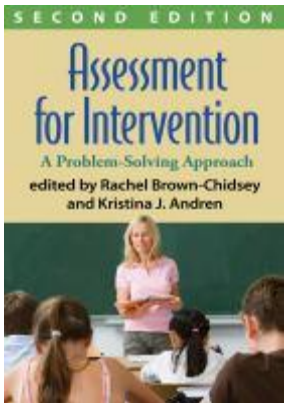


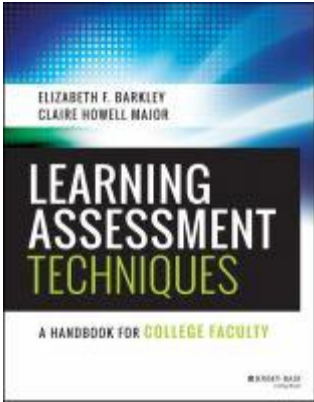



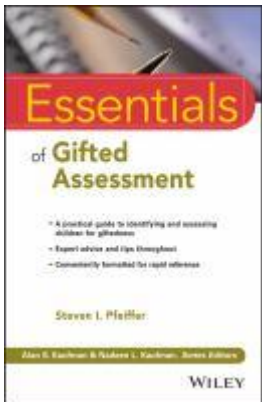
Acquisitions List


SCHOOL OF EDUCATION LIBRARY

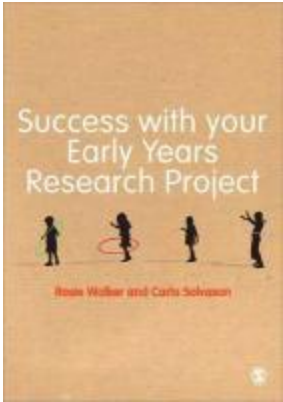
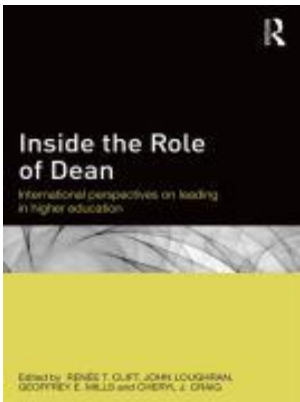
1st Semester 2017-2018

Book covers	Author/Title	Call Numbers
Assessment		
	<p>Assessment for Intervention: A Problem-Solving Approach (2015). 2nd ed. New York : The Guilford Press.</p> <p><i>“Problem-solving assessment is an essential component of multi-tiered systems of support such as response to intervention (RTI) and positive behavioral interventions and supports (PBIS). This authoritative work provides a complete guide to implementing a wide range of problem-solving assessment methods: functional behavioral assessment, interviews, classroom observations, curriculum-based measurement, rating scales, and cognitive instruments. Prominent experts demonstrate the key role of assessment throughout the process of supporting at-risk students, from identifying academic and behavioral problems to planning and monitoring interventions.</i></p>	<p>370.15 As74</p>



	<p>Barkley, Elizabeth F. (2016) Learning Assessment Techniques : a Handbook for College Faculty San Francisco, California : Jossey-Bass & Pfeiffer Imprints, Wiley</p> <p><i>"50 Techniques for Engaging Students and Assessing Learning in College Courses Do you want to: Know what and how well your students are learning? Promote active learning in ways that readily integrate assessment? Gather information that can help make grading more systematic and streamlined? Efficiently collect solid learning outcomes data for</i></p>	<p>378.125 B24</p>
	<p>Bartlett, Jayne (2015). Outstanding Assessment for Learning in the Classroom. Milton Park, Abingdon, Oxon : Routledge.</p> <p><i>"The main feature of an outstanding lesson is that all students make progress. Taking the structure of a lesson as the starting point, this book demonstrates how assessment for learning can be used to enhance and support all aspects of the learning process. Including chapters on embedding assessment during each phase of the lesson, using assessment data to inform planning, questioning techniques and feedback, the book will help you to use assessment effectively to produce outstanding results.</i></p>	<p>371.26 B28</p>

	<p>Pfeiffer, Steven I.(2015) Essentials of Gifted Assessment . Hoboken, New Jersey : Wiley.</p> <p><i>"A comprehensive guide to identifying and supporting uniquely bright and talented learners. Early identification and intervention greatly benefits gifted students who may otherwise never realize their full potential. Essentials of Gifted Assessment is an evidence-based overview of what makes students gifted, how giftedness is best identified, and strategies for promoting achievement in high-ability students"--Back cover.</i></p>	<p>371.952 P47</p>
<p>Counseling</p>		
	<p>Hodges, Shannon J. (2017) The College and University Counseling and Manual New York, NY :Springer .</p> <p><i>"College counseling past, present, and future -- Multicultural counseling competency and diversity issues -- Essential services in college counseling -- Career and academic counseling and auxillary services -- Professional issues in college counseling center staffing -- Ethical and legal issues in college counseling center staffing -- Depression- and anxiety-related disorders -- Addictions and substance abuse -- Complex mental health issues on the college campus -- Crisis and trauma counseling -- Sexual assault and</i></p>	<p>371.46 H66</p>

