millennial Students in College: Implications for Faculty and Student Affairs.* 1st ed. Sterling: Stylus, 2011. Print.

**Call Number:** Z665.2.U6 D58 2011

Carroll, Jude and Janette Ryan, eds. *Teaching International Students: Improving Learning for All*. London: Routledge, 2005.

**Call Number:** LB2375 .T43 2005

Enns, Carolyn Zerbe and Ada L. Sinacore, eds. *Teaching and Social Justice: Integrating Multicultural and Feminist Theories in the Classroom*. Washington, DC: APA, 2005. Print.

**Call Number:** LC192.2 .T43 2005

Gay, Geneva. *Culturally Responsive Teaching: Theory, Research, and Practice*. New York: Teachers College Press, 2000. Print.

**Call Number:** LC1099.3 .G393 2000

Ginsberg, Margery B., and Raymond J. Wlodkowski. *Diversity and Motivation: Culturally Responsive Teaching in College*. San Francisco: Jossey-Bass, 2009. Print. The Jossey-Bass Higher and Adult Educ. Ser.

**Call Number:** LB2331 .G57 2009

Groccia, James E., Mohammed A.T. Alsudairi, and William Buskist, eds. *Handbook of College and University Teaching: A Global Perspective*. Thousand Oaks: SAGE, 2012. Print.

**Call Number**: LB2331 .H3148 2012

Publisher Notes: *Handbook of College and University Teaching: A Global Perspective* presents international perspectives on critical issues impacting teaching and learning in diverse higher education environments. The organization of the book focuses on seven interrelated variables, including teacher, learner, learning process, learning context, course content, instructional processes, and learning outcomes. This structure provides a guide for systemic thinking about what actions one should take, or suggest others take, when planning activities to improve teaching and learning, curriculum development, and assessment.

Gurung, Regan A. R. and Loreto R. Prieto, eds. *Getting Culture: Incorporating Diversity across the Curriculum.* Sterling: Stylus, 2009. Print.

**Call Number:** LC1099.3 .G48 2009

Howell, Annie, and Frank Tuitt, eds. *Race and Higher Education: Rethinking Pedagogy in Diverse College Classrooms*. Cambridge: Harvard Educational Review, 2003. Print. Harvard Educational Review Ser. 36.

**Call Number:** LC212.42 .R315 2003

Martin, Renée, ed. *Practicing what we Teach: Confronting Diversity in Teacher Education.* Albany: State U of New York P, 1995. Print. SUNY Social Context of Educ. Ser.

**Call Number:** LB1715 .P67 1995

Monroe, Barbara Jean. *Crossing the Digital Divide: Race, Writing, and Technology in the Classroom.* New York: Teachers College Press, 2004. Print. Language and Literacy Ser.

**Call Number:** PE1405.U6 M66 2004

Savicki, Victor. *Developing Intercultural Competence and Transformation: Theory, Research, and Application in International Education*. 1st ed. Sterling: Stylus, 2008. Print.

**Call Number**: LC1090 .D43 2008

A short Bibliography of Library Resources for **Teaching with Technology**

*(Please note: Murray Library has more than these, including e-books)*

Besnoy, Kevin D., and Lane W. Clarke, eds. *High-tech Teaching Success!: A Step-by-step Guide to Using Innovative Technology in your Classroom.* Waco, TX: Prufrock, 2010. Print.

**Call Number:** LB1028.5 .H543 2010

Blake, Robert J. *Brave New Digital Classroom: Technology and Foreign Language Learning.* Washington, DC: Georgetown UP, 2008. Print.

**Call Number:** LB1028.3 .B567 2008

Ching, Cynthia Carterand Brian J. Foley, eds. *Constructing the Self in a Digital World*. Cambridge: Cambridge UP, 2012. Print.

**Call Number:** LB1028.5 .C624 2012

Collins, Allan and Richard Halverson. *Rethinking Education in the Age of Technology: The Digital Revolution and Schooling in America.* New York: Teachers College Press, 2009. Print.

