

# Session 2: Resource List

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Below, we've compiled a variety of resources that you may find useful. We've organized them by topic and source so that you may refer back to this as needed and helpful for you. We've brought these sources together from podcasts (including their show notes), the CAST website, teaching centers, and our own experience.

## Recruit Interest

### Overview from CAST

- (Website) [Optimize individual choice and autonomy](#), CAST UDL guidelines
- (Website) [Optimize relevance, value, and authenticity](#), CAST UDL guidelines
- (Website) [Minimize threats and distractions](#), CAST UDL guidelines

### Active Learning Strategies

- Affinity Grouping: <https://canvaspost.northwestern.edu/active-learning-activities/#alc01>
- Circle of Voices: <https://canvaspost.northwestern.edu/active-learning-activities/#alc06>
- Class Backchannel: <https://canvaspost.northwestern.edu/active-learning-activities/#alc07>
- Concept Mapping: <https://canvaspost.northwestern.edu/active-learning-activities/#alc08>
- Cycle: <https://canvaspost.northwestern.edu/active-learning-activities/#alc09>
- Divide and Conquer: <https://canvaspost.northwestern.edu/active-learning-activities/#alc10>
- Double Timeline: <https://canvaspost.northwestern.edu/active-learning-activities/#alc11>
- Grab Bag: <https://canvaspost.northwestern.edu/active-learning-activities/#alc14>
- Group Survey: <https://canvaspost.northwestern.edu/active-learning-activities/#alc15>
- K•W•L: <https://canvaspost.northwestern.edu/active-learning-activities/#alc19>
- Moveable Elements: <https://canvaspost.northwestern.edu/active-learning-activities/#alc21>
- Send a Problem: <https://canvaspost.northwestern.edu/active-learning-activities/#alc26>
- Series of Events Chains: <https://canvaspost.northwestern.edu/active-learning-activities/#alc27>
- Think-Pair-Share: <https://canvaspost.northwestern.edu/active-learning-activities/#alc33>
- Timeline: <https://canvaspost.northwestern.edu/active-learning-activities/#alc34>
- Turn To a Partner: <https://canvaspost.northwestern.edu/active-learning-activities/#alc35>

### Optimize Relevance, value, and authenticity: Engagement strategies

- (Podcast) [Tea for Teaching: Student engagement](#) ep 184: Conversation w/ Christine Harrington on her book, "Keeping Us Engaged".
- (Book) Major, C. & Barkley, E. (2022). [Engaged Teaching: A Handbook for College Faculty](#). SocialGood.
- (Book) [The K. Patricia Cross Academy](#): Teaching Techniques for Higher Education.
- (Book) Major, C. & Barkley, E. (2018). [Interactive Lecturing: A Handbook for College Faculty](#). Jossey-Bass.
- (Podcast) [Teach better: better integrating Active Learning into classrooms](#)
- (Podcast) [Teaching for Higher Ed: Design to Engage](#)
- (Book) [Design to Engage](#)
- (Podcast) [Teaching for Higher Ed: Engaging learners in large classes](#)

- (Book) [Small Teaching. by James Lang](#)
- (Blog posts) [James Lang's Small Changes in Teaching Series in The Chronicle of Higher Education](#)
- (Book) [The Spark of Learning](#)
- (Podcast) [Teaching for Higher Ed: Dynamic Lecturing](#)
- (Podcast) [Teaching for Higher Ed: Growing a culture of learning](#)
- (Blog) [Active Learning has become a buzzword and why that matters](#)
- (Article) Deslauriers, L., McCarty, L. S., Miller, K., Callaghan, K., & Kestin, G. (2019). [Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom](#). Proceedings of the National Academy of Sciences, 116(39), 19251-19257.
- (Paper) [IDEA papers: Student goals and learning](#)
- (Book) Major, C. & Barkley, E. (2020). [Student Engagement Techniques: A Handbook for College Faculty \(2nd ed.\)](#). Jossey-Bass.