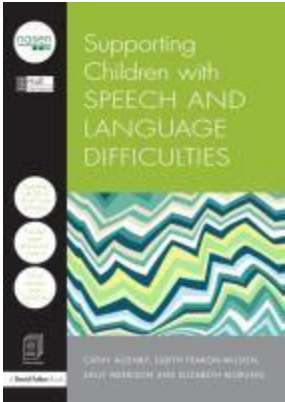
	<p>harassment -- Specific populations -- Integrating the counseling center into the broader campus -- Graduate practicum and internships in college and university counseling centers -- 21st-century challenges</p>	
<p>EARLY CHILDHOOD EDUCATION</p>		
	<p>Sciarra, Dorothy June, (2016) <i>Developing & Administering a Child Care and Education Program</i> AustraliaCengage Learning</p> <p><i>Emphasizing the director's responsibility as a leader of both people and programs in diverse communities, DEVELOPING AND ADMINISTERING A CHILD CARE AND EDUCATION PROGRAM, Ninth Edition, covers the business and interpersonal skills child development professionals need to implement an effective program for young children and their families. It is written primarily for future early childhood educators whether or not they plan to work in the administrative aspects of the field, and is also a rich resource for practicing directors. In this thoroughly updated edition, the authors provide practical information on all aspects of directing a program, including curriculum selection; funding; budgeting; selecting, training, and supervising staff; housing the program and purchasing equipment; working with children and parents; accrediting and licensing an early childhood center; and carrying out program evaluation and quality improvement strategies.</i></p>	<p>362.712068 Sci12</p>

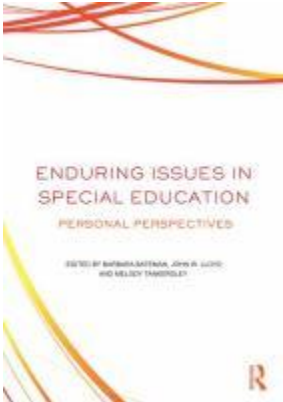
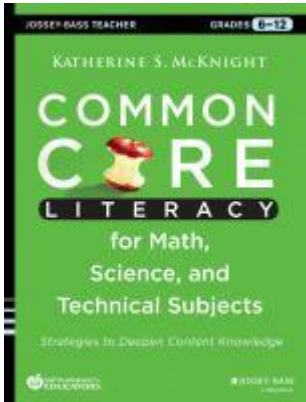
	<p>Walker, Rosie. (2014) Success with your Early Years Research Project. Los Angeles, California : SAGE</p> <p><i>“Action research and Early Years practices go together, as naturally as the new day rising. This book is a celebration of new days. Early Years research is a practice for creative thinking for new tomorrows; the book shows us how to do this, and is to be commended for anyone who wishes to find innovative ways to think and act for all new beginnings.”</i> -Jean McNiff, Professor of Educational Research, York St John University</p> <p><i>Where do you start with a research project? How do you choose a good question? What are tutors looking for in an outstanding project?</i></p>	<p>372.210721 W15</p>
<p>Educational Management/Higher Education</p>		
	<p>Inside the role of dean : International Perspectives on Leading in Higher Education (2015). London :Routledge.</p> <p><i>Despite deans playing critical roles in education, little is known about the knowledge, skills, and dispositions needed for the job, or the practical dilemmas they face on an almost daily basis. Each chapter of this international collection opens the role up for examination and critique, developing a deeper understanding of what it means to be a dean, and offering insights into the transition into</i></p>	<p>378.111 In7</p>

	<p><i>the role, managing the daily demands and expectations of it, and what it means to exit the deanship.</i></p>	
	<p>Gmelch, Walter H. (2015) <i>Building Academic Leadership Capacity</i> San Francisco : Jossey-Bass</p> <p><i>“Building Academic Leadership Capacity gives institutions the knowledge they need to invest in the next generation of academic leaders. With a clear, generalizable, systematic approach, this book provides insight into the elements of successful academic leadership and the training that makes it effective. Readers will explore original research that facilitates systematic, continuous program development, augmented by the authors' own insight drawn from experience establishing such programs. Numerous examples of current campus programs illustrate the concepts in action, and reflection questions lead readers to assess how they can apply these concepts to their own programs.</i></p>	<p>378.101 G52</p>
Research		
	<p><i>Doing Research in Education</i> (2016) Los Angeles : SAGE</p> <p><i>This book will help you to plan, design and conduct quality research within the specific context of education and educational studies. An impressive cast of contributors discuss the reality of conducting research in different educational settings and provide practical advice for both undergraduate and postgraduate students and early career researchers doing research in education.</i></p>	<p>370.711 B11</p>