**Call Number:** LB1028.3 .C636 2009

Publisher Notes: *Rethinking Education in the Age of Technology* offers a vision for the future of American education that goes well beyond the walls of the classroom to include online social networks, distance learning with "anytime, anywhere" access, digital home schooling models, video-game learning environments, and more.

Comeaux, Patricia, ed. *Assessing Online Learning*. San Francisco: Anker, 2005. Print.

**Call Number:** LB2328.15.U6 A88 2005

Cullinane, Mary and Frederick M. Hess, eds. *What next? : Educational Innovation and Philadelphia's School of the Future*. Cambridge: Harvard Education Press, 2010. Print. Educ. Innovation Ser.

**Call Number:** LB1028.3 .W438 2010x

Finkelstein, Jonathan. *Learning in Real Time: Synchronous Teaching and Learning Online.* San Francisco: Jossey-Bass, 2006. Print.

**Call Number:** LB1028.5 .F516 2006

Gillespie, Kay Herr, ed. *The Impact of Technology on Faculty Development, Life, and Work.* San Francisco: Jossey-Bass. Print. New Directions for Teaching and Learning 76.

**Call number:** LB1025.2 .N456 no. 76

Goldfarb, Brian. *Visual Pedagogy: Media Cultures in and Beyond the Classroom*. Durham: Duke UP, 2002. Print.

**Call Number:** LB1043 .G57 2002

Herrington, Anne, Kevin Hodgson, and Charles Moran, eds. *Teaching the New Writing: Technology, Change, and Assessment in the 21st-century Classroom*. New York: Teachers College, 2009. Print. Language and Literacy Ser.

**Call Number:** LB1576.7 .T45 2009

Kidd, Terry T., and Holim Song, eds. *Handbook of Research on Instructional Systems and Technology*. Hershey: Information Science Reference, 2008. Print.

Call Number: LB1028.38 .H357 2008

Publisher Notes: This book focuses on different styles of instructional design methodologies, tips, and strategies on how to use technology to facilitate active learning and techniques to help faculty and researchers develop online instructional and teaching materials.

Ko, Susan Schor and Steve Rossen. *Teaching Online: A Practical Guide*. 3rd ed. New York: Routledge, 2010. Print.

**Call Number:** LB2395.7 .K67 2010

Losh, Elizabeth M. *The War on Learning: Gaining Ground in the Digital University.* 2014. Print.

**Call Number:** LB2395.7 .L67 2014

Publisher Notes: This book examines current efforts to reform higher education by applying technological solutions to problems in teaching and learning. Losh argues that many of these initiatives fail because they treat education as a product rather than a process

Monolescu, Dominique, Catherine Schifter, and Linda Greenwood, eds. *The Distance Education Evolution: Issues and Case Studies.* Hershey: Information Science Pub., 2004. Print.

**Call Number:** LC5803.C65 D545 2004

Monroe, Barbara Jean. *Crossing the Digital Divide: Race, Writing, and Technology in the Classroom.* New York: Teachers College Press, 2004. Print. Language and Literacy Ser.

**Call Number:** PE1405.U6 M66 2004

Reich, Justin and Thomas Daccord. *Best Ideas for Teaching with Technology: A Practical Guide for Teachers, by Teachers.* Armonk: M.E. Sharpe, 2008. Print.

**Call Number:** LB1028.3 .R437 2008

Reiser, Robert A., and John V. Dempsey, eds. *Trends and Issues in Instructional Design and Technology.* 3rd ed. Boston: Pearson, 2012. Print.

**Call Number:** LB1028.38 .T74 2012

Publisher Notes: *Trends and Issues in Instructional Design and Technology* is intended to provide readers with a clear picture of the field of instructional design and technology, an overview of the trends and issues that have affected the field in the past and present, and those trends and issues likely to affect it in the future.

Roblyer, M. D. and Aaron H. Doering. *Integrating Educational Technology into Teaching.* 6th ed. Boston: Pearson, 2013. Print.

