

REFERENCES

BOOKS:

HOW LEARNING WORKS

This book is the latest advancement in the continuing task of applying the science of learning to education particularly, college teaching. It is organized around seven learning principles that could help college teachers understand how research in the sciences of learning can improve their teaching.

Reference:

Ambrose, S. A., Lovett, M., Bridges, M. W., DiPietro, M., & Norman, M. K. (2010). How learning works: seven research-based principles for smart teaching. San Francisco, CA: Jossey-Bass.

CLASSROOM ASSESSMENT TECHNIQUES

This book features fifty valuable Classroom Assessment Techniques, each presented in a format that provides an estimate of the ease of use, a concise description, step-by-step procedures for adapting and administering the technique, practical advice on how to analyze the data, pros, cons, caveats, and other useful information.

Reference:

Angelo, T. A., & Cross, K. P. (1993). Classroom assessment techniques: a handbook for college teachers. San Francisco, Calif: Jossey-Bass.

THE POWER OF THE ADOLESCENT BRAIN

This book tries to answer questions by providing hundreds of ideas, tips, strategies, programs, and resources that are based on what we know about how the adolescent brain works.

Reference:

Armstrong, T. (2016). The power of the adolescent brain strategies for teaching middle and high school

WRITING THE MEMOIR

In this book, it assumed that readers aspire to the highest literary standards, and it provides tools that will be help to the serious minded create writer.

Reference:

Barrington, J. (2002). Writing the memoir. Portland, Or.: Eighth Mountain Press.

IMPROVING SCHOOLS FROM WITHIN: TEACHERS, PARENTS, AND PRINCIPALS CAN MAKE THE DIFFERENCE

This is a realistic book that is not about children or schooling but rather about the adults who help children to learn. Rich and sound schools will only emerge in America when people nurture, trust and respect teachers in manner that commensurate with the importance of the calling they have chosen.

Reference:

Barth, R. S., & Guest, L. S. (1991). Improving schools from within: teachers, parents, and principals can make the difference. San Francisco: Jossey-Bass.

WRITING YOUR JOURNAL ARTICLE IN 12 WEEKS

This publication is a revolutionary approach to enabling academic authors to overcome their anxieties and produce the publications that are essential to succeeding in their fields. It is a well written and beautifully organized book on publishing articles in the humanities and social sciences.

Reference:

Belcher, W. L. (2009). Writing your journal article in 12 Weeks: a guide to academic publishing success. Thousand Oaks: SAGE Publications, Inc.

FACULTY SUCCESS THROUGH MENTORING (A GUIDE FOR MENTORS, MENTEE, AND LEADERS)

This book is clearly intended to facilitate and support the work of higher education faculty. The desire for the utmost need for a mentoring guide written specifically for leaders wanting to facilitate faculty success through mentoring program and higher education faculty members seeking advice on how to be effective as either a mentor or a mentee.

Reference:

Bland, C. J. (n.d.). Faculty success through mentoring: a guide for mentors, mentees, and leaders. Lanham, MD: Rowman & Littlefield, Inc., 2011.

ASSESSING AND IMPROVING YOUR TEACHING (STRATEGIES AND RUBRICS FOR FACULTY GROWTH AND STUDENT LEARNING)

This book is intended for all teachers in higher education, including those who teach in experiential settings. It offers suggestions for teachers at all stages of their careers. The utmost purpose of this book is to promote teaching excellence, while effective teaching promotes both deep and intentional learning.

Reference:

Blumberg, P. (2014). Assessing and improving your teaching: strategies and rubrics for faculty growth and student learning. San Francisco: John Wiley & Sons.

DEVELOPING LEARNER-CENTERED TEACHING

This publication provides a clear cut framework for transitioning to learner-centered teaching. It squarely addresses the need for transforming courses to a learner-centered approaches.

Reference:

Blumberg, P., & Weimer, M. (2012). Developing Learner-Centered Teaching: A Practical Guide for Faculty. Wiley.

EDUCATION, DEMOCRACY, AND THE PUBLIC GOOD

This book covers new ground on the intersection of education, democracy, and public good. This is to give and enrich readers new research for examining the values that underlie current thinking regarding schooling, civic capacity, citizenship, religion and ethnicity, individualism and community, justice and social equity as these concepts intersect with public good.

Reference:

Borman, K. M., Danzig, A. B., & Garcia, D. R. (2012). Education, democracy, and the public good. Washington, DC: American Educational Research Association

TEACHING NAKED (HOW MOVING TECHNOLOGY OUT OF YOUR COLLEGE CLASSROOM WILL IMPROVE STUDENT LEARNING)

It is believed that the future of higher education is deeply intertwined with advance technologies. Technology has changed students and professors, the habits of learning, how we access knowledge, the nature of community, our understanding of patience, and virtually everything about education.