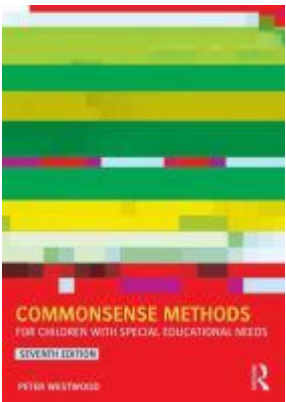

	<p><i>Handbook of Research in Education Finance and Policy 2nd ed (2015).</i>New York :Routledge, Taylor & Francis Group.</p> <p><i>“Sponsored by the Association for Education Finance and Policy (AEFP), the second edition of this groundbreaking handbook assembles in one place the existing research-based knowledge in education finance and policy, with particular attention to elementary and secondary education. Chapters from the first edition have been fully updated and revised to reflect current developments, new policies, and recent research. With new chapters on teacher evaluation, alternatives to traditional public schooling, and cost-benefit analysis, this volume provides a readily available current resource for anyone involved in education finance and policy.</i></p>	<p>379.1210973 H19</p>
	<p>Wells, Bill and Joy Stackhouse (2016) <i>.Children's Intonation : A Framework for Practice and Research.</i> Chichester, West Sussex, England : Wiley Blackwell.</p> <p><i>"Children's Intonation: A Framework for Practice and Research is a practical guide that focuses on the nature, causes and assessment of intonation problems for children and adolescents. Focuses on issues of the nature, causes and assessment of intonation problems in children Contains numerous transcribed</i></p>	<p>618.92855 W46</p>

	<p>extracts from real conversations involving children Includes a variety of clinical tools and models, including a tool for profiling children's intonation skills; a psycholinguistic model of intonation processing; an interactional perspective on intonation use; and a developmental phase model to explain typical and atypical intonation development “.</p>	
	<p>Flint, Kevin J. (2015). <i>Rethinking Practice, Research and Education :A Philosophical Inquiry.</i> London : Bloomsbury Academic.</p> <p>“<i>Rethinking Practice, Research and Education brings together philosophy with traditional methodological discourse, and opens a space for critical thinking in social and educational research. Drawing on the work of Heidegger, Derrida, Foucault and their descendants, this engaging critical examination of practice applies a deconstructive reading to the practices of research.</i></p>	<p>370.7 F64</p>
	<p>Grima-Farrell, Christine. (2016) <i>What Matters in a Research to Practice Cycle?</i> Singapore: Springer Berlin Heidelberg</p>	<p>370.72 G88</p>

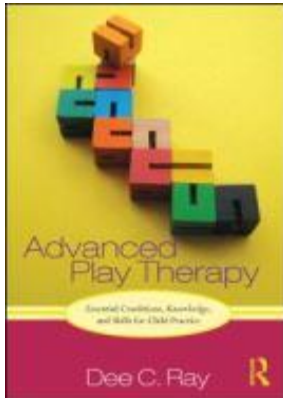
<p>SPECIAL EDUCATION</p>		
	<p>Allenby, Cathy (2015) . Supporting Children with Speech and Language Difficulties London :Taylor and Francis Group.</p> <p><i>Completely revised and updated in light of the new SEND 2014 Code of Practice, this new edition describes the different types of difficulties experienced by pupils with speech, language and communication needs. It will help teachers and other professionals to feel more confident by providing expert guidance and practical strategies, and as a professional development tool, will also encourage outstanding practice by suggesting ideas and materials for in-house training sessions. The wide-ranging and accessible chapters explore topics including:</i></p> <ul style="list-style-type: none"> <i>Listening skills</i> <i>Phonological awareness</i> <i>Comprehension of language</i> <i>Activities for circle time</i> <i>Working with parents</i> <p><i>Featuring useful checklists, templates and photocopiable resources, this practical resource contains a wealth of valuable advice and tried-and-tested strategies for identifying children and young people with speech, language and communication needs, ensuring they have the support they need to make exceptional progress.</i></p>	<p>618.92855 AI54</p>

