The SABER Scholars Library is a collection of critical readings and sample materials to support the professional development of SABER Scholars. Mentors seek to provide scholars with articles, web links, reference books, sample teaching materials, and other professional resources to enhance your teaching and research skills and to advance career development.

Articles, books, websites you recommend? Share them by contacting John Gomez, PhD, at jpgomez@ollusa.edu.

**ARTICLES – Classroom and Laboratory Approaches**

**TITLE:** The Benefits of In-House Peer Tutoring (Chemistry class)
**Author:** Nidhal Marashi, PhD
**Published:** March 12, 2021
**Topic:** Peer tutoring benefits the students being tutored, the students who are tutoring, and the college itself.

**TITLE:** Ten Culturally Responsive Teaching Strategies for the Science Classroom
**Author:** Larry Ferlazzo
**Published:** February 14, 2021
**Topic:** Teachers Autumn Kelly, Tara C. Dale, Mandi S. White, and Anthony Nesbit share their suggestions.

**TITLE:** 7 Innovative Approaches to Course Design
**Author:** Steven Mintz
**Published:** February 8, 2021
**Topic:** State-of-the-art approaches to course design that will enhance student engagement and learning.

**TITLE:** Re-envisioning (Online) Course Revision
**Author:** Catherine R. Barber, Janet K. McCollum, and Wendy L. Maboudian
**Published:** February 8, 2021
An effective course revision plan includes both formative feedback, which is gathered during an online course to make changes to a course in progress, and summative feedback, which is gathered at the end of an online course to improve the course the next time it is taught.

**LINK:** [https://www.facultyfocus.com/articles/online-education/online-assessment-grading-and-feedback/re-envisioning-online-course-revision/?st=FFWeekly%3Bsc%3DFFWeekly210208%3Butm_term%3DFFWeekly210208&utm_source=ActiveCampaign&utm_medium=email&utm_content=Re-envisioning+Online+Course+Revision&utm_campaign=FF210208](https://www.facultyfocus.com/articles/online-education/online-assessment-grading-and-feedback/re-envisioning-online-course-revision/?st=FFWeekly%3Bsc%3DFFWeekly210208%3Butm_term%3DFFWeekly210208&utm_source=ActiveCampaign&utm_medium=email&utm_content=Re-envisioning+Online+Course+Revision&utm_campaign=FF210208)

**TITLE:** **Why Flipped Classes Often Flop**  
**Author:** Chandralekha Singh  
**Published:** January 20, 2021  
**Topic:** Chandralekha Singh shares some lessons she learned from students taking such courses during the pandemic. Many students have difficulty with self-regulation and keeping up with course materials without a grade incentive each week.

**LINK:** [https://www.insidehighered.com/advice/2021/01/20/lessons-learned-during-pandemic-about-how-teach-flipped-classes-most-effectively?utm_source=Inside+Higher+Ed&utm_campaign=c70b2a943f-DNU_2021_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-c70b2a943f-197800013&mc_cid=c70b2a943f&mc_eid=dbdcee20ba](https://www.insidehighered.com/advice/2021/01/20/lessons-learned-during-pandemic-about-how-teach-flipped-classes-most-effectively?utm_source=Inside+Higher+Ed&utm_campaign=c70b2a943f-DNU_2021_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-c70b2a943f-197800013&mc_cid=c70b2a943f&mc_eid=dbdcee20ba)

**TITLE:** **Universally Designing in Universal Chaos**  
**Author:** Lauren Tucker, EdD  
**Published:** January 13, 2021  
**Topic:** Keeping UDL at the forefront of my course design during the pandemic has provided much needed stability and consistency within my courses. I keep the following three guidelines in my course planning, and I have seen significant benefits within my courses.


**TITLE:** **The Missing 4th R (Rigor)**  
**Author:** Steven Mintz  
**Published:** December 14, 2020  
**Topic:** Rigor is conspicuously absent from the current discourse on educational innovation.


