Active Learning & Pedagogy Annotated Bibliography - Part 1&2


Surveys important trends in education, including critical thinking, cooperative learning, and portfolio assessment, and shows how they can be used in the classroom. Suggests concepts, techniques, and activities for use in all curriculum areas, and discusses how television, computers, and interactive telecommunication are transforming learning.


Classroom assessment encourages faculty to "become more systematic and sensitive observers of learning as it takes place every day in their classrooms." This valuable resource introduces readers to an especially exciting way to becoming a more reflective and effective classroom instructor. Further, it offers detailed descriptions of fifty classroom assessment techniques and illustrates nicely their use with brief case studies of how faculty from across the disciplines have employed these techniques. In addition to providing faculty with feedback of their instructional effectiveness, classroom assessment engages students actively in the reflective process of monitoring their comprehension and retention of subject matter. Topics include: “Getting Started in Classroom Assessment,” “Classroom Assessment Techniques,” and “Building On What We Have Learned.”


The author, well known for his work in writing across the curriculum, has succeeded in creating "a pragmatic nuts-and-bolts guide that will help teachers from any discipline design interest-provoking writing and critical thinking activities and incorporate them smoothly into their disciplinary courses.” While the text clearly devotes greater explicit attention to the writing process than to either critical thinking or active learning, other works cited in this bibliography better address these two important topic areas. Three chapters in this volume examine "Understanding Connections Between Thinking and Writing," two chapters explore "Designing Problem-based Assignments," and three chapters discuss "Reading, Commenting On, and Grading Student Writing." The six remaining chapters describe various aspects of "Coaching Students as Learners, Thinkers, and Writers."


Donald Bligh provides a comprehensive guide to the uses and possible abuses of the lecture method. Supported by copious research, Bligh offers a wealth of practical suggestions for making lectures more engaging and effective."--Stephen Brookfield, University of St. Thomas, St. Paul, Minnesota

Topics include taking notes, using handouts, practicing different formats and styles, obtaining feedback, overcoming difficulties, evaluating the lecture, and testing alternative methods when lecturing is not adequate.
"This very readable book will be a source of great insight for people who teach. Donald Bligh has spent more time and energy than anyone else in coming to terms with a task that bothers many teachers and trainers. He offers a well-structured perspective on one of the core activities in higher education. His research is impeccable and his conclusions are immensely practical.”--Alex Main, founding coordinator of Academic Staff Development for the British Universities, Murdoch University


A challenge for American classrooms approaching the 21st Century is creating an environment conducive to preparing students to be culturally competent citizens. Teaching for Diversity addresses this challenge. This book provides insights on a range of instructional issues associated with teaching for diversity. Learning styles, instructional designs, institutional culture, equitable classroom participation across gender, race, and ethnicity, and strengthening cultural competence among faculty and staff are some of the topics covered. The book is primarily directed at the classroom and teacher/student interactions.

A paradigm shift is required if university campuses are going to meet the challenges of teaching for diversity. The more homogeneous the campus, the more daunting is the task. How do we create opportunities for our students to build competence in relating to others in cross-cultural situations when the presence of diverse cultures is such a small portion of the population of our community? Ultimately, the university has to be stirred to action to change the climate--the "organizational culture." Only this will make it possible to meet the challenges of diversity and competence building so necessary for today's citizens.


Stephen Brookfield is the author of three other award winning Jossey-Bass texts of interest to many faculty readers of this bibliography [i.e, Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting (1987); The skillful teacher: On technique, trust, and responsiveness in the classroom (1990); On becoming a critically reflective teacher (1995)]. This engaging text, his most recent work done in collaboration with a long-time friend and colleague, offers a compelling look at how discussion helps learning and enlivens classrooms (Chapter 2). As the title promises, subsequent chapters then offer similarly comprehensive practical suggestions for preparing for and starting discussions (Chapters 3 & 4), keeping discussions going (Chapters 5 & 6), understanding and acknowledging cultural and gender differences (Chapters 7 & 8), and keeping students' voices and teachers' voices in balance (Chapters 9 & 10). Novice and experienced active learning practitioners will both find fresh and helpful guidance in this recently published text.


This book is meant for faculty searching for new ways to teach, for alternatives to the traditional lecture method we all learned in graduate school. Chapters on a variety of ways teachers can connect with their students and help them learn are included. Each of these methodologies is described exhaustively elsewhere, in books and journals and at conferences. This book brings brief discussions of them together in one accessible volume, with references to sources where readers can learn more. Chapters include: The Renewal of Community in Higher Education, The Use of Stories in Teaching, The Braiding of Classroom Voices, Cooperative and Active Learning, Writing-Across-The-Curriculum, Student Management Teams, Teaching With Stories, Knowledge Maps, Information Technology and Learning Communities.