	<p><i>Enduring Issues in Special Education : Personal Perspectives (2015) .</i> New York :Routledge.</p> <p><i>Enduring Issues in Special Education</i> is aimed at any course in the undergraduate or graduate special education curriculum that is wholly or partly devoted to a critical examination of current issues in special education. The book organizes 28 chapters into seven sections using familiar structuring principles—what, who, where, how, when, why, and whither. Each section begins with an introduction that provides historical, legal, and theoretical background information and organizing commentary for the chapters that follow.</p>	<p>371.9 En25</p>
	<p><i>McKnight, Katherine S. (2015) Common Core Literacy for Math, Science, and Technical Subjects : Strategies to Deepen Content Knowledge (grades 6-12)</i> <i>San Francisco, California :Jossey-Bass.</i></p> <p><i>Resources and guidance for the journey of Common Core implementation</i> <i>In this age of the Common Core State Standards, all content area teachers</i></p>	<p>507.1273 M21</p>

	<p><i>must integrate literacy standards into their curriculum. If you're like most content area educators, you're feeling a bit overwhelmed at the thought of addressing all the new standards, or you might just need a little extra help.</i></p> <p><i>In this hands-on resource, Common Core literacy expert Katherine McKnight offers secondary teachers a clear understanding of what literacy looks like in math, science, and technical subjects. McKnight gives educators proven teaching techniques that help develop literacy skills in students. She also offers a wealth of practical strategies and ready-to-use activities that content area teachers can integrate seamlessly. Included are</i></p> <p><i>Ideas for implementing the literacy requirements of the Common Core across content areas</i></p> <p><i>A selection of activities that support literacy skills and build content knowledge in math, science, and technology classrooms</i></p> <p><i>An easy-to-use Difficulty Dial that indicates the complexity of each activity</i></p> <p><i>Robust student samples that bring the activities to life across a variety of grade levels and subjects</i></p>	
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	<p>Westwood, Peter S. (2015) Commonsense Methods for Children with Special Educational Needs.Milton Park, Abingdon, Oxon : Routledge</p> <p><i>“This fully revised and updated seventh edition of "Commonsense Methods for Children with Special Educational Needs "continues to offer practical advice on evidence-based teaching methods and intervention strategies for helping children with a wide range of disabilities or difficulties. The advice the author provides is embedded within a clear theoretical context and draws on the latest international research and literature from the field.”</i></p>	<p>371.9 W52</p>
<p>TEACHER EDUCATION</p>		
	<p>Beck, Catherine (2015).Easy and Effective Professional Development :the Power of Peer Observation to Improve Teaching.New York, NY : Routledge</p> <p><i>“Given the current economic climate and budget constraints facing schools, funding for professional development is continually reduced. And yet administrators still need to find methods to implement new instructional initiatives, such as the Common Core State Standards. This important book provides leaders with a high quality professional development approach at a low cost-the Peer Observation Process. Outlined in manageable steps, this strategy will</i></p>	<p>371.102 B38</p>

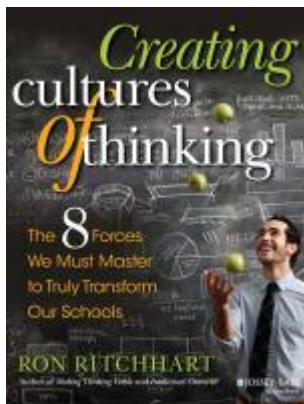
	<p><i>help leaders implement any new school initiative or instructional method, no matter the context.</i></p>	
	<p>Biech, Elaine. (2015).101 More Ways to Make Training Active. New Jersey : John Wiley & Sons.</p>	<p>371.3 B47</p>
	<p>Hess, Diana E. (2015)The Political Classroom : Evidence and Ethics in Democratic Education. New York :Routledge, Taylor & Francis.</p> <p><i>"Helping students develop their ability to deliberate political questions is an essential component of democratic education, but introducing political issues into the classroom is pedagogically challenging and raises ethical dilemmas for teachers. Diana E. Hess and Paula McAvoy argue that teachers will make better professional judgments about these issues if they aim toward creating "political classrooms," which engage students in deliberations about questions that ask, "How should we live together?" Based on the findings from a large, mixed-method study about discussions of political issues within high school classrooms, The Political Classroom presents in-depth and engaging cases of teacher practice".</i></p>	<p>379.73 H46</p>



Ray, Dee C. (2011)
**Advanced Play Therapy :
 Essential Conditions,
 Knowledge, and Skills for
 Child Practice.**
 New York : Routledge

618.92891653
 R21

"History, rationale and purpose of play -- A primer on child development -- A philosophy of working with children : the child centered way -- The person, knowledge, and skills of the play therapist -- Basics of play therapy -- Limit-setting -- Themes in play therapy -- Progress and termination -- Parent consultation -- Aggression in and out of the playroom -- Group play therapy -- Play therapy in the schools -- Play therapy in community agencies and private practice -- Supervision of play therapy -- Evidentiary research in child centered play therapy."