**TITLE:** **Part Four of Practical Mid-Career Teaching Reflections: Guest Speakers and Tutorials**  
**Author:** Justin Robertson, PhD  
**Published:** December 7, 2020  
**Topic:** Hosting a guest speaker virtually or in the classroom is potentially a highlight of the semester, but more often than not it is a letdown. Tutorials present a unique, small class environment in which to introduce a variety of exercises.

TITLE: **Part Three of Practical Mid-Career Teaching Reflections: Assignments**  
Author: Justin Robertson, PhD  
Published: November 30, 2020  
Topic: Practically oriented suggestions on “how it works.”  

TITLE: **Three qualities of great teachers**  
Author: Mary Cooney  
Published: November 23, 2020  
Topic: Have you ever stopped to think what made your great teachers great?  
LINK: https://mercatornet.com/three-qualities-of-great-teachers/68320/

TITLE: **Distracted Minds: The Role of Tempo in Good Teaching**  
Author: James M. Lang  
Published: November 16, 2020  
Topic: To help students stay attentive in class, think like a conductor, and recognize that students need you to change the pace and the action.  
LINK: https://www.chronicle.com/article/distracted-minds-the-role-of-tempo-in-good-teaching

TITLE: **Distracted Minds: 3 Ways to Get Their Attention in Class**  
Author: James M. Lang  
Published: October 19, 2020  
Topic: Want the attention of your students? The first and most important step is to pay closer attention to them.  
LINK: https://www.chronicle.com/article/distracted-minds-3-ways-to-get-their-attention-in-class

TITLE: **The Straight Scoop Syllabus (Course Design)**  
Author: Miriam Bowers-Abbott  
Published: October 16, 2020  
Topic: When fielding student questions about matters that are already addressed in the syllabus, faculty grow understandably weary, frustrated… vexed.  

TITLE: **Virtual Learning Should and Can Be Hands-On**
Author: Alexis R. Abramson  
Published: October 7, 2020  
Topic: Alexis R. Abramson, an engineering dean, provides advice on how to replicate the experiential learning of labs, group projects and field research in virtual and hybrid classes.  
LINK: https://www.insidehighered.com/advice/2020/10/07/tips-how-replicate-experiential-learning-labs-and-field-research-virtual-classes?utm_source=Inside+Higher+Ed&utm_campaign=275597c9a5-DNU_2020_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-275597c9a5-197800013&mc_cid=275597c9a5&mc_eid=dbdcee20ba

TITLE: Cinderella Deadlines: Reconsidering Timelines for Student Work  
Author: Susan Spangler PhD  
Published: September 28, 2020  
Topic: All instructors should review their course goals and core values to determine which deadlines best suit their own needs and the needs of their students.  
LINK: https://www.facultyfocus.com/articles/course-design-ideas/cinderella-deadlines-reconsidering-timelines-for-student-work/?st=FFWeekly;sc=FFWeekly201002;utm_term=FFWeekly201002&utm_source=ActiveCampaign&utm_medium=email&utm_content=How+Can+You+Create+Questions+that+Stimulate+Engaging+Conversations+in+Online+Discussion+Boards%3F&utm_campaign=FF201002&vogo_ee=oH4O2J%2B33lw5jnvH%2BJ%2BNZFjolV2EWWoStsTlweqWXjk%3D

TITLE: Distracted Minds: Why Your Students Can’t Focus  
Author: James M. Lang  
Published: September 14, 2020  
Topic: Not only have we always been distracted; we have always been unhappy about it. Here’s Part 1 of a new series on distraction in the college classroom, and what to do about it.  
LINK: https://www.chronicle.com/article/distra%EF%BD%93cted-minds-why-your-students-cant-focus

TITLE: Active Learning Narrows Achievement Gaps for Underrepresented Students in Undergraduate Science, Technology, Engineering, and Math  
Author: Elli J. Theobald, Mariah J. Hill, Elisa Tran, Sweta Agrawal, E. Nicole Arroyo, et. al.  
Published: March 24, 2020  
Topic: Active learning benefits all students but offers disproportionate benefits for individuals from underrepresented groups.  
LINK: https://www.pnas.org/content/117/12/6476

