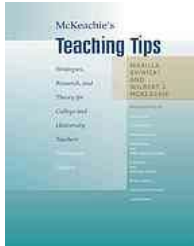


Books and articles for improving instruction in higher education

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.

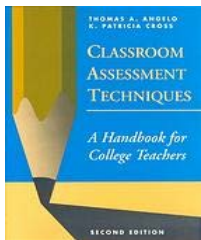


Teaching Tips

McKeachie, W. (1999). *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Wadsworth, Cengage Learning, 13th ed.

Author(s): Marilla D Svinicki; Wilbert James McKeachie; et al
Publisher: Belmont, CA : Wadsworth, [Cengage Learning](http://www.cengage.com), 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](#))

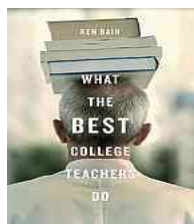


Classroom Assessment Techniques

Angelo, T. & Cross, P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers* (Jossey-Bass, 2nd Edition).

Author(s): Thomas A Angelo; K Patricia Cross
Publisher: San Francisco : [Jossey-Bass Publishers](http://www.josseybass.com), 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

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

Author: Ken Bain
Publisher: Cambridge, Mass. : [Harvard University Press](http://www.harvard.edu), 2004.
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

- Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). *A taxonomy for learning, teaching, and assessing : a revision of Bloom's taxonomy of educational objectives* (Abridged ed.). New York: Longman.
- Angelo, T.A. (1991). Ten Easy Pieces: Assessing Higher Learning in Four Dimensions. *New Directions for Teaching and Learning*, 46, pp. 17-31.
- Bass, R. (1999). The Scholarship of Teaching and Learning: What's the Problem? *Invention*, 1.
- Bean, J.C. (1996). Using writing to promote thinking: A busy professor's guide to the whole book. *Engaging Ideas*.
- Becker & Andrews (2004). *The scholarship of teaching and learning in higher education: Contributions of Research Universities*. Indiana University Press.
- Bok, D. (1986). *Higher Learning*. Cambridge: Harvard University Press.
- 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.
- Boyer, E. (1990). *Scholarship reconsidered: priorities of the professoriate*. New York: The Carnegie Foundation for the advancement of teaching.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Brookfield, S.D. (1990). *The skillful teacher*. San Francisco: Jossey-Bass.
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- Cohen, E. G. (1994.) *Designing group work: Strategies for the heterogeneous classroom*. (2nd ed.). New York: Teachers College Press.
- Cross, K.P. & Stedman, M.H. (1996). *Classroom Research: Implementing the Scholarship of Teaching*. Jossey-Bass.
- Curzan, A. & Damour, L. (2006). *First day to final grade: a graduate student's guide to teaching*. 2nd, Ed., University of Michigan Press.
- Davis, B.G. (2009). *Tools for Teaching*, 2nd ed., Jossey-Bass.
- Driscoll, M. (2005). *Psychology of Learning for Instruction*, 3rd edition. New York: Allyn & Bacon.
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- Gredler, M.E. (2008). *Learning and Instruction: Theory into Practice*, 6th Ed. Upper Saddle River, NJ: Pearson.
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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

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MUSIC THEORY

Rogers, M. (2004). *Teaching Approaches in Music Theory: An overview of pedagogical philosophies*. Carbondale: Southern Illinois University Press.

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Campbell, F.L., Blalock, H.M., & McGee, R.J. (1985). *Teaching Sociology: The Quest for Excellence*. Chicago: Nelson-Hall.

Gans, H.J. (2002). More of us should become public sociologists. *Footnotes*, July/August 2002.

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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

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