Reference:

Bowen, J. A. (2012). Teaching naked: how moving technology out of your college classroom will improve student learning. San Francisco: Jossey-Bass.

A WRITERS WORKSHOP: CRAFTING PARAGRAPHS, BUILDING ESSAYS

This book provides several opportunities for students at all levels, from the least to the best prepared on how to write often within a rhetorical context and to critically evaluate their work. It offers much process instruction and support to students for developing their paragraphs and essays.

Reference:

Brannan, B. (2003). A writers workshop: crafting paragraphs, building essays. Boston: McGraw-Hill.

THE SKILLFUL TEACHER

This book is about the story of teaching as an activity full of unexpected events, unlooked for surprises, and unanticipated twists and turns that takes place in a system that assumes that teaching and learning are controllable and predictable. This book therefore is meant for difficult days, days when confusion and demoralization reign supreme in one's world.

Reference:

Brookfield, S. D. (2006). The skillful teacher: on technique, trust, and responsiveness in the classroom. San Francisco (CA): Jossey-Bass.

EFFECTIVE TEACHING IN HIGHER EDUCATION

This book is written to assist and to encourage academic staff. It provides an outline of recent research into teaching methods together with practical guidelines and ideas to put into practice in the lecture theatre or laboratory.

Reference:

Brown, G., & Atkins, M. (1994). Effective teaching in higher education. London: Routledge.

BECOMING A REFLECTIVE EDUCATOR

This book combine case studies with discussions of various central themes related to teaching, professionalism, and reflective practice which has been carefully constructed to allow it to function.

Reference:

Brubacher, J. W., Case, C. W., & Reagan, T. G. (1994). Becoming a reflective educator: how to build a culture of inquiry in the school.

HOW WE LEARN: THE SURPRISING TRUTH ABOUT WHEN, WHERE AND WHY IT HAPPENS

This book reveals how to make learning more a part of living and less an isolated chore. How to integrate the exotica of new subjects into daily life, in a way that makes them seep under our skin.

Reference:

Carey, B. (2015). How we learn: the surprising truth about when, where and why it happens. New York: Random House.

KEYS TO SUCCESS: HOW TO ACHIEVE YOUR GOALS

This book is loaded with what you need to make the most of your educational experience. It helps to manage time, money, and relationships so you can handle the changes life hands you.

Reference:

Carter, C., Bishop, J., Kravits, S. L., & Bucher, R. D. (1998). Keys to success: how to achieve your goals. Upper Saddle River, NJ: Prentice Hall.

SERVICE-LEARNING AND SOCIAL JUSTICE

This book shares the author's experience, research finds, and conclusions on service learning and social justice in an accessible, straight forward manner that is useful to elementary and secondary teachers, administrators, university professors, and preservice teachers.

Reference:

Cipolle, S. B. (2010). *Service-learning and social justice: engaging students in social change*. Lanham, MD: Rowman & Littlefield.

INSTRUCTIONAL ROUNDS IN EDUCATION

This book is clearly intended to help educators at all levels of school systems as well as the partners and policy makers who support them in order to improve learning and teaching in every classroom.

Reference:

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2014). *Instructional rounds in education: a network approach to improving teaching and learning*. Cambridge (Massachusetts): Harvard Education Press.

THE END OF MOLASSES CLASSES: GETTING OUR KIDS UNSTUCK

This book serves as a guidance for parents who want more for their children, teachers who need strategies for helping students achieve success, and communities that hope to uplift every child and improve the education of our generation.

Reference:

Clark, R. (2012). *The end of molasses classes: getting our kids unstuck - 101 extraordinary solutions for parents and teachers*. New York: Touchstone.

ADVANCING THE CULTURE OF TEACHING ON CAMPUS: HOW A TEACHING CENTER CAN MAKE A DIFFERENCE.

This book is about the strategies for running a teaching center on the campus of a research university. Teaching centers are apparently new as part of the administrative structure in academe. This book will give faculty developers the avenue to reflect the practices and management of their centers, and how to create the best culture of teaching.

Reference:

Cook, C. E. (2011). *Advancing the culture of teaching on campus: how a teaching center can make a difference*. Sterling, VA: Stylus Publ.

COMMON CORE FOR THE NOT-SO-COMMON LEARNER

This book identifies the Common Core State Standards (CCSS) for English Language Arts, how to interpret those standards for K-5 diverse learners in terms of academic performance, and suggests possible strategies to achieve them.

