

Need a few fresh ideas? Borrow one of these books from the CTL. Keep the book for a couple of weeks or the whole semester; we're not picky as long as you return it.

Advice for New Faculty Members: Nihil Nimus by Robert Boice

Boice's book grows out of many years observing new faculty members, and noting that the most successful newcomers practice what he calls "constancy and moderation" rather than getting trapped in exhausting and unsustainable bouts of "busyness." Boice applies this theory of moderation to the teaching, scholarship and service demands that new faculty members face. The chapter on classroom management is a highlight of the book.

Classroom Assessment Techniques by Tom Angelo and Patricia Cross

This book—a classic in the literature of college teaching—is full of simple strategies professors can use to quickly gauge how much students are learning during any one day of class. This is more a reference than a book designed for a sustained reading; it's organized to help professors find an informal assessment strategy to suit almost any situation.

Collaborative Learning Techniques by Elizabeth Barkley, Patricia Cross and Claire Major

Organized in a way that is quite similar to *Classroom Assessment Techniques*, this book presents many classroom strategies to promote collaborative learning. Barkley and her co-authors give examples from multiple disciplines and indicate how well each technique adapts to online teaching.

Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills by Linda Nilson

Self-regulation is monitoring and managing all the processes related to learning. These skills are more strongly associated with academic success than IQ, yet students do not come by them automatically. Nilson describes specific strategies instructors can use at the beginning middle and end of a course to encourage self-regulation. Many suggestions involve tweaking content-related assignments, and thus are particularly easy to work into already crowded courses.

Engaging Ideas by John Bean

Bean has written a book for the many professors—often teaching in fields other than English—who want to help their students read more perceptively and write more skillfully. The book is full of practical strategies that can be applied in a variety of disciplines. Bean is particularly respectful of differences in teaching philosophy and offers multiple ways to approach a given goal.

How Learning Works: 7 Research-Based Principles for Smart Teaching by Susan Ambrose et al.

At the time the book was written, the authors all worked in Carnegie Mellon's excellent center for teaching and learning. They organized the book around seven common teaching dilemmas, providing a solid synthesis of the relevant research, and suggesting ways to apply that research in different disciplines. The book also has lots of sample handouts, rubrics and other teaching tools.

McKeachie's Teaching Tips: Strategies, Research and Theory for College and University Teachers by Wilbert McKeachie and Marilla Svinicki

There's a reason this book is in its thirteenth edition. It offers a concise, practical and informed discussion of almost any issue in college teaching. It also provides just enough theory to make it easy to apply the suggestions to multiple disciplines. Each chapter concludes with a short, well-selected bibliography.

Mindset: The New Psychology of Success by Carol Dweck

Dweck argues that a learner's mindset—his or her view of the nature of intelligence and learning—strongly influences performance. In this book, the Stanford professor synthesizes her research for a general audience; she also suggests specific ways that teachers can help students adopt a "growth" mindset.

The New Science of Learning: How to Learn in Harmony with Your Brain by Terry Doyle and Todd Zakrajsek

College students are the primary audience for this short book, but it can give faculty members good ideas for helping their students study more effectively. The chapters include both the expected—material on memory, motivation and attention—and the surprising—discussions of exercise, diet and sleep. This sentence alone is worth sharing with students: "The one who does the work does the learning."

Small Teaching: Everyday Lessons from the Science of Learning by Jim Lang

In a very readable new book, Lang applies ideas from cognitive psychology to the university classroom. He focuses on changes that are simple to make yet offer big payoffs—hence the title "Small Teaching." This book is particularly useful if you wish to freshen up a course without dramatically remaking it.

Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education by Kathleen Gabriel

Gabriel emphasizes helping students take responsibility for their own learning. She is not blind to the challenge this entails and provides lots of practical suggestions for encouraging students to attend class and use effective study strategies.

What the Best College Teachers Do by Ken Bain

In his prize-winning treatment of college teaching, Bain describes the practices of some award-winning college professors. In telling their stories, he explains the diverse ways these teaching stars have applied just a few themes from our contemporary understanding of how people learn.

Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do by Claude Steele

In a fascinating yet accessible piece of social psychology, Steele explains how being aware that we are stereotyped can depress our performance, a phenomenon he calls "stereotype threat." While he maintains that all humans are subject to the negative effects of stereotyping, Steele also describes ways that college professors can lessen stereotype in their classrooms.