



CEEF 9405 Advanced Pedagogy

New Orleans Baptist Theological Seminary

Church Ministries Division

Fall, 2020 (1:00 – 9:00 - 9/3, 10/1, 11/5, 12/3)

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Core Value Focus

The seminary has five core values. The focal core value for 2020-2021 is *mission focus*. This course supports the five core values of the seminary. *Mission Focus* - We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Course Description

Students will compare and evaluate contemporary instructional strategies and forms of assessment to be used in higher education. Instructional strategies to be examined include the flipped classroom, problem-based learning, and teaching online. Forms of assessment to be examined include rubrics, tests and measurements, portfolios, and informal and formal assessments. At the end of this course students will apply appropriate contemporary instructional strategies and forms of assessment to topics of study in an existing syllabus. *RDOC 9302 is a prerequisite for this course.*

Student Learning Outcomes

At the conclusion of the course you will be able to demonstrate an understanding of:

1. contemporary instruction strategies and forms of assessment; and skill in
2. prioritizing contemporary instructional strategies and assessments that enable and enhance learning.
3. integrating contemporary instructional strategies and forms of assessment into a particular learning context.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety. Refer to the course schedule for due dates.

Brookhart, Susan. *How to Create and Use Rubrics for Formative Assessment and Grading*.

Alexandria, VA: ASCD, 2013. ISBN: 978-1416615071. Kindle edition available.

Marzano, Robert, Jennifer Norford, and Mike Ruyle. *The New Art and Science of Classroom*

Assessment. Bloomington, IN: Solution Tree Press, 2019. ISBN: 978-1945349157. Kindle edition available.

Suskie, Linda. *Assessing Student Learning: A Common Sense Guide*, 3rd ed. San Francisco:

Jossey-Bass, 2018. ISBN-13: 978-1119426936. Kindle edition available.

Svinicki, Marilla D., and Wilbert James McKeachie. *McKeachie's Teaching Tips: Strategies,*

Research, and Theory for College and University Teachers, 14th ed. Belmont, CA:

Wadsworth, Cengage Learning, 2014. ISBN 978-1133936794. Etextbook available.

Walvoord, Barbara, and Virginia Anderson. *Effective Grading: A Tool for Learning and*

Assessment in College. San Francisco, CA: John Wiley & Sons, 2010. ISBN: 978-

0470502150. Kindle edition available.

Optional Resources:

These suggested texts will aid in your understanding of course topics and construction of course assignments. *They are not required reading.*

Brookhart, Susan. and Norman Gronlund. *Gronlund's Writing Instructional Objectives*, 8th ed.

Upper Saddle River, New Jersey: Pearson, 2009. ISBN-13: 978-0131755932

Erkens, Cassandra, Tom Schimmer, and Nicole Vagle. *Essential Assessment: Six Tenets for*

Bringing Hope, Efficacy, and Achievement to the Classroom. Bloomington, IN: Solution

Tree, 2017. ISBN: 978-1943874491. Kindle edition available.

Stevens, Dannelle, Antonia Levi, and Barbara Walvoord. *Rubrics: An Assessment Tool to Save*

Grading Time, Convey Effective Feedback, and Promote Student Learning, 2d ed. Sterling,

VA: Stylus Publishing, 2012. ISBN-13: 978-1579225889

Walvoord, Barbara. *Assessment Clear and Simple*, 2nd ed. San Francisco, CA: John Wiley &

Sons, 2010. ISBN: 978-0470541197. Kindle edition available.

<http://www.instructionaldesign.org/>

<http://www.cmu.edu/teaching/designteach/design/learningobjectives.html>

http://www.jblearning.com/samples/0763740233/40233_ch03_final.pdf

<http://www.gavilan.edu/research/spd/Writing-Measurable-Learning-Outcomes.pdf>

Course Teaching Methodology

Teaching Method. This seminar meets on the New Orleans campus with a sync option.

Course Requirements

Rubrics for the following assignment may be found on Blackboard in Advanced Pedagogy: Assignment Uploads.