**Call Number:** LB1028.3 .R595 2013

Schifter, Catherine. *Infusing Technology into the Classroom: Continuous Practice Improvement.* Hershey: Information Science Pub., 2008. Print.

**Call Number:** LB1028.3 .S345 2008

Publisher Notes: This book shares the compelling stories of a successful computer-related professional development program that was implemented into Kindergarten through eighth grade classrooms of a Philadelphia school. An analysis of the study provides a theoretical model to guide technology-infused professional development for teachers.

Schwarz, Gretchen and Pamela U. Brown, eds. *Media Literacy: Transforming Curriculum and Teaching.* Chicago: National Society for the Study of Educ. Print. Yearbook of the National Society for the Study of Education; 104th, pt. 1

**Call Number:** LB5 .N25 104th, pt. 1

A short list of Murray Library Resources on **Teaching and Learning Generally**

*(Please note: Murray Library has more than these, including e-books)*

Banta, Trudy W. *Making a Difference: Outcomes of a Decade of Assessment in Higher Education.* 1st ed. San Francisco: Jossey-Bass, 1993. Print.

**Call Number:** LA227.4 .M35 1993

Banta, Trudy W., Elizabeth A. Jones, and Karen E. Black. *Designing Effective Assessment: Principles and Profiles of Good Practice.* 1st ed. San Francisco: Jossey-Bass, 2009. Print.

**Call Number:** LB2366.2 .B36 2009

Publisher Notes: The authors offer 49 detailed current examples of good practice in planning, implementing, and sustaining assessment that are practical and ready to apply in new settings. This important resource can help educators put in place an effective process for determining what works and which improvements will have the most impact in improving curriculum, methods of instruction, and student services on college and university campuses.

Barkley, Elizabeth F. *Student Engagement Techniques: A Handbook for College Faculty.* San Francisco: Jossey-Bass, 2010. Print.

**Call Number**: LB2342.92 .B34 2010

Blumberg, Phyllis and Maryellen Weiner, eds. *Assessing and Improving your Teaching: Strategies and Rubrics for Faculty Growth and Student Learning*. 1st ed. 2014. Print.

**Call Number**: LB1025.3 .B595 2014

Publisher Notes: This practical, evidence-based guide promotes excellence in teaching and improved student learning through self-reflection and self-assessment of one's teaching. Phyllis Blumberg starts by reviewing the current approaches to instructor evaluation and describes their inadequacies. She then presents a new model for the assessment of which involves self-assessment rubrics. Case studies of completed critical reflection rubrics from a variety of disciplines, including the performing and visual arts and the hard sciences, show how they can be used in different ways and to explore the richness of data they provide.

Buller, Jeffrey L. *The Essential College Professor: A Practical Guide to an Academic Career.* 1st ed. San Francisco: Jossey-Bass, 2010. Print.

**Call Number**: LB1778.2 .B85 2010

Colby, Anne*. Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility.* 1st ed. San Francisco: Jossey-Bass, 2003. Print.

**Call Number:** LC268 .E355 2003

Publisher Notes: This book demonstrates the fundamental importance of moral and civic education, describes how the historical and contemporary landscapes of higher education have shaped it, and explains the educational and developmental goals and processes involved in educating citizens. This book also explores challenges colleges and universities face when they dedicate themselves to this vital task and presents concrete ways to overcome those challenges.

Cullinane, Mary and Frederick M. Hess, eds. *What next? : Educational Innovation and Philadelphia's School of the Future*. Cambridge: Harvard Education Press, 2010. Print. Educ. Innovation Ser.

**Call Number:** LB1028.3 .W438 2010x

Ericksen, Stanford C. *The Essence of Good Teaching*. San Francisco: Jossey-Bass, 1984. Print.

**Call Number:** LB2331 .E75 1984

Fink, L. Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses.* 2013. Print.