Reference:

Dove, M. G., & Honigsfeld, A. (2013). Common core for the not-so-common learner: English language arts strategies for grades K-5. Thousand Oaks, CA: Corwin.

HELPING STUDENTS LEARN IN A LEARNER-CENTERED ENVIRONMENT

This book requires students to take on new learning roles and responsibilities that go far beyond taking notes and passing test. Though, teachers can encourage or discourage learners. Therefore, creating a learner centered environment is the most important thing an educator can do to optimize students' learning.

Reference:

Doyle, T. (2008). Helping students learn in a learner-centered environment: a guide to facilitating learning in higher education. Sterling, VA.: Stylus.

TEACHING STUDENTS THROUGH THEIR INDIVIDUAL LEARNING STYLES

This book is designed to assist teachers, college instructors, administrators, and parents to discover the learning style of each student, and then suggests practical approaches that respond most effectively to specific learner characteristics.

Reference:

Dunn, R., & Dunn, K. (1992). Teaching students through their individual learning styles: a practical approach. Boston: Allyn and Bacon.

THE WHITE FOLKS WHO TEACH IN THE HOOD... ALL THE REST OF Y'ALL TOO

This book is for people of all colors who take a particular approach to education. Clearly intended for "white folks" who teach in the hood. They may be white or black. Whatever case it may be, they are deeply committed to an approach to pedagogy that is Eurocentric in its form and function that the color doesn't matter.

Reference:

Emdin, C. (2016). For white folks who teach in the hood ... and the rest of y'all too reality pedagogy and urban education. Beacon Pr.

TRANSFORMATIVE CONVERSATIONS

This book is revolutionary and it is about transforming the very essence of higher education through the power of authentic conversation, knowing that as the people within the institution evolve, the institution will transform.

Reference:

Felten, P., Bauman, H. L., Kheriaty, A., & T. (2013). Transformative conversations: a guide to mentoring communities among colleagues. John Wiley & Sons.

MOSAICS: FOCUSING ON PARAGRAPHS IN CONTEXT

This book illustrates how the companion skills of reading and writing are parts of a larger, interrelated process that moves back and forth through the task of pre-reading and reading, prewriting and writing, and revising and editing. In other words, the Mosaic series shows how these skills are integrated at every stage of writing process.

Reference:

Flachmann, K., & Flachmann, K. (2002). Annotated instructors' edition; mosaics: focusing on paragraphs in context. Upper Saddle River, NJ: Prentice Hall.

FOSTERING HABITS OF MIND IN TODAY'S STUDENTS: A NEW APPROACH TO DEVELOPMENTAL EDUCATION

This book is particular about developing students' habits of mind through deeper learning that would lead to internalized and transferable competencies. Its concern is also about the way some basic skills programs and remedial courses promotes only short-term and decontextualized learning.

Reference:

Fletcher, J., Najarro, A., & Yelland, H. (2015). Fostering habits of mind in today's students: a new approach to developmental education. Sterling, VA: Stylus.

THE SIX SECRETS OF CHANGE: WHAT THE BEST LEADERS DO TO HELP THEIR ORGANIZATIONS SURVIVE AND THRIVE

The purpose of this book is to make the secret accessible and it travel well in both public and private sectors, as well as businesses, health and education system. The six secrets are not secrets in the sense that there is a conspiracy to hide them from public view. They are secrets because they are hard to grasp based on their deep meaning and are extremely difficult to appreciate and act on in combination.

Reference:

Fullan, M. (2011). *The six secrets of change: what the best leaders do to help their organizations survive and thrive*. San Francisco, CA: Jossey-Bass.

TEACHING UNPREPARED STUDENTS

This book is designed to promote improved learning in a context of higher education. It also provides useful ideas for those that engaged in working with a full spectrum of students, from the unprepared and often unengaged in working with a full spectrum of students.

Reference:

Gabriel, K. F. (2008). *Teaching unprepared students: strategies for promoting success and retention in higher education*. Sterling, VA: Stylus Pub.

A GUIDE TO FACULTY DEVELOPMENT

This book clearly presents a detailed description of the field of educational development for faculty, legislators, administrators, trustees, and students of higher education who may want or need to understand the nature, utility and promise of the relatively young but quickly maturing field of educational development.

Reference:

Gillespie, K. H., & Robertson, D. L. (2010). *A guide to faculty development*. San Francisco: Jossey-Bass.

"THEY SAY / I SAY": THE MOVES THAT MATTER IN ACADEMIC WRITING

This book suggest ways in which students and teachers can move beyond the type of essay that analyzes literary works in isolation from the conversations and debates about those works.

Reference:

Graff, G., & Birkenstein, C. (2017). "They say / I say": the moves that matter in academic writing. New York: W.W. Norton & Company.