1. QQTP - Questions, Quotations & Talking Points (10%) Due: Sept. 3

Write a one-page paper in response to each of the assigned texts, including each of the following:

- Questions: Note the points at which a question comes to mind as you read each text. For each text, write a thoughtful question that invites analysis, synthesis, or evaluation of the material, or makes connections between the readings and previous readings.
- Quotation: For each text, select a quotation that is especially pertinent or relevant to the main points of the readings. The quotation should be neither too short (1-2 lines), nor too long (10-12 lines). Cite the source.
- Talking Points. Write talking points for each text that show that you have thought seriously and critically about the readings. You do not need to answer your question here, but you may talk about it if you wish. Write at least *five* detailed talking points, covering several different topics from the reading. A rubric for this assignment is posted on Blackboard. *This assignment is related to Student Learning Outcome #1.*

2. Instructional Strategy Research Paper (15%) Due: Sept. 24

Work collaboratively with a group/partner to research and present a particular instruction strategy. Groups will be assigned by the professor on a first come, first served basis. Send the professor a response email at dpeavey@nobts.edu . Research topics are:

- The flipped classroom
- Experiential Learning (Problem-based, Case Study, Reality-based)
- Web-based Learning
- Competency-Based Education

Research Paper: Each member of the group will write a 10-15 page analytical research paper on the assigned strategy, including a suggested framework for the implementation of the strategy in theological higher education. The bibliography should have a minimum of 10 sources related to the assigned strategy. Papers are due to the professor one week prior to the seminar and should be posted on the assigned Discussion Board for colleagues after the presentation. *This assignment is related to student learning outcome #1.*

3. Instructional Strategy Group Presentation/Discussion (15%) Due: Oct. 1

Each group member should contribute equally to the development of the presentation and speak for approximately 20 minutes. The presentation can reflect the diversity of viewpoints of the presenters. In the presentation you should share the approach taken by your group. Was your analysis of the assigned strategy influenced by the presence of certain ideas or beliefs you related to? Present the important issues raised by your research and suggest a framework for the implementation of the strategy in theological higher education.

- Designate one group member to be responsible for introducing the presentation as a whole and summarizing the presentation at its conclusion.
- Create a visual presentation using the format of your choice. At a minimum, the presentation should include a title slide, at least one slide per major section, a concluding slide, and a works cited slide for any sources or visuals that you used. (Images are copyrighted just like texts.)
- Post the visual presentation on the assigned Discussion Board at the end of the session.

Discussion: Designate a second group member who is responsible for preparing three questions with which to lead a class discussion and organizing and controlling the discussion. The discussion leader should utilize the prepared questions, along with any others that may occur during the presentation and conclude the presentation by opening the floor for questions and comments from seminar participants.

4. Learning Unit

A. Lesson Plans (20%)

Due: Nov. 5

Develop two lesson plans (3 hours) for the course developed in RDOC 9302. Select an instructional strategy (flipped classroom, experiential learning, web-based, or competency-based). The lessons should follow the *Lesson Plan Template* posted on Blackboard. (The same as presented in RDOC 9302 Teaching in Higher Education). Each lesson should incorporate:

- appropriate contemporary teaching methods;
- formative assessment(s);
- technology (e.g. BlueJeans, presentation software, online videos, etc.)

This assignment should be submitted to Advanced Pedagogy: Assignment Upload, where the grading rubric is located. *This assignment is related to student learning outcome #3.*

B. Strategy and Methods Rationale (15%)

Due: Nov. 5

Write a 6-8 page paper regarding your rationale for the utilization of the specific instructional strategy, teaching methods, and formative assessments utilized in the learning unit. This assignment may be written in first person. Cite a minimum of 5 sources, which may include course textbooks. Submit the assignment to Advanced Pedagogy: Assignment Upload, where the grading rubric is located. *This assignment is related to student learning outcome #2.*

Create a Content Folder in the *Advanced Pedagogy Practice Shell* on Blackboard titled with your last name for the purposes of the following assignments. Instructions for creating a folder will be given.