This toolkit provides information for faculty and staff of all experience levels about the fundamental service learning issues surrounding teaching and learning. The essays and bibliographies in this toolkit address the issues of: definitions and principles, learning theory, pedagogy, community partnerships, reflective teaching methodology, academic culture, student development, assessment, model programs, redesigning curriculum, and promotion and tenure guidelines.


This document provides an update on the state of student service and service learning at the Campus Compact member campuses. It includes The President’s Fourth of July Declaration on the Civic Responsibility of Higher Education, which states that higher education has a responsibility to develop the next generation of active citizens, and campuses must be good citizens in their own community.


This bibliography lists 275 articles and monographs, mostly published in the 1980s, that address the use of active learning teaching methods at the postsecondary education level. Items are selected to produce a large illustrative sampling of published materials that can introduce the literature of active learning to faculty. Articles typically explore practical aspects of this methodology and classroom strategies. The bibliographic references are divided by discipline reflecting the use of specific active learning approaches such as audio-visual aids, case studies, class discussion, computers, debates, field work, games/simulations, groups, library assignments, performance, surveys, visual imaging, or writing assignments. Specific sections are categorized by the following disciplines: business, humanities, sciences, and social sciences. This work was the precursor to the more extensive listing now posted bibliography on the Center's web page at [http://www.cte.usf.edu/bibs/active_learn/intro.html/](http://www.cte.usf.edu/bibs/active_learn/intro.html/)


Dee Fink poses a fundamental question for all teachers: "How can I create courses that will provide significant learning experiences for my students?" In the process of addressing this question, he urges teachers to shift from a content-centered approach to a learning-centered approach that asks "What kinds of learning will be significant for students, and how can I create a course that will result in that kind of learning?"

Fink provides several conceptual and procedural tools that will be invaluable for all teachers when designing instruction. He takes important existing ideas in the literature on college teaching (active learning, educative assessment), adds some new ideas (a taxonomy of significant learning, the concept of a teaching strategy), and shows how to systematically combine these in a way that results in powerful learning experiences for students. Acquiring a deeper understanding of the design process will empower teachers to creatively design courses for significant learning in a variety of situations. (Publisher’s Notes)

The first seven chapters of the book focus on the seven principles, one at a time. Each chapter has a short "overview" essay on the principle under review and its ramifications, followed by descriptive examples of programs from institutions that have successfully implemented the principle. The examples include information on how to contact individuals at the specific institutions about their programs and a list of resources in print for further consideration. The seven principles state that Good Practice: 1) encourages student-faculty contact; 2) encourages cooperation among students; 3) encourages active learning; 4) gives prompt feedback; 5) emphasizes time on task; 6) communicates high expectations; and 7) respects diverse talents and ways of learning. The chapters devoted to the implementation of the seven principles are concise but specific and enormously enriched by the inclusion of the addresses, phone numbers, and fax numbers of contact persons.

But as valuable as these chapters are, the book gains even more weight from the four concluding chapters that describe assessment inventories for faculty, administrators, and students who want to improve their educational experiences. "Indicators of Educational Effectiveness," by James Reynolds, suggests that the seven principles can be used "to distinguish quality learning environments," and he lists specific "indicators" of each of the seven principles.

Finally, Martin Nemko, author of How to Get an Ivy League Education at a State University, adds the final chapters, "How to Choose a College: For College-Bound Students & Families" and "How to Test-Drive A College." These chapters encourage the high-school graduate to choose a college based in part on its adherence to the seven principles. Giving parents and students specifically probing questions to research and to ask of college recruiters is perhaps the quickest way to bring more accountability to the pursuit of quality undergraduate education. (Terry Nienhuis, Western Carolina University)


Research on teaching in higher education shows that students who are well taught learn more than students who are poorly taught, and there are some teaching behaviors and strategies that are consistently associated with good teaching. This book identifies these strategies and presents them within a theoretical framework that explains how they promote students' active and meaningful learning. By presenting teaching as a logical structure of interconnected behaviors whose contribution to student learning is based on theory and research, the book promotes teachers' pedagogical knowledge and their perception of teaching as scholarly, intellectual work.

The book addresses college and university teachers of all subject domains, faculty developers, and researchers of teaching in higher education. It provides extensive practical advice that is based on the vast experience of the author as an instructional consultant and on research on accomplished teachers, taken from the domains of education, psychology, and speech communication. The practical ideas are separated from the theoretical part in a way that makes them easily identifiable.

