

Books on Teaching and Learning

Recommended by Indiana University Faculty

In the 2007 AI brochure, IU faculty recommended the following books to support the preparation of graduate students for teaching:

First Day to Final Grade: A Graduate Student's Guide to Teaching

Anne Curzan and Lisa Damour

An Open Letter to College Teachers

Fernandus Payne and Evelyn Wilkinson Spieth

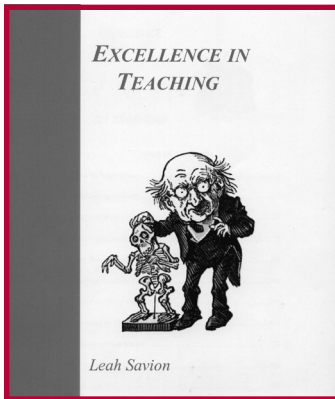
Teaching Within the Rhythms of the Semester

Donna Killian Duffy and Janet Wright Jones

Understanding by Design

Grant Wiggins and Jay McTighe

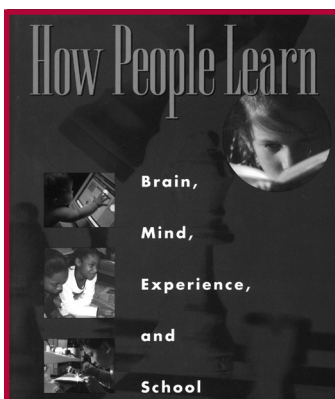
Here are their recommended books about teaching and teacher training for 2008.



Excellence in Teaching

Leah Savion
(Bloomington, Indiana)

“Excellence in teaching” is the primary textbook for a course by the same name which has been offered for the last 12 years through the Graduate School at IUB. The book establishes theoretical foundations for teaching techniques and direct applications to specific contexts, and offers an expansion on the traditional model of excellence in teaching. Furthermore, it aims at educators eager to investigate their identities as teachers, understand their students, correlate instructional techniques with tasks, and enrich their teaching abilities and satisfaction. Topics include standard teaching concerns such as motivation, diversity, assessment, course preparations, course portfolio development, and learning styles. The focus of the book, however, is not on suggesting recipe lists but rather on the learner’s mind: pet theories students bring as prior knowledge, cognitive heuristics and biases that enhance or interfere with learning outcomes, belief perseverance, and metacognition. *Excellence in Teaching* is available at the IU Bookstore.



How People Learn: Brain, Mind, Experience and School

John D. Bransford, Ann L. Brown, and Rodney R. Cocking, editors
(Washington D.C.: National Academy Press, 2000)

Recommended by Valerie O’Loughlin (Associate Professor, Medical Sciences)

This book includes a wealth of information about the learning processes in children and adults. It gives examples from multiple disciplines and discusses metacognition, whereby the learner takes control of his/her own learning by defining learning goals and monitoring his/her progress in achieving those goals. The last section discusses future steps for classroom research and how some of the concepts introduced in the text may be used for better learning in the classroom. This text is useful for beginning and seasoned instructors to gain a better insight about student learning. This book is also available as an e-text at <http://www.nap.edu/html/howpeople1/>.