## Syllabus, Assignments, Grading

- (Resource) [Decolonize your syllabus](#), University of Portland
- (Podcast) [Teaching for Higher Ed: Disrupting the syllabus](#)
- (Blog post) [Student designed syllabi](#)
- (Podcast) [Teaching for Higher Ed: Digital Redlining and Privacy](#)
- (Podcast) [Teaching for Higher Ed: Cruelty-free syllabi](#)
- (Resource / Presentation) [Cruelty-free syllabi](#)
- (Podcast) [two parts] Overview of alternative grading with Kevin Lin and Brett Wortzman, [part 1](#) (overview), [part 2 \(examples\)](#) (CD-Ed podcast)
- (Blogpost) [Alternative Final Assignment Formats](#), guest blog post with NU Digital Learning Spring 2019
- (Podcast) [Teaching for Higher Ed: Choose your own adventure assessment](#)
- (Blogpost/Resource) Choose your own adventure assessment: [part one](#) and [part two](#)

## Inclusive course design

- (Blogpost) [Predictable course design](#), ICSB
- (Book) [Teaching to Transgress](#), bell hooks
- (Podcast) [Teaching for Higher ed: The potential impact of stereotype threat](#)
- (Podcast) [Teaching for Higher ed: How to discuss race, racism and politics in education](#)
- (Podcast) [Teaching for Higher ed: Inclusive pedagogy](#)
- (Podcast) [Teaching for Higher ed: Inclusive Excellence](#)
- (Podcast) [Teaching for Higher ed: Fostering inclusion in our teaching](#)
- (Podcast) [Teaching for Higher ed: Connected teaching](#)
- (Podcast) [Teaching for Higher ed: Intercultural learning](#)
- (Book/Video) [The Color of Law](#), Richard Rothstein
- (Podcast) [Teaching for Higher ed: Teaching as an act of social justice and equity](#)
- (Podcast) [Teaching for Higher ed: Implicit bias in our teaching](#)
- (Video) [Implicit Bias with Jennifer Imazeki](#)
- (Video / Interactive) [Peanut Butter, Jelly and Racism](#), NY Times
- (Book) Neuhaus, Jessamyn (forthcoming, 2022). Picture a Professor: Interrupting Biases about Faculty and Increasing Student Learning. West Virginia University Press.

## Minimize threats and distractions: UDL and learners

- (Podcast) [Teaching for Higher Ed: Reach Everyone, Teach Everyone](#)
- (Book) [Reach Everyone, Teach Everyone](#)

- (Article) Waitoller, F. R., & King Thorius, K. A. (2016). Cross-pollinating culturally sustaining pedagogy and universal design for learning: Toward an inclusive pedagogy that accounts for dis/ability. *Harvard Educational Review*, 86(3), 366-389.
- (Article) Kieran, L., & Anderson, C. (2019). Connecting universal design for learning with culturally responsive teaching. *Education and Urban Society*, 51(9), 1202-1216.
- (Blogpost) [A Dozen-Plus Ways You Can Foster Educational Equity](#)
- (Blogpost) [How to create a sense of belonging for black students in a majority white academy](#)
- (Podcast) [note: Subscription required] [The Roxanne Gay Agenda: We don't have the same job](#)
- (Podcast) [Teaching for Higher ed: Supporting ADHD Learners](#)
- (Podcast) [Teaching for Higher ed: Serving our hispanic students](#)
- (Podcast) [Teaching for Higher Ed: Teaching and learning with refugees](#)
- (Podcast) [Teaching for Higher ed: Identity, belonging and Hispanic/Latin American Culture](#)
- (Article) Mwangi, C.A.G., Thelamour, B., Ezeofor, I., & Carpenter, A. (2018). "Black Elephant in the Room": Black Students Contextualizing Campus Racial Climate Within US Racial Climate. *Journal of College Student Development* 59(4), 456-474. doi:10.1353/csd.2018.0042.

### Discipline-specific resources

- (Video/Resource) [Active Learning in Introductory Biology](#)
- (Podcast) [Teaching for Higher ed: Filling the equity gap in STEM fields](#)
- (Blog) [Learning Scientists Blog](#)
- (Resource) [Resources for Economists on the Internet](#)
- (Resource) [Justice course from Harvard University](#)
- (Video) [Justice videos on YouTube](#)
- (Resource) [ANTH101: Anthropology for Everyone](#)

## Self-Regulate

*Offer opportunities for students to check in and understand their understanding of the content.*

### Overview from CAST

- (Website) [Promote expectations and beliefs that optimize motivation](#), CAST UDL guidelines
- (Website) [Facilitate personal coping skills and strategies](#), CAST UDL guidelines
- (Website) [Develop self-assessment and reflection](#), CAST UDL guidelines