GAME STORMING

The purpose of this book is to identify a set of emerging methods and approaches to work that have been germinating since the 1970s and which are deeply intertwined with the burgeoning information age.

Reference:

Gray, D., Brown, S., & Macanufo, J. (2010). Game storming: a playbook for innovators, rule breakers, and change makers. Sebastopol (California): O Reilly.

WRITING A COLLEGE WORKBOOK

The workbook focuses on the writing of sentences because problems with sentence structure often constitute the biggest hurdle facing student writers. Thus the workbook reinforces the fundamentally positive approach of the handbook, reaffirming the point that good writing is not simply the absence of grammatical error, but the presence of rhetorical power.

Reference:

Heffernan, J. A., Lincoln, J. E., & Moore, C. (2001). Writing: a college workbook. New York: Norton.

THE TECHNOLOGICAL CLASSROOM: A BLUEPRINT FOR SUCCESS

This book is designed to answer questions, examine the theoretical and practical issues surrounding the technological classroom. It is based on experience in designing and implementing technology-integrated curriculum.

Reference:

Heide, A., & Henderson, D. (1994). The technological classroom: a blueprint for success. Toronto: Trifolium.

THE ACTION RESEARCH DISSERTATION: A GUIDE FOR STUDENTS AND FACULTY

This book brings the interests of distinct action research communities together. This book is written for masters, doctoral and dissertation committees. This helps student to understand the ways action research dissertation are different from more traditional and to prepare students and their committees for unique dilemmas that action research raises around validity, possibility, design, write-up, ethics, and defense of the dissertation.

Reference:

Herr, K., & Anderson, G. L. (2015). *The action research dissertation: a guide for students and faculty*. Los Angeles: Sage.

ACTION RESEARCH FOR TEACHERS

This book is intended for educators committed to improving life through education. It is designed to make conducting action research a natural part of teaching, because teaching well is a scholarly process, linking together practical aspects of how to conduct action research.

Reference:

Holly, M. L., Arhar, J. M., & Kasten, W. C. (2009). *Action research for teachers: traveling the yellow brick road*. Upper Saddle River, NJ: Pearson/Merrill.

EFFECTIVE COLLEGE LEARNING

This book has been streamlined and less cluttered. It is designed and focus on helping students become active, engaged, practice strategies and flexible learners who take responsibility for their own learning. It is design to inspire confidence in students' abilities to be successful in and out of the classroom.

Reference:

Holschuh, J., & Nist-Olejnik, S. (2011). *Effective college learning*. Boston: Longman.

TEACHING WITH FIRE: POETRY THAT SUSTAINS THE COURAGE TO TEACH

The essence of this book involves teachers sharing how they can make use of poem to plum the deeper waters of their work. Teachers across the country and across all levels of the profession, use poetry to keep teaching with fire.

Reference:

Intrator, S. M., & Intrator, S. M. (2003). Teaching with fire: poetry that sustains the courage to teach. John Wiley & Sons.

FOCUS GROUPS: A PRACTICAL GUIDE FOR APPLIED RESEARCH

This book is specifically for the public and nonprofit sectors, including multiple layers of government at local, state, and national levels. It as well includes professional associations and societies, religious and charitable organizations, philanthropic agencies, as well as hundreds of organizations charged with our health safety, education, and public services.

Reference:

Krueger, R. A. (1997). Focus groups: a practical guide for applied research. Thousand Oaks: Sage Publications.

AN EDUCATORS GUIDE TO TEACHER REFLECTION

A small book that can make a big difference in your teaching career. Each title in this book is designed to provide preservice teachers with greater in-depth knowledge, classroom application suggestions, and additional print and web-based resources for further exploration of a particular topic.

Reference:

Larrivee, B., & Cooper, J. M. (2006). An educators guide to teacher reflection. Boston: Houghton Mifflin.

LEARNING TO SERVE, SERVING TO LEARN

The primary audience for this book are faculty and policy makers in teacher education programs and colleges of education in order to enrich their teaching and prepare graduates who will be effective practitioners.

Reference:

Learning to serve, serving to learn: a view from higher education. (2003). Salisbury, MD: Salisbury University.

TEACHING AND LEARNING THROUGH INQUIRY

This book documents as well explores the inquiry-guided Learning Initiative from a variety of perspectives; how we've arrived at our current understanding of inquiry-guided learning; how we've interpreted learning for various level. Also, it highlights both the promise and challenges of managing an undergraduate reform effort in a complex, research university.

Reference:

Lee, V. S. (2004). Teaching and learning through inquiry: a guidebook for institutions and instructors. Sterling, Va: Stylus Pub.

