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

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.

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.

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.

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: 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_1fcb04421-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=c87cdf07308d48f9914bab657a24997&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.  

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.  

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: **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: [All the Classroom’s a Stage](https://www.chronicle.com/article/All-the-Classroom-s-a-Stage/240429)

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: [The Personal Lecture: How to make big classes feel small.](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.  
LINK: [20 Things Students Say Help Them Learn](https://www.chronicle.com/blogs/linguafranca/2016/10/11/20-things-students-say-help-them-learn/)
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