The book also puts forth the voice of the students through authentic comments that they wrote in thousands of instructor-evaluation forms that the author collected over many years.


This book is designed to assist faculty in constructing a comprehensive service learning syllabus. It contains descriptions of the different models of service learning, as well as information about formulating a new service-learning course and about modifying an existing syllabus to have a service-learning component. With a wide variety of sample service learning syllabi and individual assignments, this volume outlines the steps from course organization to implementation to give faculty an in-depth
understanding of the mechanics of a service-learning course, as well as the philosophy behind this pedagogy.


Starting with the question “What can an individual student do, and what can any college do, to improve the chances that on graduation day that student will say, “I really got what I came here for””? Light addresses that question after interviewing four hundred Harvard students over a ten year period and leading assessment seminars with colleagues representing twenty-five different colleges and universities.

The good news is that students have thought a lot about what works well for them. The book details their insights such as: reminding faculty that learning outside of classes, especially in residential settings and extracurricular activities such as the arts, is vital to their learning experience, or that students deeply care about learning how to write well. A few of the strategies offered by Light include ways to have a most effective classroom, offer good mentoring and advising, that takes into account the diverse nature of the student body and how we can learn from our differences. He concludes with recommendations for college leaders, believing that shaping the campus culture may be the biggest contribution campus leaders can make.


*Teaching Tips* was written to answer the questions posed by new college teachers, to place them at ease in the their jobs and to get them started effectively in the classroom. Because of this intended audience, the book emphasizes "tips." However, these practical tips are accompanied by a discussion of relevant research and theory. The fact that the book is in its ninth printing speaks well for is usefulness to teachers at all career levels. The book is broken down into 7 parts: Getting Started, Basic Skills for Facilitating Student Learning, Understanding Students, Adding to Your Repertoire of Skills and Strategies for Facilitating Active Learning, Skills for use in Other Teaching Situations, Teaching for Higher-Level Goals, and Lifelong Learning for the Teacher.


An excellent book for faculty who regard teaching as more than a set of techniques. Menges and Weimer focus on connecting teaching with student learning, and they help faculty develop a systematic inquiry into teaching strategies, as well as showing them how to better utilize students assessment in the classroom. (Larry Braskamp, dean of the College of Education, University of Illinois, Chicago)

"This book will be particularly useful to graduate students preparing for teaching careers in higher education, to anyone seeking examples of writing that explicitly links research and practice, and to faculty development leaders interested in offering useful reading to busy colleagues committed to improving their teaching practice." (Ann E. Austin, associate professor, Program in Higher, Adult, and Lifelong Education at Michigan State University, J. Staff, Program, & Organization Development)

Sample chapters include: Using Scholarship to Improve Practice; Making the Transition to College; Assessing Student Involvement in Learning; Teaching Today's Students Requires a New Role for Faculty; Assignments That Promote and Integrate Learning; What College Teachers Need to Know; Diversity in Academe: Cultural Strategies for Change

Meyers & Jones provide much practical advice on the implementation of active learning techniques in the classroom. Included in the book are real life examples of the use of such activities as small group exercises, simulations, case studies, and problem solving activities. Chapters include: The Case for Active Learning, What Active Learning Is and How It Works, Creating an Active-Learning Environment, Informal Small Groups, Cooperative Student Projects, Simulations, Case Studies, Integrating Reading Materials and Guest Speakers, Using Technology Effectively, and Developing and Assessing Instructional Expertise.


Palmer seeks to expand the narrow contemporary view of education in which knowledge is seen as commodity for which students compete. The heart, in addition to the mind, is a part of learning. Truth is the basis of learning and education is a spiritual endeavor. The first chapters reflect on and critique modern educational systems and their effects on students. Then Palmer focuses on the essence and originator of truth in all fields of study and shares practical ways educators can allow their students to learn within this framework and disciple themselves to maintain the “wholesight” of learning.

Educators at a Christian university will find this book useful for understanding the basis for integrating faith and learning. The author sees education through a spiritual lens, showing the advantages of and means to making learning about God’s truth rather than an empty exchange of facts.


In this sequel to *To Know As We Are Known: Education as a Spiritual Journey,* Palmer claims we need to learn to do so, for such a gathering is one of the few means we have to become better teachers. In the first half of this book, Palmer guides readers through the inner work of cultivating the ground from which "communities of learning" grow. In the last half he turns to growing community from that inner ground into the classroom and the larger world.