TEACHING WITH THE INTERNET: LESSONS FROM THE CLASSROOM

This book clearly shows how to effectively integrate the use of internet in the classroom. What distinguish this book from others therefore, is the focus on teaching. This book shows how teachers are developing classroom communities filled with the excitement of learning and discovery.

Reference:

Leu, D. J., & Leu, D. D. (1999). Teaching with the internet: lessons from the classroom. Norwood, MA: Christopher-Gordon.

TEACHING YOUR FIRST COLLEGE CLASS

A smart and sensitive guide for graduate students and new faculty preparing to teach their first college class. An advocate for student-centered approaches to teaching. It provides an introduction to the theory of teaching, describes proven strategies and activities for engaging students in their learning.

Reference:

Lieberg, C. S. (2008). Teaching your first college class: a practical guide for new faculty and graduate student instructors. Sterling, VA: Stylus Publishing.

MAKING SCIENTISTS: SIX PRINCIPLES FOR EFFECTIVE COLLEGE TEACHING

This book is a great addition to the literature on peer-led workshops in undergraduate STEM education. It shows how to design learning environments that harness the power of peer mentoring to produce integrated learning and use peer facilitated group work to transform undergraduate students into scientists.

Reference:

Light, G., & Micari, M. (2013). Making scientists: six principles for effective college teaching. Cambridge (MA): Harvard U.P.

MENTORING MATTERS

This book defines the mentor's role in a learning focused relationship. It describes the importance of support with challenge, along with ideas for facilitating professional vision.

Reference:

Lipton, L., Wellman, B. M., & Humbard, C. (2003). Mentoring matters: a practical guide to learning-focused relationships. Sherman, CT: MiraVia, LCC.

THE LITERATURE REVIEW: SIX STEPS TO SUCCESS

This book serves as a logical road map to guide the researcher from finding a topic to researching, organizing, arguing, and composing the review. The six-step process is directly aligned and explained using an applied critical thinking model that demonstrates the logical progression needed to produce a quality literature review, while taking the mystery out of the process.

Reference:

Machi, L. A., & McEvoy, B. T. (2016). The literature review: six steps to success. Thousand Oaks, CA: Corwin.

A HANDBOOK FOR CLASSROOM MANAGEMENT THAT WORKS

This handbook provides sound advice and real world solutions to help teachers establish a classroom where learning and teaching can thrive. Their ability to manage their classroom vehemently influences the quality of their teaching.

Reference:

Marzano, R. J., Foseid, M. C., Foseid, M. P., Gaddy, B. B., & Marzano, J. S. (2005). A handbook for classroom management that works. Alexandria, VA: ASCD.

PEER INSTRUCTION A USER'S MANUAL

This book contains a step-by-step guide on how to plan Peer Instruction lectures using the existing available materials. The steps are simple and can be easily adapted to fit individual lecture styles and actively involve the students in the teaching process.

Reference:

Mazur, E. (1997). Peer instruction a user's manual. Upper Saddle River: Prentice Hall.

TEACH STUDENTS HOW TO LEARN

For instructors that care about educational equity and fairness, or that finds it challenging to teach unprepared students, this book provides specific, practical, research based strategies to teach students how to learn while focusing on the three key M's i.e. Mindset, Motivation, and Metacognition.

Reference:

McGuire, S. Y., & McGuire, S. (2015). Teach students how to learn: strategies you can incorporate into any course to improve student metacognition, study skills, and motivation. Sterling, VA: Stylus Publishing, LLC.

LEAVING THE LECTERN: COOPERATIVE LEARNING AND THE CRITICAL FIRST DAYS OF STUDENTS

WORKING IN GROUPS

This book supports risk taking and will reassure its readers that they and their student will survive the transformation in teaching. According to Professor McManus, he learned to give students responsibility and control of their own learning. His transformation from lecturing to guiding and from professing to engaging.

Reference:

McManus, D. A. (2005). Leaving the lectern: cooperative learning and the critical first days of students working in groups. Bolton, MA: Anker Pub.

BREAKING ICE: AN ANTHOLOGY OF CONTEMPORARY AFRICAN-AMERICAN FICTION

This book is a striking collection of works from authors both established and emerging. This is the first original anthology of African-American writing in over a decade.

Reference:

McMillan, T., & Wideman, J. E. (2006). *Breaking ice: an anthology of contemporary African-American fiction*. New York: Penguin Books.

STUDENT-ASSISTED TEACHING: A GUIDE TO FACULTY-STUDENT TEAMWORK

This book provides a range of models for undergraduate student-faculty teams, or partnerships, to help faculty, faculty developers, administrators make learning more student-centered, more effective and more productive.