C. Assignment Rubrics (15%)

Due: Dec. 3

Design three grading rubrics in the Advanced Pedagogy Practice Shell (in which you will have instructor role) for three different kinds of assignments in the course syllabus you created in RDOC 9302 or one provided by the professor.

- Post three assignments from the syllabus you created in RDOC 9302 (or one provided by the professor.)

- Develop and attach a grading rubric on Blackboard for each assignment. For the purposes of this course, a grading rubric may be used for one assignment only.

The grading rubric for this assignment is located in Advanced Pedagogy: Assignment Upload. *This assignment is related to student learning outcome #3.*

D. Unit Test (10%)

Due: Dec. 3

Create and post a test in the Content Folder developed for this assignment. The test must be include questions at the level of learning at which the lesson was taught and include:

- 5 multiple choice
- 5 true/false
- 5 matching
- 1 short answer
- 1 essay question.

The grading rubric for this assignment is located in Advanced Pedagogy: Assignment Upload. *This assignment is related to student learning outcome #3.*

Course Evaluation

QQTP	10%
Research Paper	15%
Group Presentation	15%
Learning Unit	
Lesson Plans	20%
Strategy and Methods	15%
Assignment Rubrics	15%
Unit Test	10%

Course Schedule

Date	Time	Topic	Assignment
9/3	1-4	Texts Discussion	<i>McKeachie's Teaching Tips</i>
	5-9	Overview of Student Learning Objectives and Learning Assignments	Bring two syllabi from any institution to class that show student learning outcomes and course assignments. QQTP Due
10/ 1	1-4	Group Presentations	Research Paper Due 9/24 Presentation Due
	5-9	Group Presentations Teaching Methods	
11/5	1-4	ITC Training: Rubrics and Test Construction, BlueJeans, Snagit, Webex, etc.	<i>How to Create and Use Rubrics for Formative Assessment and Grading</i> <i>Effective Grading: A Tool for Learning and Assessment in College</i>
	5-9	Rubrics and Tests Texts Discussion	Lesson Plans and Rational Paper Due

12/ 3	1-4	Informal/Formal Assessments	<i>The New Art and Science of Classroom Assessment.</i> <i>Assessing Student Learning: A Common Sense Guide</i> , 3rd ed. Assignment Rubrics and Unit Test Due
	5-9	Institutional Assessment Guest Speaker: Karla McGehee, Ph.D.: Assistant Professor of CE, Leavell College; Associate Dir. Of Institutional Effectiveness	

Course Policies

Academic Policies: Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Graduate Catalog](#).

Absences: Absences are not permitted. You must see the Associate Dean, Research Doctoral Programs, for any exception to this policy.

Academic Honesty Policy: All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Assignment Formatting: Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will be accepted.

Assignment Grading: Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments.

Assignment Submission: All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

Cell phones: Phones must be silenced during class time. The use of a cell phone for the purposes of texting, email or other social media is not permitted. Anyone who is observed text messaging or using an electronic device during class may be asked to drop the course

Classroom Decorum: Your participation is required for every session. You are expected to:

- Come to the sessions with a constructive point of view, prepared to interact with the readings and resources related to the course topic.

- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Utilize laptops and other technology for class purposes only.
- Maintain confidentiality when someone shares personal information.

Disabilities and Accommodations: New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity: NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe our students and graduates have the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, NOBTS is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Grading Scale: This is a pass/fail course. You must earn a final average of 85% or more to pass.

Laptops: Laptops may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations

unless requested by the presenter. Anyone observed using a laptop in a way that violates this policy may be asked to drop the course.

Late Assignments: Late assignments will not be accepted unless an extreme situation occurs. Approval to submit a late assignment must be obtained.

Netiquette: Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism: NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Recording Policy: Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

Revision of the Syllabus: The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

Withdrawal from the Course: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

Additional Information

Blackboard and CampusNexus Student: You are responsible for maintaining current information regarding contact information on Blackboard and CNS. The professor will utilize both to communicate with the class. Blackboard and CNS do not share information so you must update each. Assignment grades will be posted to Blackboard.