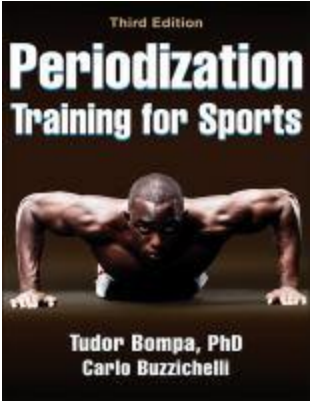
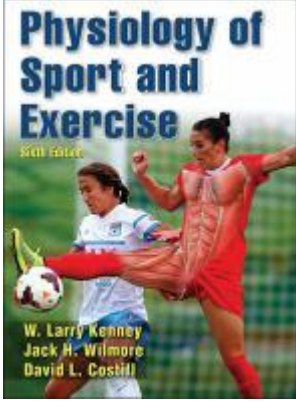
Ritchhart, Ron.
 (2015)**Creating Cultures of
 Thinking : The 8 Forces We
 Must Master to Truly
 Transform our Schools**
 San Francisco :Jossey-Bass &
 Pfeiffer Wiley.

370.152
 R51

"Discover why and how schools must become places where thinking is valued, visible, and actively promoted. As educators, parents, and citizens, we must settle for nothing less than environments that bring out the best in people, take learning to the next level, allow for great discoveries, and propel both the individual and the group forward into a lifetime of learning."

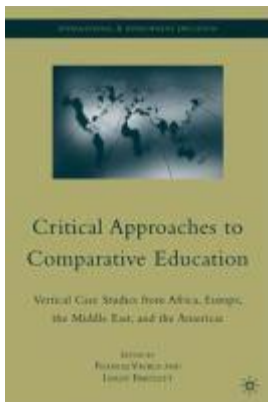
Sports & Physical Education		
	<p><i>Adventure Sports Coaching (2015).</i> London ; New York : Routledge.</p> <p><i>"Conceptualising the adventure sports coach -- Understanding the role of pedagogy in adventure sports coaching -- Observing and analysing performance in adventure sports -- Theories of motor learning and their implications for the adventure sports coach."</i></p>	<p>796.077 Ad96</p>
	<p>Kraemer, William J. (2016) <i>Exercise Physiology : Integrating Theory and Application .</i> Philadelphia : Wolters Kluwer</p> <p><i>"Help your students develop an understanding of exercise physiology concepts and their application athletic performance and well-being with Exercise Physiology, 2e. Using an engaging evidence-based approach that combines research and theory with practical discussions of nutrition and training, the authors help students understand how the human body works and responds to exercise."</i></p>	<p>612.044 K85</p>

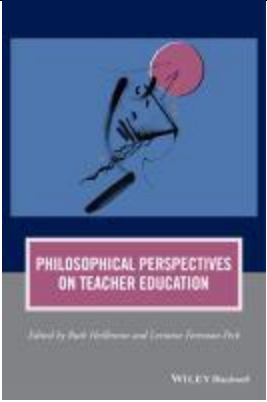
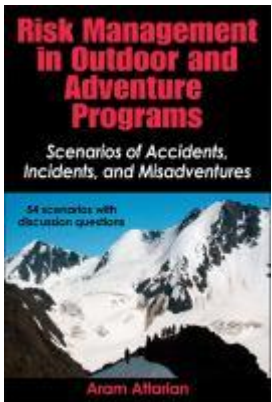
	<p><i>Routledge Handbook of Sports Performance Analysis (2013).</i> New York :Routledge.</p> <p><i>“Sport performance analysis techniques help coaches, athletes and sport scientists develop an objective understanding of actual sport performance, as opposed to self-report, fitness tests or laboratory based experiments. For example, contemporary performance analysis enables elite sports people and coaches to obtain live feedback of match statistics and video sequences using flexible internet systems, systems that have become an indispensable tool for all those involved in high performance sport. The Routledge Handbook of Sports Performance Analysis is the most comprehensive guide to this exciting and dynamic branch of sport science ever to be published.</i></p>	<p>796.01 R76</p>
	<p><i>Introduction to Intercollegiate Athletics (2015).</i> Baltimore : Johns Hopkins University Press.</p> <p><i>“Intercollegiate athletics continue to bedevil American higher education. At once tied closely with their institutions, athletic programs often operate outside the traditional university governance structure while contributing significantly to a school's culture, identity, and financial outlook. Introduction to Intercollegiate Athletics, edited by Eddie Comeaux, explores the complexities of intercollegiate athletics while explaining the organizational structures, key players, terms, and important issues most relevant to the growing but often</i></p>	<p>796.043 In8</p>