Reference:

Miller, J. E., Groccia, J. E., & Miller, M. S. (2001). *Student-assisted teaching: a guide to faculty-student teamwork*. Bolton, MA: Anker Publishing Company.

ACTION RESEARCH: A GUIDE FOR THE TEACHER RESEARCHER

This book has emerged over a number of years and is based on author's experience of doing and teaching action research. The organization of this book has grown out the experiences and has been field tested.

Reference:

Mills, G. E. (2003). *Action research: a guide for the teacher researcher*. Upper Saddle River, NJ: Merrill.

START WHERE YOU ARE, BUT DON'T STAY THERE

This book has a clear focus for teacher with crucial lessons and ideas that are also relevant for other educator, such as principals, guidance counselors, teachers' assistants, and more so athletics and academic coaches.

Reference:

Milner, H. R. (2012). *Start where you are, but don't stay there: understanding diversity, opportunity gaps, and teaching in today's classrooms*. Cambridge, Mass: Harvard Education Press.

SUCCESSFUL FOCUS GROUPS

This clearly addresses the issues, practice, wisdom, and problems in conducting focus groups. It is an integrated collections of articles representing the state of the art in focus group applications.

Reference:

Morgan, D. L. (1993). Successful focus groups: advancing the state of the art. Newbury Park u.a.: Sage.

SUCCESSFUL STEM MENTORING INITIATIVES FOR UNDERREPRESENTED STUDENTS

This book is about ‘why’ and ‘how’. It explains why STEM student support structures, broadly defined as mentoring, which are of importance to the strength of graduate and undergraduate education in STEM fields. This book therefore, provides guidance to help individuals and departments improve and expand their mentoring of STEM students.

Reference:

Packard, B. W., & Fortenberry, N. L. (2016). Successful STEM mentoring initiatives for underrepresented students: a research-based guide for faculty and administrators. Sterling, VA: Stylus.

PATHWAYS TO THE PROFESSION OF EDUCATIONAL DEVELOPMENT

The chapters in this book focus on the origins and evolution of education development over the past fifty years, examining the movement’s growth and impact, and suggesting likely future directions.

Reference:

Pathways to the profession of educational development, No. 122 summer 2010. (2011). John Wiley & Sons.

THE QUALITATIVE DISSERTATION: A GUIDE FOR STUDENTS AND FACULTY

The purpose of this book is help students evolve their capacity for discursive deliberation as they work through the dissertation process. To challenge dysfunctional, taken for granted assumptions about the dissertation and qualitative research that can impede the deliberation.

Reference:

Piantanida, M., & Garman, N. B. (1999). The qualitative dissertation: a guide for students and faculty. Thousand Oaks (Calif.): Corwin Press.

PUBLICLY ENGAGED SCHOLARS

This book clearly pin-points a critical development in the civic engagement movement as we witness the emergency of a new generation of publicly engaged scholars. This book acknowledges the voice not only

to the rich and powerful stories of next generation publicly engaged scholars but as well to the current development in the civic engagement movement shaping higher education globally.

Reference:

Post, M. A., & Saltmarsh, J. (2016). Publicly engaged scholars: next generation engagement and the future of higher education. Sterling, VA: Stylus Publishing.

THE BLACK ACADEMICS GUIDE TO WINNING TENURE

The black academics guide to winning tenure deftly addresses the subtle abuses of power and the always challenging to address racial politics that pervade all aspects of society, including academia. It provides valuable information, practical tips and concrete steps any junior faculty member can and should take to help them win tenure especially valuable for faculty of color.

Reference:

Rockquomore, K. A., & Laszloffy, T. A. (2008). The black academics guide to winning tenure - without losing your soul. Boulder: Lynne Rienner.

THE PEAK PERFORMING PROFESSOR

This book contains exercises that can help faculty hone their abilities to anchor their work, roles, and use of time in their most deeply held values, to integrate their personal and professional lives into a seamless whole, to experience more work-life balance and ultimately to create a legacy of a life well lived. An essential reading for every faculty member.

Reference:

Robison, S. (2013). The peak performing professor: faculty guide to productivity and happiness. San Francisco: Jossey-Bass.

BREAKTHROUGH STRATEGIES

This publication offers a blueprint for helping to close these attainment gaps by increasing students' academic engagement. It is geared toward faculty and the teaching strategies they can use to better educate today's low-income first generation students.

Reference:

Ross, K. A. (2016). Breakthrough strategies: classroom-based practices to support New Majority college students. Cambridge, MA: Harvard Education Press.

MAKE JUST ONE CHANGE

This book starts with the seemingly simple request that get students to ask their own questions, but at heart it's a book about creating a classroom alive with dialogue, inquiry and respect for students' mind.

