

## Reading List

To further support your pedagogical development in an area of interest to you, you are asked to select a book from the reading list below. These texts discuss various aspects of teaching and learning for you to connect and apply to your learning experiences while in the certificate program and beyond. You will articulate what you have learned from the text in relation to your learning experiences throughout the program within your Reflection on Teaching Development portfolio requirement. All books are in the Reinert Center collection and may be read in the Center and books with call numbers are available through University Libraries.

**Book Club:** The Reinert Center often hosts a book discussion group on one of the texts from the reading list. Certificate participants who attend all of the book club meetings set for a particular text can earn one "Designated Addition" Effective Teaching Credit. Meeting times and dates can be found at ([LINK] [www.slu.edu/ctl/events](http://www.slu.edu/ctl/events)). Participation in a book club is not a requirement for either certificate.

### Classic Pedagogical Books

Dewey, John. *Democracy and Education: An Introduction to the Philosophy of Education*. New York, N.Y.: The Free Press, 1966. [Call: [LB875.D35 1966](#)]

Friere, Paulo. *Pedagogy of the Oppressed*, 30<sup>th</sup> Anniversary edition. New York, N.Y.: Continuum, 2000. [Call: [LB880.F73 P4313 1993](#), 20<sup>th</sup> Anniversary edition]

James, William. *Talks to Teachers on Psychology*. New York, N.Y.: H. Holt and Co., 1939. [Call: [LB1051.J3 1939](#)]

Newman, John H. *The Idea of a University*. New Haven, Conn.: Yale UP, 1996. [Call: [LB2321.N54 1996](#)]

Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey-Bass, 1998. [Call: [LB1775.P25 1998](#)]

### Pedagogical Texts and Other Teaching-Related Books

Ambrose, Susan A., et al. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass, 2010. [Call: LB1025.3. H68 2010]

Angelo, Thomas A. and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook for College Teachers*, 2<sup>nd</sup> edition. San Francisco, CA: Jossey-Bass, 1993. [Call: [LB2822.75 .A54 1993](#)]

Bain, Ken. *What the Best College Teachers Do*. Cambridge, Mass.: Harvard UP, 2004. [Call: [LB2331.B34 2004](#)]

Brookfield, Stephen. *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. San Francisco, CA: Jossey-Bass, 1999. [Call: [LB2331.B679 1999](#)]

Davis, Barbara Gross. *Tools for Teaching*, 2<sup>nd</sup> edition. San Francisco, CA: Jossey-Bass, 2009. [Call: [LB2331.D37 1993](#)]

- Filene, Peter. *The Joy of Teaching: A Practical Guide for New College Instructors*. Chapel Hill: The University of North Carolina Press, 2005. [Call: [LB2331 .F493 2005](#)]
- Fink, L. Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco, CA: Jossey-Bass, 2003. [Call: [LB2331.F495 2003](#)]
- Huston, Therese. *Teaching What You Don't Know*. Cambridge, Mass.: Harvard UP, 2009. [Call: [LB2331.H875 2009](#), Mobius]
- Lang, James M. *On Course: A Week-By-Week Guide to your First Semester of College Teaching*. Cambridge, Mass.: Harvard UP, 2008. [Call: [LB2331.L245 2008](#), Mobius]
- Langer, Ellen. *The Power of Mindful Learning*. Reading, Mass.: Addison-Wesley, 1997. [Call: [LB1060.L35 1997](#)]
- McKeachie, Wilbert J. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, 13<sup>th</sup> edition. Belmont, Calif.: Wadsworth, 2010. [Call: [LB1738.M35 2006](#), 12<sup>th</sup> edition]
- Nilson, Linda B. *Teaching at its Best: A Research-Based Resource for College Instructors*, 3<sup>rd</sup> edition. San Francisco, CA: Jossey-Bass, 2010. [Call: [LB2331.N55 2003](#), 2<sup>nd</sup> edition]
- O'Brian, Judith, Grunert, Barbara J. Millis and Margaret W. Cohen. *The Course Syllabus: A Learning-Centered Approach*, 2<sup>nd</sup> edition. Bolton, Mass.: Anker, 2008. [Call: [LB2361.G78 2008](#)]
- Prosser, Michael and Keith Trigwell. *Understanding Learning and Teaching: The Experience in Higher Education*. Buckingham, England; Philadelphia, Pa.: Society for Research into Higher Education & Open University Press, 1999. [Call: [LB2331.P766 1999](#)]
- Richlin, Laurie. *Blueprint for Learning: Constructing College Courses to Facilitate, Assess, and Document Learning*. Sterling, Va.: Stylus, 2006. [Call: [LB2361.R476 2006](#), Mobius]
- Steele, Claude M. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. New York: Norton, 2010.
- Stevens, Dannelle D. and Antonia J. Levy. *Introduction to Rubrics: An Assessment Tool To Save Grading Time, Convey Effective Feedback and Promote Student Learning*. Sterling, Va.: Stylus, 2004. [Call: [LB3063 .S74 2005](#)]
- Svinicki, Marilla D. *Learning and Motivation in the Postsecondary Classroom*. Bolton, Mass.: Anker, 2004. [Call: [LB1065.S84 2004](#)]
- Walvoord, Barbara E. *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. San Francisco, CA: Jossey-Bass, 2004. [Call: [LB2822.75 .W35 2004](#)]
- Walvoord, Barbara E. and Virginia Johnson Anderson. *Effective Grading: A Tool for Learning and Assessment*. San Francisco, CA: Jossey-Bass, 1998. [Call: [LB2368.W35 1998](#)]

Weimer, Maryellen, Joan L. Parrett and Mary-Margaret Kerns. *How am I Teaching? Forms and Activities for Acquiring Instructional Input*. Madison, Wisc.: Atwood, 2002.  
[Call: LB2838.W45 2002, Mobius]

Zubizarreta, John. *The Learning Portfolio: Reflective Practice for Improving Student Learning*. Bolton, Mass.: Anker, 2004. [Call: LB1029.P67 Z82 2004, Mobius]