	<p><i>misunderstood fields of recreational studies, sports management, and athletic administration.</i></p> <p>Bompa, Tudor O. (2015) <i>Periodization Training for Sports Champaign : Human Kinetics</i></p> <p><i>Sport conditioning has advanced tremendously since the era when a "no pain, no gain" philosophy guided the training regimens of athletes. Dr. Tudor Bompa pioneered most of these breakthroughs, proving long ago that it's not only how much and how hard an athlete works but also when and what work is done that determine an athlete's conditioning level. Periodization Training for Sports goes beyond the simple application of bodybuilding or powerlifting programs to build strength in athletes.</i></p>	<p>613.713 B63</p>
	<p>Kenney, W. Larry.(2015) <i>Physiology of Sport and Exercise</i> Champaign, Illinois : Human Kinetics.</p> <p><i>"Physiology of Sport and Exercise, Sixth Edition With Web Study Guide, frames research findings in physiology in a reader-friendly format, making this textbook a favorite of instructors and students alike. This resource offers a simple way for students to develop an understanding of the body's abilities to perform various types and intensities of exercise and sport, to adapt to stressful situations, and to improve its physiological capacities."</i></p>	<p>612.044 K39</p>

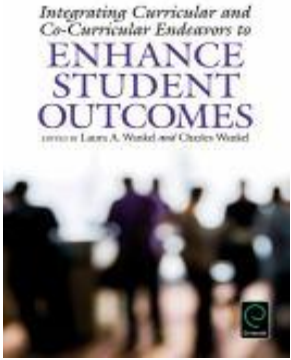
	<p>Kraemer, William J. (2016) <i>Exercise Physiology : Integrating Theory and Application .</i> Philadelphia : Wolters Kluwer</p> <p><i>"Help your students develop an understanding of exercise physiology concepts and their application athletic performance and well-being with Exercise Physiology, 2e. Using an engaging evidence-based approach that combines research and theory with practical discussions of nutrition and training, the authors help students understand how the human body works and responds to exercise.</i></p>	<p>612.044 K85</p>
	<p>Lussier, Robert N. (2014) <i>Applied Sport Management Skills</i> Champaign, Illinois : Human Kinetics.</p> <p><i>Applied Sport Management Skills, Second Edition With Web Study Guide, uses the four management functions of planning, organizing, leading, and controlling to teach students how to become strong leaders and managers in the world of sport. This comprehensive and fully updated text provides an overview of management topics with a unique focus on developing the skills necessary for managing sport organizations.</i></p> <p><i>The text's how-to approach and unmatched learning tools help students put into practice what they will be doing as sport managers--including creative problem solving, strategic planning, and developing the skills to lead, organize, and delegate.</i></p>	<p>796.069 L97</p>
<p>TEACHER EDUCATION</p>		


	<p>Cultural Pedagogies and Human Conduct(2015). London :Routledge.</p> <p><i>“Pedagogy is often glossed as the 'art and science of teaching' but this focus typically ties it to the instructional practices of formalized schooling. Like the emerging work on 'public pedagogies', the notion of cultural pedagogies signals the importance of the pedagogic in realms other than institutionalized education, but goes beyond the notion of public pedagogies in two ways: it includes spaces which are not so public, and it includes an emphasis on material and non-human actors.</i></p> <p><i>This collection foregrounds this broader understanding of pedagogy by framing enquiry through a series of questions and across a range of settings. How, for example, are the processes of 'teaching' and 'learning' realised within and across the pedagogic processes specific to various social sites? What ensembles of people, things and practices are brought together in specific institutional and everyday settings to accomplish these processes?</i></p>	<p>371.102 C89</p>
	<p>Spring, Joel H. (2014)Political Agendas For Education : From Race tothe Top Saving the Planet. New York :Routledge.</p> <p><i>“The Fifth Edition of Joel Spring#65533;s ongoing documentation and analysis of political agendas for education reflects the major political issues in education since 2008. This edition focuses on the education sections of the 2012 Republican, Democratic, Green, and</i></p>	<p>379.73 Sp82</p>