From the first chapter, in which Palmer examines identity and integrity in teaching, to the last, in which he walks the reader through the process of becoming part of an authentic movement in education, this book will give careful readers the opportunity to go beyond themselves and find the courage to live out of the most truthful places within, and the courage to invite their students to come alongside them and do the same.


Good teaching begins with good preparation. But many instructors and teaching assistants are unsure about how to plan their courses in order to teach more effectively. *Charting Your Course* is a systematic approach to course planning that applies to all disciplines and course types. Prégent stresses analysis, planning, critical thinking, and careful evaluation and provides step-by-step examples of how actual new courses were designed and prepared. Whatever type of course you teach, use *Charting Your Course* to complement your current planning.

Since the publication of the first edition of this best-selling guide, tens of thousands of faculty have used it to prepare teaching portfolios. This third edition continues its focus on self-reflection and documenting teaching performance, and has also been significantly revised and expanded. Its straightforward approach, practical suggestions, step-by-step instructions, and field-tested recommendations will prove invaluable to those involved in evaluating and improving teaching.

Now organized into five parts, this edition includes new information on web-based electronic teaching portfolios, descriptions of how seven colleges and universities have actually implemented portfolios, and 22 new sample teaching portfolios from an array of disciplines and institutions. All were developed under the guidance of a skilled portfolio mentor.


This book provides practical, ready-to-use, research-based information about specific strategies and state-of-the-art techniques to improve college teaching. Through its nineteen chapters written by renowned faculty developers, the book offers a wide range of topics and ideas for thought and implementation. The chapters present programs that develop such necessary new skills as different teaching approaches needed for different kinds of students; use of current educational technology; evaluating one's own teaching and helping others to evaluate theirs; and providing feedback on teaching.

This is an ideal resource for presidents, provost, academic vice presidents, deans, department chairs, instructional development specialists, and faculty—the essential partners in evaluating and improving college teaching. It will also be helpful to students of higher education, whether they are planning careers as academic administrators or faculty.


Experienced teachers of large classes across a wide range of disciplines and institutions offer instructional strategies and advice for both new and experienced faculty members. What many of the contributors have learned is that large classes can be just as stimulating and rewarding as small ones, and that the large size can yield surprisingly positive opportunities.

*Engaging Large Classes* addresses these and many other questions: With 100 or more students in fixed seating, how does a faculty member structure the class to promote student learning? How does one manage the logistics of such a class? Are there alternatives to the lecture format? Are there actually advantages to the large class?

**Contents include:** Part I: Twelve chapters that identify and discuss major issues in the teaching of large classes such as course design, planning and assessment, promoting civility, active and collaborative learning, classroom technology, working with TAs, and a review of research. Part II: Seventeen essays—written by teachers of large classes from various institutions—that describe strategies and techniques they have used to successfully promote learning in large classes. Disciplines include agriculture, business, clinical sciences, education, engineering, English, law, math, sciences, and social sciences.

In this much needed resource, Maryellen Weimer—one of the nation's most highly regarded authorities on effective college teaching—offers a comprehensive work on the topic of learner-centered teaching in the college and university classroom. As the author explains, learner-centered teaching focuses attention on what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning. To help educators accomplish the goals of learner-centered teaching, this important book presents the meaning, practice, and ramifications of the learner-centered approach, and how this approach transforms the college classroom environment. Learner-Centered Teaching shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone.

Learner-Centered Teaching also offers well researched advice for educators who want to transition to a learner-centered approach in their classrooms and

- Identifies the steps to take to put into place learner-centered policies and practices
- Provides a theoretical foundation for the learner-centered approach
- Outlines a positive way to improve teaching

Throughout the book, Weimer clearly illustrates the difference between teacher-centered and learner-centered instruction and offers practical strategies for creating learner-centered courses.


This review of current international teaching improvement practices is immediately useful to anyone who teaches or evaluates teaching performance in higher education. The book contains fifteen original essays written by internationally known experts on faculty development and teaching practices. Offering information and advice, the authors bridge the gap between theory and practice. The teaching improvement practices presented are research-based, field-tested methods to improve teaching quality and faculty morale, as well as learner motivation and performance.

**Topics include:**

- international perspectives on improving teaching
- increasing faculty understanding of learning and teaching
- the impact of mentoring and peer consultation
- cooperative/collaborative learning, laboratory teaching
- inclusiveness in the classroom
- new and junior faculty development
- administrator and faculty developer partnerships
- instructional development strategies
- national teaching improvement programs and policies.


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