### Active Learning Strategies

- Assigned Discussion Leader: <https://canvaspost.northwestern.edu/active-learning-activities/#alc02>
- Boardwork Model: <https://canvaspost.northwestern.edu/active-learning-activities/#alc03>
- Bridging Snapshots: <https://canvaspost.northwestern.edu/active-learning-activities/#alc04>
- Chalk Talk: <https://canvaspost.northwestern.edu/active-learning-activities/#alc05>
- Class Backchannel: <https://canvaspost.northwestern.edu/active-learning-activities/#alc07>
- Concept Mapping: <https://canvaspost.northwestern.edu/active-learning-activities/#alc08>
- Divide and Conquer: <https://canvaspost.northwestern.edu/active-learning-activities/#alc10>
- Double Timeline: <https://canvaspost.northwestern.edu/active-learning-activities/#alc11>
- Frayer Model: <https://canvaspost.northwestern.edu/active-learning-activities/#alc12>
- Grab Bag: <https://canvaspost.northwestern.edu/active-learning-activities/#alc14>

- Hierarchies: <https://canvaspost.northwestern.edu/active-learning-activities/#alc17>
- K•W•L: <https://canvaspost.northwestern.edu/active-learning-activities/#alc19>
- Matrices: <https://canvaspost.northwestern.edu/active-learning-activities/#alc20>
- One Minute Paper: <https://canvaspost.northwestern.edu/active-learning-activities/#alc23>
- Peer Lessons: <https://canvaspost.northwestern.edu/active-learning-activities/#alc24>
- Problem-Solution Outline: <https://canvaspost.northwestern.edu/active-learning-activities/#alc25>
- Send a Problem: <https://canvaspost.northwestern.edu/active-learning-activities/#alc26>
- Series of Events Chains: <https://canvaspost.northwestern.edu/active-learning-activities/#alc27>
- Skeletal Notes: <https://canvaspost.northwestern.edu/active-learning-activities/#alc28>
- Summarize and Connect: <https://canvaspost.northwestern.edu/active-learning-activities/#alc31>
- Think Aloud: <https://canvaspost.northwestern.edu/active-learning-activities/#alc32>
- Think-Pair-Share: <https://canvaspost.northwestern.edu/active-learning-activities/#alc33>
- Timeline: <https://canvaspost.northwestern.edu/active-learning-activities/#alc34>
- Turn To a Partner: <https://canvaspost.northwestern.edu/active-learning-activities/#alc35>
- Venn Diagram: <https://canvaspost.northwestern.edu/active-learning-activities/#alc36>

### Skills Spotlight for Students (Veronica Berns)

- How to read a textbook: [Word File](#) | [PDF File](#)
- How to solve problems: [Word File](#) | [PDF File](#)
- How to review notes: [Word File](#) | [PDF File](#)
- How to outline decisions: [Word File](#) | [PDF File](#)
- Active Office Hours: [Word File](#) | [PDF File](#)
- How to Struggle: [Word File](#) | [PDF File](#)
- Group Study: [Word File](#) | [PDF File](#)
- How to Review Exams: [Word File](#) | [PDF File](#)
- How to Find Research: [Word File](#) | [PDF File](#)

### Incorporating Reflection

- (Teaching center website) [Incorporate reflection in course](#), University of Waterloo (note: consider point value)
- (Teaching center website) [Overview of reflection with many resources](#), Purdue University
- (Book) Ash, S.L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1(1), 25-48.
- (Article) Mary Ryan (2013) The pedagogical balancing act: teaching reflection in higher education, *Teaching in Higher Education*, 18:2, 144-155, DOI: [10.1080/13562517.2012.694104](https://doi.org/10.1080/13562517.2012.694104)

### Compassion & Community

- (Blog post) [Compassionate grading policies](#)
- (Video) [Radical pedagogy via No Late Penalties Marquis Bey \(talk at TeachX\)](#) (note: this may have limited / restricted access)
- (Podcast) [Teaching for Higher Ed: Fostering a sense of belonging](#)
- (Podcast) [Tea for Teaching: Student Mental Health](#)
- (Podcast) [Teaching for Higher Ed: Promoting student well-being in learning environments](#)

- (Book) Kohn, A., & Blum, S.D. (2020). *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)*. (First edition. ed.). Morgantown: West Virginia University Press.
- (Teaching Center Resource) [Compassion and Stress Reduction](#), Washington University in St. Louis
- (Article) Harvard Business School: [Reflecting on work improves performance](#).