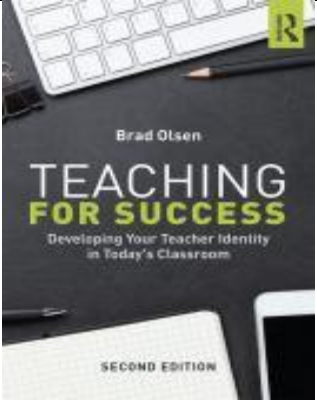
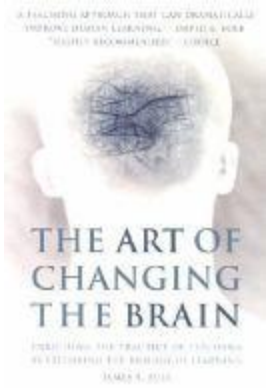
	<p><i>Libertarian Party platforms. Taking a fresh look at the social and political forces, educational research, and ideologies shaping the educational agendas of these political parties and a comparative approach, the book stimulates reflection and discussion."</i></p>	
	<p><i>Critical Approaches to Comparative Education : Vertical Case Studies from Africa, Europe, the Middle East, and the Americas(2009).</i> New York : Palgrave Macmillan.</p> <p><i>"This book unites a dynamic group of scholars who examine linkages among local, national, and international levels of educational policy and practice. Utilizing multi-sited, ethnographic approaches, the essays explore vertical interactions across diverse levels of policy and practice while prompting horizontal comparisons across twelve sites in Africa, Europe, the Middle East, and the Americas. The vertical case studies focus on a range of topics, including participatory development, the politics of culture and language, neoliberal educational reforms, and education in post-conflict settings."</i></p>	<p>370.9 C86</p>
	<p><i>Philosophical Perspectives</i></p>	<p>370.711</p>

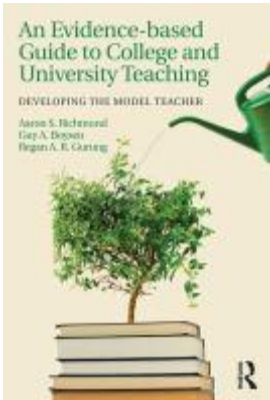
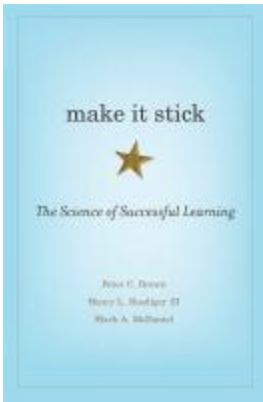
	<p>on Teacher Education (2015) Chichester, West Sussex, United Kingdom: Wiley Blackwell.</p> <p><i>“Philosophical Perspectives on Teacher Education presents a series of well-argued essays about the ethical considerations that should be addressed in teacher training and educational policies and practices.</i></p> <p><i>Brings together philosophical essays on an underserved yet urgent aspect of teacher education</i> <i>Explores the kinds of ethical considerations that should enter into discussions of a teacher's professional education</i> <i>Illuminates the knowledge and understanding that teachers need to sustain their careers and long-term sense of well being</i> <i>Represents an important resource to stimulate contemporary debates about what the future of teacher education should be”.</i></p>	<p>P54</p>
	<p>Attarian, Aram(2012). Risk Management in Outdoor and Adventure Programs : Scenarios of Accidents, Incidents, and Misadventures. Champaign, Illinois : Human Kinetics.</p>	<p>371.384 At81</p>
	<p>Carr-Chellman, Alison A.</p>	<p>371.3</p>

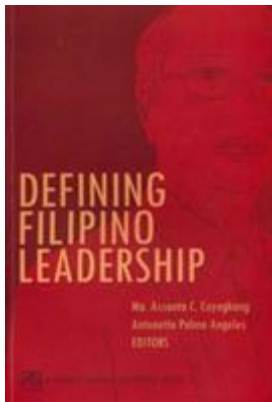
	<p>(2016) <i>Instructional Design for Teachers : Improving Classroom Practice</i> New York : Routledge</p> <p><i>“Instructional Design for Teachers, Second Edition focuses on the instructional design (ID) process specifically for K-12 teachers. The first edition introduced a new, common-sense model of instructional design to take K-12 teachers through the ID process step by step, with a special emphasis on preparing, motivating, and encouraging new and ongoing use of ID principles. This second edition includes new material on design in gaming, cybercharters, online classrooms, and flipped classrooms, as well as special considerations for the Common Core. Each chapter contains framing questions, common errors, easy-to-use rules of thumb, clearly stated outcomes, and examples showing ID in action. The basic model and its application within constructivism and user-design will help teachers adapt from a behavioral approach to a more open, student-centered design approach. Combining basics with strategies to implement this model in the most advanced instructional approaches, this book empowers teachers and learners to use good instructional design with the most recent research-based approaches to learning.</i></p>	<p>C23</p>
	<p>I</p> <p><i>Integrating Curricular and</i></p>	<p>378.199</p>

