



RDOC9302 Teaching in Higher Education
Research Doctoral Program
PDOC9302 Teaching in Higher Education
Professional Doctoral Program
New Orleans Baptist Theological Seminary
June 7-10, 2022

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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.

Course Description

Students in this course will develop an undergraduate or graduate course of their own choosing, from the submission of a course rationale and description through the development of the course syllabus and lesson plans. In addition, they will construct a teaching portfolio prepared to present to an institute of higher learning consisting of a personal philosophy of teaching, a curriculum vita, properly written lesson plans, a syllabus for higher theological education, and a video documentation of teaching.

Student Learning Outcomes

By successfully completing this course, you should be prepared to teach effectively in Christian higher education. At the conclusion of the course, you will demonstrate:

1. . . . understanding of best practices regarding teaching and learning experiences.
2. . . . skill in creating the components of a professional teaching portfolio.
3. . . . skill in developing an online teaching environment.

Required Textbooks

- Bain, Ken. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press, 2004. ISBN: 9780674013254. Kindle edition available.
- Fink, Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*, 2nd ed. San Francisco, CA: Jossey-Bass, 2013. ISBN: 9781118124253. Kindle edition available.
- Gabriel, Kathleen. *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education*. Sterling, VA: Stylus Publishing, 2008. ISBN: 9781579222307. Kindle edition available.
- Lawson, Michael. *The Professor's Puzzle: Teaching in Christian Academics*. Nashville, TN: B&H Academic, 2015. ISBN: 9781433684104. Kindle edition available.

Required PDFs (posted on Blackboard)

New Standards of Accreditation

<https://www.ats.edu/uploads/accrediting/documents/policies-and-procedures.pdf#pagemode=bookmarks> (Pages 1-18).

Paradigm Shift

The Discippler's Model (Chapter One)

Created to Learn – Chapter 12

Professional Ethics for Teachers in Theological Schools: Principles Suggested by the Association of Theological Schools

Required On-line Assessments

Explore the following websites and complete the assessments prior to the class session:

- VARK: A Guide to Learning Preferences. <https://vark-learn.com/>
 - Complete the VARK and VARK for Teachers and Trainers.
- Literacy Works: Multiple Intelligences for Adult Literacy and Education. <https://www.literacynet.org/mi/home.html>
 - Review the Introduction, Assessment, and Practice sections.

Highly Recommended

Ford, LeRoy. *Design for Teaching and Training: A Self-Study Guide to Lesson Planning*.

Eugene, OR: Wipf and Stock Publishers, 2002. ISBN: 9781579109912

O'Brien, Judith, Barbara Mills, Margaret Cohen. *The Course Syllabus: A Learning-Centered Approach*, 2nd ed. San Francisco: John Wiley & Sons, 2008. ISBN-13: 978-0470197615. Kindle edition available.

Course Teaching Methodology

You will engage in discussion boards, class discussion, hands-on learning in the ITC, and individual learning assignments. The workshop meets on the main campus.

Course Requirements

All assignments are submitted to Blackboard unless otherwise indicated. Rubrics for assignments are posted on Blackboard.

Pre-Workshop

1. Reading

Read *What the Best College Teachers Do* and *Creating Significant Learning Experiences* for related Discussion Boards, which are one week prior to the workshop. Have all other readings completed by day 1 of the workshop.

2. Pre-Workshop Discussion Boards (10%)

Due: See Course Schedule

Participate in the assigned Discussion Boards prior to the class meeting. These discussions are an essential component of the course.

- May 30 – June 5: *Creating Significant Learning Experiences and What the Best College Teachers Do*

Replying to the Professor's Post: Your comments will be graded on their substance and thoughtfulness, and should reflect appropriate application of emerging knowledge and vocabulary in the topic area. Each posting should add value to the discussion. Adding value to the discussion would include things like an example illustrating your position, posting a website, asking question of your fellow classmates, giving a personal example, bringing in something from the textbook, videos or from some outside reading to support your opinion.

Replying to the Postings of Your Classmates: In each discussion board you will post a response to one other student's response. In your replies to other students you can: 1) Expand on or clarify a point made in the answer. 2) Offer an additional argument to support a position taken in an answer. 3) Suggest ways in which an idea could be more clearly expressed. 4) Identify passages where you think the writer misunderstood a concept or applied it incorrectly. 5) Disagree with a point or position made in a response. Missed discussion boards may not be made up.

The week begins on MONDAY and ends on SUNDAY. Your initial post to the discussion board must be made by WEDNESDAY at 5:00 p.m. CST. Responses to other students' posts must be made by SUNDAY at 11:59 p.m. CST. *This assignment is related to Student Learning Outcome #2.*

Workshop

1. QQTP - Question, Quotations & Talking Points (10%)

Due: June 07

Write a one-page response to each text-*The Professor's Puzzle* and *Teaching Unprepared Students*- including each of the following:

- Question: Note the points at which a question comes to mind as you read. Write a thoughtful question that invites analysis, synthesis, or evaluation of the material, or makes connections between the readings and previous readings.

