TEACHING AND PEDAGOGY

SABER Scholars Library

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 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

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: 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: 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.
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=c87cdf07308d48fb9914bab657a24997&elq=9137a5e000134c5d91db021b9a9fda3d&elqaid=22067&elqat=1&elqCampaignId=10810

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: 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: 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: 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: Factors that predict life sciences student persistence in undergraduate research experiences
Author: Katelyn M. Cooper, Logan E. Gin, Barierane Akeeh, Carolyn E. Clark, Joshua S. Hunter, Travis B. Roderick, Deanna B. Elliott, Luis A. Gutierrez, Rebecca M. Mello, Leilani D. Pfeiffer, Rachel A. Scott, Denisse Arellano, Diana Ramirez, Emma M. Valdez, Cindy Vargas, Kimberly Velarde, Yi Zheng, Sara E. Brownell
Published: August 14, 2019
Topic: This research provides important insight into how research mentors can create undergraduate research experiences that undergraduates are willing and able to participate in for as long as possible.

LINK: https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0220186

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: The Personal Lecture: How to make big classes feel small.
Author: Katherine Mangan
Published: December 04, 2016
Topic: For generations, students have complained about feeling like nameless specks in a cavernous lecture hall.

LINK: https://www.chronicle.com/article/The-Personal-Lecture/238559

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.


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: **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.  

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.  