You are enrolled in two Blackboard shells for this course – Advanced Pedagogy and Advanced Pedagogy Practice Shell, in which you will be enrolled as an instructor. *You will post assignments to both shells.* Pay careful attention to the instructions related to each assignment.

Correspondence with the Professor: Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

Help for Writing Papers at “The Write Stuff”

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

Hurricane/Severe Weather Evacuation: For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- www.nobts.edu

Mandatory Evacuation: Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

NOBTS Emergency Text Messaging Service: Sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

Special Needs: (See Disabilities and Accommodations) If you need an accommodation for any other special need, please set up a time to meet with the professor(s).

Technical Support: For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard System.
- ITCSupport@nobts.edu – Email for general technical questions/support requests.
- www.NOBTS.edu/itc/ - View general NOBTS technical help information on this website.

Selected Bibliography

Web-based Learning

Arshavskiy, Marina. *Instructional Design for ELearning: Essential Guide to Creating Successful eLearning Courses*. CreateSpace, 2013. ISBN-13: 978-1492920878. Kindle edition available

Boettcher, Judith and Rita-Maria Conrad. *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*, 2nd ed. San Francisco, CA: Jossey-Bass, 2016. ISBN: 978-1119147688. Kindle edition available.

Darby, Flower, and James Lang. *Small Teaching Online: Applying Learning Science in Online Classes, 1st ed.* San Francisco, CA: John Wiley & Sons, 2019. ISBN: 978-1119619093. Kindle edition available.

Shivers, Gayle, Patrick Lowenthal, and Karen Rasmussen. *Web-based Learning: Design, Implementation, and Evaluation, 2nd ed.* Springer, 2018. ISBN: 978-3319678399. Kindle edition available.

Competency-Based Education

Rasmussen, Karen, Pamela Northrup and Robin Colson. *Handbook of Research on Competency-Based Education in University Settings.* Hershey, PA: IGI Global, 2017. ISBN: 978-1522509325.

Bushway, Deborah., Laurie Dodge, Charla Long. *A Leader's Guide to Competency-Based Education: From Inception to Implementation, Leaders Guide Edition.* Sterling, VA: Stylus Publishing, 2018. ISBN: 978-1620365939. Kindle edition available.

Strohschen, Gabriele, and Kim Lewis. *Competency-Based and Social-Situational Approaches for Facilitating Learning in Higher Education.* Hershey, PA: IGI Global, 2019. ISBN: 978-1522584889.

Flipped Classroom

Bergmann, Jonathan, and Aaron Sams. *Flipped Learning: Gateway to Student Engagement.* Eugene, OR: International Society for Technology in Education, 2014. ISBN -10: 1564843440

Bergmann, Jonathan, and Aaron Sams. *Flip Your Classroom: Reach Every Student in Every Class Every Day.* International Society for Technology in Education (ISTE), 2012. ISBN-13: 978-1564844682. Kindle edition available.

Bergmann, Jonathan, and Aaron Sams. *Flip Your Classroom: Reach Every Student in Every Class Every Day.* International Society for Technology in Education (ISTE), 2012. ISBN-13: 978-1564844682. Kindle edition available.

Bretzmann, Jason *Flipping 2.0: Practical Strategies for Flipping Your Class.* New Berlin, Wisconsin: Bretzmann Group, 2013. ISBN - 10: 0615824072

Fulton, Kathleen *Time for Learning: Top 10 Reasons Why Flipping the Classroom Can Change Education.* Thousand Oaks, CA: Corwin, a SAGE Company, 2014. ISBN - 10: 1483332810

Experiential Learning (Problem-Based Learning, Case-Based, and Reality-Based)

Amador, José, Libby Miles, and Calvin Peters. *The Practice of Problem-Based Learning: A Guide to Implementing PBL in the College Classroom.* Bolton, MA: Anker Publishing, 2006. ISBN-13: 978-1933371078