Reference:

Rothstein, D., & Santana, L. (2014). Make just one change: teach students to ask their own questions. Cambridge, MA: Harvard Education Press.

THE FOUR AGREEMENTS

The Four Agreement book reveals the source of self-limiting beliefs that rob us of joy and create needless suffering. It offers a powerful code of conduct that can rapidly transform our lives to a new experience of freedom, true happiness and love.

Reference:

Ruiz, M. (1997). The four agreements: a toltec wisdom book. San Rafael: Amber-Allen Pub.

CASES ON QUALITY TEACHING PRACTICES IN HIGHER EDUCATION

This publication is suitable for both undergraduate and graduate level courses in education related best practices in pedagogy, innovation in the use of technology, and the future direction of universities in the advancement of teaching practices. It also presents international case studies of individual approaches and institutional examples to benefit teachers at the individual level as well as institutional leaders involved in change.

Reference:

Salter, D. J. (2013). Cases on quality teaching practices in higher education. Hershey, PA: Information Science reference.

BEYOND THE BIG TEST: NONCOGNITIVE ASSESSMENT IN HIGHER EDUCATION

This book is clearly intended for the university administrator, faculty member, college or university staff member, assessment professional, individuals from a range of populations representing diversity in any context or anyone working in the education system, or concerned with educating all students should be able to find some useful ideas or application in this book.

Reference:

Sedlacek, W. E. (2004). *Beyond the big test: noncognitive assessment in higher education*. San Francisco: Jossey-Bass.

EVIDENCE-BASED TEACHING FOR HIGHER EDUCATION

This book synthesizes findings from the scholarship of teaching and learning in order to help university teachers choose techniques and tools that maximize student learning. It provides research-based answers to questions that interest faculty and also may inspire them to contribute their own research on teaching and learning to this growing body of studies.

Reference:

Schwartz, B. M., & Gurung, R. A. (2012). *Evidence-based teaching for higher education*. Washington, DC: American Psychological Association.

JUST-IN-TIME TEACHING: ACROSS THE DISCIPLINES, ACROSS THE ACADEMY

This is a pedagogical approach that requires students to answer questions related to an upcoming class a few hours beforehand, using an online course management system. This book provides an overview of Just-In-Time-Teaching (JiTT), introduces the various dimensions of the pedagogy, and demonstrates JiTT's remarkable cross-disciplinary.

Reference:

Simkins, S., & Maier, M. (2010). *Just-in-time teaching: across the disciplines, across the academy*. Sterling, VA: Stylus Pub.

BRIDGING THE GAP: COLLEGE READING

This is a textbook for students that will bridge the gap between successful high school reading and what is needed for the more independent and challenging task of college reading and learning.

Reference:

Smith, B. D. (2008). Bridging the gap: college reading. New York, NY: Pearson/Longman.

THE POWER OF INTEGRATED LEARNING

The purpose of this book is of twofold. It explores how agenda is lived across the variety of campuses that belong to the New American Colleges and University. Also, it interprets the implications of that experience for rethinking the model of American undergraduate education more broadly.

Reference:

Sullivan, W. M. (2016). The power of integrated learning: higher education for success in life, work, and society. Sterling, VA: Stylus Publishing.

WHY ARE ALL THE BLACK KIDS SITTING TOGETHER IN THE CAFETERIA?

This book is very useful to everyone, is to help people to talk to children, their friends, and their colleagues about the difficult topic of racism.

Reference:

Tatum, B. D. (1999). "Why are all the Black kids sitting together in the cafeteria?": and other conversations about race. New York: Basic Books.

THE DIFFERENTIATED CLASSROOM: RESPONDING TO THE NEEDS OF ALL LEARNERS

This book is about writing your own history as a teacher, one day at a time, one increment of growth at a time, one collegial partnership at a time. The author looks at elementary and secondary classrooms in nearly all subject areas to show how real teachers turn the challenge of differentiation into a reality.

Reference:

Tomlinson, C. A. (1999). The differentiated classroom: responding to the needs of all learners. Alexandria, VA: Association for Supervision and Curriculum Development.

STARTING WITH THE REAL WORLD

This book is to help teachers foster nonfiction reading and writing at all stages of literacy, from emergency to fluency. Also to help teachers expand their students' genre, media range and evaluate children's learning in different areas using authentic assessment tools.

Reference:

Trussell-Cullen, A. (1999). Starting with the real world: strategies for developing nonfiction reading and writing, K-8. Carlsbad, Calif: Dominie Press.