## Student Mental Health / Trauma-informed teaching

- (Podcast) [Nothing Never Happens: Nurturing Student Agency with Maha Bali](#)
- (Video) [Trauma informed teaching Mays Imad](#)
- (Blog) [Trauma Informed Teaching](#)

## Sustain Effort

### Overview from CAST

- (Webpage) [Heighten salience of goals and objectives](#), CAST UDL guidelines
- (Webpage) [Vary demands and resources to optimize challenge](#), CAST UDL guidelines
- (Webpage) [Foster collaboration and community](#), CAST UDL guidelines
- (Webpage) [Increase mastery-oriented feedback](#), CAST UDL guidelines

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- Bridging Snapshots: <https://canvaspost.northwestern.edu/active-learning-activities/#alc04>
- Class Backchannel: <https://canvaspost.northwestern.edu/active-learning-activities/#alc07>
- Divide and Conquer: <https://canvaspost.northwestern.edu/active-learning-activities/#alc10>
- Gallery Walk: <https://canvaspost.northwestern.edu/active-learning-activities/#alc13>
- Hearing the Subject: <https://canvaspost.northwestern.edu/active-learning-activities/#alc16>
- Jigsaw: <https://canvaspost.northwestern.edu/active-learning-activities/#alc18>
- K•W•L: <https://canvaspost.northwestern.edu/active-learning-activities/#alc19>
- Newsprint Dialogue: <https://canvaspost.northwestern.edu/active-learning-activities/#alc22>
- Peer Lessons: <https://canvaspost.northwestern.edu/active-learning-activities/#alc24>
- Problem-Solution Outline: <https://canvaspost.northwestern.edu/active-learning-activities/#alc25>
- Stations: <https://canvaspost.northwestern.edu/active-learning-activities/#alc29>

### Foster Community

- (Teaching Center Resource) [Belonging and Growth Mindset](#), Washington University in St. Louis
- (Podcast) [Teaching for Higher Ed: fostering a sense of belonging](#)
- (Podcast) [Tea for teaching: Reframing Academic expertise to build community](#)
- (Resource) [Perusall](#): collaborative annotation of documents for students (compatible with Canvas)
- (Resource) [Discord](#): online discussion forum
- (Resource) [Hypothes.is: collaborative annotation of documents for students](#) (compatible with Canvas)
- (Podcast) [Tea for Teaching: Small group discussions](#)
- (Podcast) [Teaching for Higher Ed: Team based learning](#)

- (Podcast) [Teaching for Higher Ed: Peer Mentoring](#)
- (Article) Smith, M. K., Wood, W. B., Krauter, K., & Knight, J. K. (2011). Combining peer discussion with instructor explanation increases student learning from in-class concept questions. *CBE-Life Sciences Education*, 10(1), 55-63.
- (Resource) Burdick, Dakin (2019). [Small Group Discussion Protocols](#)
- (Resource) [Inclusive Teaching Visualization Project](#)
- (Video) Cahill, Ann (2019). [Teaching Discussion Skills: A Metacognitive Approach](#) (YouTube video describing her approach to building metacognitive and critical thinking skills)
- (Blog post) Scott, Rebecca (2020). "[Why I Use Dungeons and Dragons to Teach Ethics.](#)" *Aesthetics for Birds* blog. August 3.
- (Resource) [Reacting to the Past](#), interactive activity / set of case study / simulations for history courses.

## Grading & Assignments

- (Blog post) Allow multiple attempts on assignments, for example with [Specs grading](#)
- (Blog post) [Ungrading: an introduction](#)
- (Resource / video) [Upgrading resource guide](#)
- (Blog post (Series)) [Guide to labor-based grading + resources](#)
- (Blog post) [Scaffold assignments](#) (general)
- (Blog post) [Scaffolding assignments](#) (paper-focused), Johns Hopkins, 'The Innovative Instructor' blog
- (Blog post) [Scaffolding reading assignments](#), Johns Hopkins, 'The Innovative Instructor' blog

## Helping Students succeed

- (Resource) [Academic Integrity Quiz Example](#)
- (Video) [Unwritten Rules for College Success](#)
- (Podcast) [Tea for teaching: Student workload estimator](#)
- (Resource) [Student workload estimator](#)