Books and articles for improving instruction in higher education

Books on effective instruction most used in IUB pedagogy courses:
The following books are those that are most often used by faculty who teach pedagogy courses at Indiana University.

**Teaching Tips**

**Author(s):** Marilla D Svinicki; Wilbert James McKeachie; et al
**Publisher:** Belmont, CA : Wadsworth, Cengage Learning, 2011.
**ISBN-10:** 0495809292 **ISBN-13:** 978-0495809296

**Summary (From the Publisher):** 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 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. (See Table of Contents)

**Classroom Assessment Techniques**

**Author(s):** Thomas A Angelo; K Patricia Cross
**Publisher:** San Francisco : Jossey-Bass Publishers, 1993.
**ISBN-10:** 1555425003 **ISBN-13:** 978-1555425005

**Summary (from worldcat.org):** This revised and greatly expanded edition of the 1988 handbook offers teachers at all levels how-to advise on classroom assessment, including: What classroom assessment entails and how it works; how to plan, implement, and analyze assessment projects; twelve case studies that detail the real-life classroom experiences of teachers carrying out successful classroom assessment projects; fifty classroom assessment techniques; step-by-step procedures for administering the techniques; practical advice on how to analyze your data.

**What the Best College Teacher Do**

**Author:** Ken Bain
**ISBN-10:** 0674013255 **ISBN-13:** 978-0674013254

**Summary (from worldcat.org):** What makes a great teacher great? Who are the professors students remember long after graduation? This book, the conclusion of a fifteen-year study, offers valuable answers for all educators. The short answer is—it's not what teachers do, it's what they understand. Lesson plans and lecture notes matter less than the special way teachers comprehend the subject and value human learning. Whether historians or physicists, in El Paso or St. Paul, the best teachers know their subjects --but they also know how to engage and challenge students and to provoke impassioned responses. Most of all, they believe in two things: that teaching matters, and that students can learn. Bain describes examples of ingenuity and compassion, of students' discoveries of new ideas and the depth of their own potential. (See Table of Contents)
The following books and articles were used or recommended in at least one of the 31 pedagogy courses surveyed at Indiana University Bloomington from 2004-2011.

**Books and articles related to college pedagogy**


**Journals, Newspapers, and Handbooks**

Chronicle of Higher Education
College Teaching
Handbook of Associate Instructors
Inside Higher Ed
Teaching of Psychology
Teaching Political Science
Teaching Sociology
The Feminist Teacher
The Journal of Higher Education
The Teaching Professor
The following books and articles were used in disciplinary-specific pedagogy courses

ANTHROPOLOGY

ARABIC

ECONOMICS

FRENCH


**HISTORY**


**LANGUAGE (GENERAL)**


**LESS COMMONLY TAUGHT LANGUAGES (LCTLS)**


**MUSIC THEORY**

**SOCIOMETRY**
Part 1 examines teaching and supervising in higher education, focusing on a range of approaches and contexts. Part 2 examines teaching in discipline-specific areas and includes new chapters on engineering, economics, law, and the creative and performing arts. Part 3 considers approaches to demonstrating and enhancing practice. Written to support the excellence in teaching required to bring about learning of the highest quality, this will be essential reading for all new lecturers, particularly anyone taking an accredited course in teaching and learning in higher education, as well as all those if an article/manuscript is sent to the reviewers, all references to the author name and institution are removed from the article/manuscript. Active Learning in Higher Education recognises that authors are keen to get a decision as soon as possible, and reviewers are asked to return their decisions to the Editor within four weeks so that the decision can be sent to authors within that timeframe. At that stage, authors get one of the four standard decisions, that is, accept as is, conditional accept, but minor changes are required, conditional accept, but major changes are required, or rejection.