WRITING VOYAGE: A PROCESS APPROACH TO BASIC WRITING

The utmost purpose of this book is to provide an integrated writing experience for students. They learn what elements of writing are most important at each stage of the process, and they understand that mastery of variety of skills is crucial to the effective communication of the writer's idea.

Reference:

Tyner, T. E. (1994). Writing voyage: a process approach to basic writing. Belmont, CA: Wadsworth Pub. Co.

URBAN PREPARATION: YOUNG BLACK MEN MOVING FROM CHICAGOS SOUTH SIDE TO SUCCESS IN HIGHER EDUCATION

This book clearly addresses many of the questions about race, racism, and discrimination to advance what we know in education and to move towards a more equitable education system. Also, the books included in this series will be developed to highlight scholarship from leading researchers in the field as well as emerging scholars and will investigate mechanisms, systems, structures and practices that have a real bearing on students' opportunity to learn.

Reference:

Warren, C. A., & Brooms, D. R. (2017). Urban preparation: young black men moving from Chicagos South Side to success in higher education. Cambridge, MA: Harvard Education Press.

INSPIRED COLLEGE TEACHING

This book is about the ride and what it takes to keep teaching inspired across a career. It's about getting started so that disaster can be avoided before it's experienced. This resource therefore explores the various aspects of career long growth and development for college teachers are all but nonexistent.

Reference:

Weimer, M. (2010). *Inspired college teaching: a career-long resource for professional growth*. San Francisco, CA: Jossey-Bass.

TEACHING STRATEGIES FOR THE COLLEGE CLASSROOM: A COLLECTION OF FACULTY ARTICLES

Some of the resources in this book explain to students why some assignment or in class activities are designed as they are. The collegial and inquiry based conversation of resources in this book is to help students succeed.

Reference:

Weimer, M. (2013). *Teaching strategies for the college classroom: a collection of faculty articles*.

WHAT GREAT TEACHERS DO DIFFERENTLY?

This book about what great teachers do that sets them apart. It gives an insight to how effective educators are and how they can continue to refine their skills.

Reference:

Whitaker, T. (n.d.). *What Great Teachers Do Differently: Seventeen Things that Matter Most*. Second

WRITING TALK: SENTENCES AND PARAGRAPHS WITH WRITING

The writing talk, sentences and paragraphs are designed for instructors to teach principles and as well show students in practice. This book is loaded with lots of readings sections giving practical advice on techniques of reading.

Reference:

Winkler, A. C., & McCuen, J. R. (2003). *Writing talk*. Upper Saddle River, NJ: Prentice Hall.

DOING RESEARCH TO IMPROVE TEACHING AND LEARNING

This book is set up to provide a variety of different examples of teaching as a research project from the university and college settings. It blends some background theory, concrete steps and strategies with actual concrete examples from a variety discipline.

Reference:

Williams, K. M. (2015). Doing research to improve teaching and learning: a guide for college and university faculty. New York, NY: Routledge, Taylor & Francis Group.

THE FIRST DAYS OF SCHOOL: HOW TO BE AN EFFECTIVE TEACHER

This book is written to help teachers jumpstart by beginning school successfully. The contents are based on techniques and experiences shared by the legion of educators.

Reference:

Wong, H. K., & Wong, R. T. (2009). The first days of school: how to be an effective teacher. Mountain View, CA: Harry K. Wong Pubs.

THE MIS-EDUCATION OF THE NEGRO

The intention of this book is not as a broadside against any particular person, group or class, but to redirect as a corrective for methods which have not produced satisfactory results. This book does not support the one-time popular opinion that in matters of education Negroes are rightfully subjected to the will of others on the presumption that these poor people are not large taxpayers and must be contented with charitable contributions to their uplift

Reference:

Woodson, C. G. (2014). The mis-education of the Negro. New York: Tribeca Books.

APPLICATIONS OF CASE STUDY RESEARCH

This book is intended to augment the earlier work by providing students and research investigators with extensive applications of actual case study and with discussion on how case study research can be applied to a broad areas of inquiry.

Reference:

Yin, R. K. (2000). Applications of case study research. Newbury Park, Calif.: SAGE.

FILM:

Burton, V. T. (Director). (2005). *Writing Across Borders* [Motion Picture].

Underwood, B. (Director). (2011). *First generation* [Motion Picture].

JOURNAL ARTICLES

University, H. (2007). Incident to the Education of Black People. *The Journal of Negro Education*, 193-527

NEWSLETTERS:

Reese, P. (2016, January 1). The Teaching Professor. *The Teaching Professor*, 30, 1-8.

Rhem, J. (Ed.). (2012, May 4). The National Teaching & Learning Forum. *The National Teaching & Learning Forum*, 21, 1-12.