Barell, John. *Problem-Based Learning: An Inquiry Approach.* 2d ed. Thousand Oaks, CA: Corwin Press, 2007. ISBN - 10: 141295004X

Barrett, Terry, and Sarah Moore, eds. *New Approaches to Problem-Based Learning: Revitalising Your Practice in Higher Education.* New York: Routledge, 2011. ISBN - 10: 9780415871495

Kolb, David. *Experiential Learning: Experience as the Source of Learning and Development,* 2nd ed. Saddle River, NJ: Pearson Education, 2015. eTextbook available.

Beard, Colin, and John Wilson. *Experiential Learning: A Practical Guide for Training, Coaching and Education 4th Edition*. London, U.K.: Kogan Page, 2018. ISBN: 978-0749483036. Kindle edition available.

Rubrics

Brookhart, Susan M. *How to Create and Use Rubrics for Formative Assessment and Grading*. Alexandria, Virginia: ASCD, 2013. ISBN - 10: 1416615075

Selke, *Rubric Assessment Goes to College: Objective, Comprehensive Evaluation of Student Work*. Lanham, MD: Rowman and Littlefield Education, 2013. Kindle edition available. ISBN-13: 978-1475803242

Stevens, Dannelle D., and Antonia Levi. *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*. 2nd ed. Sterling, Va.: Stylus, 2013. ISBN - 10: 1579225888

Wilson, Maja. *Rethinking Rubrics in Writing Assessment*. Portsmouth, NH: Heinemann, 2006. ISBN - 10: 0325008566

Teaching in the Classroom

Ambrose, Susan A. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. The Jossey-Bass Higher and Adult Education Series. San Francisco, CA: Jossey-Bass, 2010. ISBN - 10: 0470484101

Anderson, Lorin, David Krathwohl, Peter Airasian, Kathleen Cruikshank, Richard Mayer, Paul Pintrich, James Raths, and Merlin Wittrock. *A Taxonomy of Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Abridged Edition*. New York, NY: Pearson Higher Education, 2013. ISBN-13: 978-0801319037.

Armstrong, Thomas. *7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Penguin Putnam Inc, 1999. ISBN-13: 978-0452281370

_____. *Multiple Intelligences in the Classroom*, 4th ed. Alexandria, VA: Association for Supervision and Curriculum Development, 2017. ISBN-13: 978-1416625094. Kindle edition available.

Bain, Ken. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press, 2004. ISBN: 978-0674013254. Kindle edition available.

Brookfield, Stephen. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. San Francisco: Jossey-Bass, 2015. ISBN-13: 978-1118450291. Kindle edition available.

Davis, Barbara. *Tools for Teaching*. 2d ed. San Francisco: Jossey-Bass, 2009. ISBN-13: 978-0787965679. Kindle edition available.

Eng, Norman. *Teaching College: The Ultimate Guide to Lecturing, Presenting, and Engaging Students*. Norman Eng, 2017. ASIN: B01NCXF8JC. Kindle and audiobook only.

Davis, Barbara Gross. *Tools for Teaching*. 2nd ed. San Francisco: Jossey-Bass, 2009. ISBN: 9780787965679. Kindle edition available McGuire, Sandra, and Stephanie McGuire. *Teach Students How to Learn: Strategies You Can Incorporate into any Course to Improve Student Metacognition, Study Skills, and Motivation*. Sterling, VA: Stylus Publishing, 2015. ISBN-13: 978-1620363164. Kindle edition available.

Test & Measurements

Middaugh, Michael F. *Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness*. The Jossey-Bass Higher and Adult Education Series. San Francisco: Jossey-Bass, 2010. ISBN - 10: 0470400900

Salkind, Neil J. *Tests and Measurement for People Who (Think They) Hate Tests and Measurement*. 3rd ed. Thousand Oaks, CA: SAGE Publications, 2017. ISBN: 978-1506368382. Etextbook available.

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