Author: David Adams, PhD, and Enoch Hale, PhD  
Published: August 26, 2020  
Topic: Vygotsky stated in order for an individual to go through the process of deep learning, they must first recognize the information presented, have multiple opportunities to apply the information, and be intellectually engaged in the learning task.  
LINK: https://www.facultyfocus.com/articles/effective-teaching-strategies/stop-giving-them-answers-make-them-think/?st=FFWeekly;sc=FFWeekly200828;utm_term=FFWeekly200828&utm_source=ActiveCampaign&utm_medium=email&utm_content=Overcoming+STEM+Challenges+When+Designing+Curriculum+and+Online+Delivery&utm_campaign=FF200828

TITLE: As Syllabus Writing-Time Approaches...
Author: Matt Reed  
Published: August 12, 2020  
Topic: Whatever the rule is, write it down. If you plan to enforce a rule, write it down. It’s much harder to defend an unwritten policy.  

**TITLE:** Rethinking Effective Student Learning Experiences.  
Author: Patrick T. Terenzini. Inside Higher Education, Career Advice, Teaching And Learning, and Teaching Today.  
Published: July 29, 2020  
Topic: Patrick T. Terenzini describes six characteristics that, based on decades of research, have been found to cultivate and promote student learning.  

**TITLE:** Getting Your Students to Engage with Course Readings.  
Author: Fiona Hunt, MLIS. Faculty Focus, In Course Design, Effective Teaching Strategies.  
Published: July 24, 2020  
Topic: Activities guaranteed to motivate your students to do the required readings and think critically about them.  
LINK: https://www.facultyfocus.com/articles/course-design-ideas/getting-your-students-to-engage-with-course-readings/?st=FFWeekly;sc=FFWeekly200724;utm_term=FFWeekly200724&utm_source=ActiveCampaign&utm_medium=email&utm_content=Maximizing+Student+Engagement+with+Course+Readings&utm_campaign=FF200724

**TITLE:** The Difficulties of Teaching a "Hybrid" Class  
Author: Josh Blackman  
Published: June 17, 2020  
Topic: The hardest type of virtual learning: with some students in class, and some students remote.  
LINK: https://reason.com/2020/06/17/the-difficulties-of-teaching-a-hybrid-class/

**TITLE:** Make Videos That Click With Prospective Students  
Author: Jonathan Shearer. Blog: Call to Action: Marketing and Communications in Higher Education  
Published: March 5, 2020 - 12:00pm  
Topic: Here are three strategies for producing videos that pass the test, and tips on how to maximize their reach on YouTube.  

**TITLE:** 5 Principles as Pathways to Inclusive Teaching  
Author: Soulaymane Kachani, Catherine Ross and Amanda Irvin  
Published: February 19, 2020
Topic: Kachani, Ross and Irvin offer concrete strategies that are guided by research to use in the classroom.

TITLE: **Elementary Lessons for College Teaching: College teaching tips from the K-12 classroom.**
Author: Jordan McNeill
Published: November 21, 2019
Topic: Having taught both elementary schoolers and college students, I’ve decided that there’s a lot that we as higher education instructors can learn from our elementary school counterparts.
LINK: https://www.insidehighered.com/blogs/gradhacker/elementary-lessons-college-teaching?utm_source=Inside+Higher+Ed&utm_campaign=6822083e00-WNU_COPY_01&utm_medium=email&utm_term=0_1fcbc04421-6822083e00-197800013&mc_cid=6822083e00&mc_eid=dbdcee20ba

TITLE: **Want to Reach All of Your Students? Here’s How to Make Your Teaching More Inclusive**
Author: Viji Sathy and Kelly A. Hogan
Published: July 22, 2019
Topic: Teaching inclusively means embracing student diversity in all forms — race, ethnicity, gender, disability, socioeconomic background, ideology, even personality traits like introversion — as an asset.

TITLE: **A Tool Kit for Teaching About Research**
Author: Junior Prof
Published: April 17, 2019
Topic: Junior Prof provides some classroom tips for engaging your students in research.