	<p>Co-curricular Endeavors to Enhance Student Outcomes (2016). United Kingdom :Emerald Group Publishing .</p> <p><i>"Part I. Introduction -- Part II. Approaches to integrating the curricular, co-curricular, and extra curricular -- Part III. Integrating international learning into curricula -- Part IV. Learning from peers -- Part V. Leveraging co-curricular endeavors."</i></p>	<p>In8</p>
	<p>Mellanby, Jane. (2014) Education and Learning : An Evidence-based Approach. Malden, Massachusetts : Wiley-Blackwell.</p> <p><i>"Education and Learning offers an accessible introduction to the most recent evidence-based research results into teaching, learning, and our education system. Presents a wide range references for both seminal and contemporary research into learning and teaching Examines the evidence around topical issues such as the impact of Academies and Free Schools on student attainment and the strong international performance of other countries Looks at evidence-based differences in the attainment of students from different socioeconomic and ethnic backgrounds, and explores the strong international performance of Finnish and East Asian students Provides accessible explanations of key studies that are supplemented with real-life case examples "-- Provided by publisher.</i></p>	<p>370.1523 M48</p>
	<p>Armitage, Andy(2016). Teaching in post-14</p>	<p>373.1102 Ar55</p>

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	<p><i>institutional assessment? Provide evidence of your teaching effectiveness for promotion and tenure review? Learning Assessment Techniques provides 50 easy-to-implement active learning techniques that gauge student learning across academic disciplines and learning environments. Using Fink's Taxonomy of Significant Learning as its organizational framework, it embeds assessment within active learning activities., concrete examples in both on-site and online environments, and key references--all in an easy-to-follow format.</i></p>	<p>378.125 B24</p>
	<p>Olsen, Bradford Sorum(2016), Teaching for Success : Developing your Teacher Identity in Today's</p>	<p>371.102 O18</p>

	<p>Classroom. New York, NY : Routledge,</p> <p><i>Teaching For Success is a comprehensive guide for navigating the process of becoming an effective teacher in the wake of contemporary and systemic challenges. Focusing on the core concept of teacher identity in clear, invigorating prose, the book illuminates how teachers can arrange, adjust, and assemble their own personal and professional teaching influences inconjunction with educational research into a coherent, unique, and successful whole. Olsen s attention to classroom practice, social justice issues, personal satisfaction, and teacher success stories offers a sharp and useful guide for teacher development.</i></p>	
	<p>Zull, James E. (2002) <i>The Art of Changing the Brain : Enriching Teaching by Exploring the Biology of Learning</i> Sterling, Virginia : Stylus Publishing</p> <p>The sweet edge : why understanding the brain will change teaching -- Where we ought to be : the natural link between brain structure and learning -- Holding a just balance : using both front and back of the cerebrum in learning -- Our trade and our art : evolution of the brain and motivation of the learner -- A feeling for this business; brain and emotion in reason and memory -- What we already know : teaching by building on existing neuron networks -- Only connect; helping people change the synapses in their brain -- Sense-luscious; the sensory brain and the teacher -- Waiting for unity;</p>	<p>370.1523 Z84</p>

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	<p>Brown, Peter C. (2014) <i>Make it Stick : the Science of Successful Learning</i>.Cambridge, Massachusetts : The Belknap Press of Harvard University Press.</p> <p><i>To most of us, learning something "the hard way" implies wasted time and effort. Good teaching, we believe, should be creatively tailored to the different learning styles of students and should use strategies that make learning easier. Make It Stick turns fashionable ideas like these on their head. Drawing on recent discoveries in cognitive psychology and other disciplines, the authors offer concrete techniques for becoming more productive learners.</i></p> <p><i>Memory plays a central role in our ability to carry out complex cognitive tasks, such as applying knowledge to problems never before encountered and drawing inferences from facts already known. New insights into how memory is encoded, consolidated, and later retrieved have led to a better understanding of how we learn.</i></p>	<p>370.1523 B81</p>

	<i>Grappling with the impediments that make learning challenging leads both to more complex mastery and better retention of what was learned.</i>	
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	<p><i>mathematical concepts and methods as simply and clearly as possible. Basic and fundamental knowledge and understanding of concepts in mathematics will be useful to the students in preparing for the board examination as well as developing a strong foundation in mathematics. This book covers the most basic topics such as the Numeration System, Whole Numbers, Integers, Fractions, Decimals, Ratio and Proportion, Percent, Geometry and Measurement which are included in the Licensure Examination for Teachers (LET). The learning objectives have been included to guide the students and teachers on what to be accomplished per chapter. In the presentation of the concepts, theories and techniques, a variety of examples are illustrated in a manner that a student can understand to be able to master the mathematical concepts without the assistance of the teacher. Likewise, chapter exercises are provided for the students to hone their mathematical skills. Moreover, the student can also assess himself on what specific topics he needs to exert more effort in learning the mathematical concepts.</i></p>	
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