**Call Number**: LB2331 .F495 2013

Publisher Notes: This updated edition of L. Dee Fink's bestselling classic discusses new research on active learning, how people learn, online teaching, and the impact of student engagement on student learning. Fink explores the changes in higher education nationally and internationally since the publication of the previous edition and adds strategies for dealing with student resistance to innovative teaching. This edition continues to provide conceptual and procedural tools and systematically combines the best research-based practices for learning-centered teaching with a teaching strategy in a way that results in powerful learning experiences for students.

Harward, Donald W. ed. *Transforming Undergraduate Education: Theory that Compels, Practices that Succeed*. Lanham: Rowman & Littlefield, 2012. Print.

**Call Number:** LA227.4 .T73 2012

Hativa, Nira and Michele Marincovich, eds. *Disciplinary Differences in Teaching and Learning: Implications for Practice.* San Francisco: Jossey-Bass, 1995. Print.

**Call Number:** LB1025.2 .N456 no. 64

Herman, Joan L. and Edward H. Haertel, eds. *Uses and Misuses of Data for Educational Accountability and Improvement*. Chicago: National Society for the Study of Educ. Print. Yearbook of the National Society for the Study of Education; 104th, pt. 2

**Call Number**: LB5 .N25 104th, pt. 2

Lee, D. John and Gloria Goris Stronks, eds. *Assessment in Christian Higher Education: Rhetoric and Reality.* Lanham: UP of Amer., 1994. Print. Calvin Center Ser.

**Call Number**: LC427 .A88 1994

McAdoo, Monty L. *Building Bridges: Connecting Faculty, Students, and the College Library*. Chicago: ALA, 2010. Print.

**Call Number:** Z675.U5 M358 2010

Middle States Commission on Higher Education. *Developing Research & Communication Skills: Guidelines for Information Literacy in the Curriculum.* Philadelphia: Middle States Commission on Higher Education, 2003. Print.

**Call Number:** LB2361.M62 D48 2003

Miller, Ross. *Assessment in Cycles of Improvement: Faculty Designs for Essential Learning Outcomes.* Washington, DC: Assoc. of Amer. Coll. and Univ., 2007. Print.

**Call Number:** LB2368 .M555 2007x

O'Brien, Judith Grunert, Barbara J. Millis, and Margaret W. Cohen. *The Course Syllabus: A Learning- centered Approach.* 2nd ed. San Francisco: Jossey-Bass, 2008. Print. Jossey-Bass Higher and Adult Educ. Ser.

**Call Number:** LB2361 .G78 2008

Ratcliff, James L., Edward S. Lubinescu, and Maureen A. Gaffney, eds. *How Accreditation Influences Assessment.* San Francisco: Jossey-Bass. Print. New Directions for Higher Education 113.

**Call Number:** LB2331.72 .N48 no. 113

Robison, Susan. *The Peak Performing Professor: A Practical Guide to Productivity and Happiness*. 1st ed. 2013. Print.

**Call Number:** LB2331 .R54 2013

Publisher Notes: Grounded in research on neuroscience, faculty development, work productivity, positive psychology, and resilience, this faculty development guide is filled with the techniques and strategies that go beyond a discussion of work-life balance and teaching tips to offer practical tools for managing the life of the professor while maximizing his or her potential.

Shavelson, Richard J. *A Brief History of Student Learning Assessment: How we got where we are and a proposal for where to go next.* Washington, DC: Assoc. of Amer. Coll. and Univ., 2007. Print.

**Call Number:** LB3051 .S487 2007x

Svinicki, Marilla D., Wilbert J. McKeachie, and David Nicol. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. 13th ed. Belmont: Wadsworth Cengage, 2011. Print.

**Call Number:** LB2331 .M394 2011

Publisher Notes: 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 are 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.

Weimer, Maryellen. *Inspired College Teaching: A Career-long Resource for Professional Growth.* 1st ed. San Francisco: Jossey-Bass, 2010. Print.

**Call Number:** LB2331 .W385 2010

Notes: This source explores the journey and growth of college teachers, provides goals best positioned for beginning, mid-career, and senior faculty, and includes activities faculty can use to ignite intellectual curiosity from both students and themselves.