TITLE: **Prepping a Course I’ve Never Taught Before**
Author: Junior Prof
Published: March 26, 2019
Topic: How do you prepare to teach such a class, a junior professor asks -- especially if you'd never have suggested offering it in the first place?
LINK: http://www.insidehighered.com/advice/2019/03/26/how-teach-course-youve-never-had-teach-opinion?utm_source=Inside+Higher+Ed&utm_campaign=a60111e918-WNU_COPY_01&utm_medium=email&utm_term=0_1fcbc04421-a60111e918-197800013&mc_cid=a60111e918&mc_eid=dbdcee20ba

TITLE: **“High Impact Teaching”: Is It Ever OK to [Just] Lecture?**
Author: David Gooblar
Published: January 15, 2019
Topic: I know I’m supposed to make them work to learn things themselves, but is it OK to tell them anything? What if I know stuff that they want to know?

LINK: https://www.chronicle.com/article/Is-It-Ever-OK-to/245458?cid=wb&utm_source=wb&utm_medium=en&elqTrackId=c87cdf07308d48fb9914bab657a2a4997&elq=9137a5e000134c5d91db021b9a9fda3d&elqaid=22067&elqat=1&elqCampaignId=10810

TITLE: How to Avoid Overprepping for Your Classes
Author: Christine Tulley
Published: January 15, 2019
Topic: Too many faculty members prepare too much for the classes they teach, writes Christine Tulley, who proposes a solution: pattern teaching.


TITLE: How To Create a Syllabus: Advice Guide
Authors: Kevin Gannon
Published: September 12, 2018
Topic: Even if you don’t need to write or revise a course syllabus, though, there’s never a bad time to re-examine and rethink your syllabi. As much as we exhort our students to read the syllabus, we ought to make sure we’re giving them something that’s actually worth reading.

LINK: https://www.chronicle.com/interactives/advice-syllabus?cid=at&utm_source=at&utm_medium=en&elqTrackId=709fb498bc35456ba2991f1e6e0c36e&elq=d2a4e71739d48f5b9c57466fafe8b70&elqaid=20490&elqat=1&elqCampaignId=9637

TITLE: A Welcoming Classroom (for Students with Disabilities)
Author: James M. Lang
Published: September 27, 2017
Topic: What began as an accommodation for people with disabilities became a design strategy that had almost universal appeal.

LINK: https://www.chronicle.com/article/A-Welcoming-Classroom/241294?cid=rclink

TITLE: A New Generation of Digital Distraction
Author: Ben Gose
Published: September 17, 2017
Topic: What might become more common in the future is a ban on device bans.

LINK: https://www.chronicle.com/article/Gen-Z-Changes-the-Debate-About/241163

TITLE: All the Classroom’s a Stage
Author: Sarah Rose Cavanagh
Published: June 27, 2017
Topic: Students often are leery of talking in the classroom, he says, because they believe they start the class with an A and anything they share could lower their grade.

LINK: https://www.chronicle.com/article/All-the-Classroom-s-a-Stage/240429

TITLE: The Personal Lecture: How to make big classes feel small.
For generations, students have complained about feeling like nameless specks in a cavernous lecture hall.

**TITLE:** 20 Things Students Say Help Them Learn
Author: Anne Curzan
Published: October 11, 2016
Topic: Here’s what students had to say, to each other and to me, about what promotes good learning.

Special REPORTS: Small Changes in Teaching
Author: James M. Lang
Published: June 22, 2016
Topic: In this series, James M. Lang argues that simple changes in our pedagogy — in things like course design, classroom practices, and communication with students — can have a powerful impact on student learning.
LINK: https://www.chronicle.com/specialreport/Small-Changes-in-Teaching/44

**TITLE:** The 4 Properties of Powerful Teachers
Author: Rob Jenkins
Published: March 16, 2015
Topic: Even if you weren’t born with some of these qualities, you can develop them
LINK: http://www.chronicle.com/article/The-4-Properties-of-Powerful/228483