

Teaching Summit Book list 2020

Here is a list of the books we gave away this year:

***The Online Teaching Survival Guide*, by Judith Boettcher and Rita-Marie Conrad.** This is a popular and very comprehensive guide to online course development, provides some overarching learning principles that underlie effective online course design, and practical strategies organized according to the phase of the course: Beginnings (starting off on the right foot), early middle (keeping the ball rolling), late middle (letting go of power) and closing weeks (pruning, reflecting and wrapping up).

***Small Teaching Online, Applying Learning Science in Online Classes*, by Flower Darby and James Lang.** We've given away James Lang's book *Small Teaching* at prior summits. A major goal of that book is to teach us what many of us have learned the hard way, that sometimes less is more. This book applies the same sort of thinking to online teaching. The basic idea is that small, bite-sized ideas that you can implement in a single week, can produce substantive learning boosts when they align with what we know about how students learn best.

***Geeky Pedagogy: A Guide for Intellectuals, Introverts, and Nerds Who Want to Be Effective Teachers*, by Jessamyn Neuhaus.** This is a humorous, evidence based and practical book designed to empower readers as effective teachers. The author writes that she seeks to dispel two foundational myths about teaching: that knowing a lot about something automatically enables you to teach it, and that good teachers are born not made- in other words that great teachers have extraordinary inborn teaching prowess, and feel unfettered delight at the prospect of molding young minds. Instead she describes an approach to teaching that centers on advancing students' knowledge and skills that takes into account your own geeky, introverted or nerdy qualities, as well as your unique teaching context.

***Teaching with Desirable Difficulties* by Diane Cummings Persellin and Mary Blythe Daniels.** This is a great, concise resource on a powerful yet counterintuitive principle of learning: that allowing learners to experience the discomfort of struggle can actually help them learn better. The book explains what desirable difficulties are and why they work and provides concrete strategies for putting the ideas into practice and addressing student resistance, particularly if you are teaching first year and at risk students.

***The Contemplative Mind in the Scholarship of Teaching and Learning* by Patti Owen-Smith.** This book drives home a powerful message; that students need more time to reflect on their learning. The problem is that with the ever-expanding amount of

information that needs to be “covered” it can be challenging for instructors to create space for students to engage in deliberate mindfulness. Owen-Smith argues that such practices have the potential to deepen a student's development, ethical cultivation and understanding of the self as a learner, knower, and citizen of the world, themes which feel of the utmost importance right now. She provides recommendations for how instructors can increase the depth of learning by creating time for interiority and self-knowledge, while still emphasizing rigor or analytical thinking.