- **Quotation:** Select a quotation from the text 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 at least *five* detailed talking points, covering several different topics from the reading that demonstrate 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. *This assignment is related to Student Learning Outcome #1.*

2. Proposed Course Name and Rationale

Due: June 07

Submit a name and rationale for a course you propose to develop for the syllabus assignment (see below). This course must be developed for a degree plan in a division for which you are credentialed to teach. Unless given permission, the proposed course must be one that is not taught presently at NOBTS, Leavell College, or taught or taken by you at another institution. The rationale should explain why this course is needed in a course of study. Where will it fit into the overall curriculum? Does it fill a gap? A rationale is NOT a course description. Submit to the Assignment on Blackboard and post to the assigned discussion board. *This assignment is related to Student Learning Outcome #1.*

Post-Workshop

1. Teaching with Technology (10%)

Due: June 13

You are enrolled as an *instructor* in Teaching in Higher Education Practice Shell for the purpose of this assignment. In this course shell you have access to instructor tools.

- Create a graded Discussion Board (include a question) titled with your last name (i.e., Skywalker Discussion Question).
- Create a Content Folder with your last name (i.e., Skywalker). In your folder:
 - Upload a YouTube video
 - Attach a document
 - Post a web-link
 - Create an Assignment with the following elements:
 - Title (i.e., Skywalker Assignment)
 - Graded (points, due date, etc.)
 - An attached document. *This assignment is related to Student Learning Outcome #3.*

2. The Professional Portfolio (70% - see below for components)

The following assignments are components of the Professional Portfolio:

***Syllabus* (25%)**

Due: July 10

Construct a course syllabus following the template of either NOBTS or Leavell College, which are posted on Blackboard under Course Documents. Specific instructions regarding this assignment are posted on Blackboard. Do NOT use a doctoral seminar syllabus as a template. *This assignment is related to Student Learning Outcome #1.*

Lesson Plan (15%)

Due: July 17

Develop a one-hour lesson plan for the course you develop which follows the Lesson Plan Template. *This assignment is related to Student Learning Outcomes #1 and #2.*

Curriculum Vitae (10%)

Due: July 24

Construct a curriculum vitae suitable for submission to an institution of higher learning that reflects your educational experiences and related academic experience. Review the rubric posted on Blackboard prior to developing the CV. *This assignment is related to Student Learning Outcome #1.*

Personal Philosophy of Christian Academic Teaching (10%)

Due: July 31

Write a personal philosophy of Christian academic teaching. The document should be written in first-person, 2-pages, and single-spaced. Include each of the elements in the rubric posted on Blackboard. You may also refer to guidelines found in “A Philosophy of Christian Academic Education” (chapter one) of *The Professor’s Puzzle* and <http://ucat.osu.edu/read/teaching-portfolio/philosophy>. Either APA or Turabian form may be used. *This assignment is related to Student Learning Outcome #1.*

ProDoc Students Only:

Email the assignment to Phyllis Garrett, ProDoc Project Coordinator, at pgarrett@nobts.edu. She will evaluate the document, provide feedback, and email the document back to you. With enough lead time, you can receive feedback before the due date. *This assignment is related to Student Learning Outcome #1.*

Evaluation of Grade

The final grade will be computed as follows:

Discussion Boards	10%
Teaching with Technology	10%
QQTP	10%
Teaching Portfolio	70%
• Syllabus	(25%)
• Lesson Plan	(15%)
• CV	(15%)
• Philosophy	(15%)

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

Course Schedule – Due Dates

Date	Assignments
May 30 – June 5	“Getting to Know You” Discussion Board <i>What the Best College Teachers Do</i> and <i>Creating Significant Learning Experiences</i> Professor-led Discussion Boards
June 7-10	Class Meeting (see Class Meeting Schedule, pg. 6) Course Name and Rational Due Tuesday, June 7
June 13	Teaching with Technology Due in Practice Shell
July 10	Syllabus Due
July 17	Lesson Plan Due
July 24	Curriculum Vitae Due
July 31	Philosophy of Christian Academic Teaching Due

Class Meeting Schedule

*The Class Meeting Schedule is subject to change at the discretion of the professor.

DAY ONE

9:00 – 9:45	<i>Introductions & Course Overview</i>	Peavey/Stone
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Goal: Learners will demonstrate knowledge of class members and course flow.

Recommended Website: <https://teaching.cornell.edu/teaching-resources/designing-your-course/first-day-class#:~:text=In%20addition%20to%20making%20a.and%20goals%20for%20the%20course.>

9:50 – 10:50	<i>Session I: Teaching for Learning in Higher Education</i>	Stone
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Goal: Learners will demonstrate an understanding of the paradigm shift occurring in higher education.

Required Reading: *Paradigm Shift* pdf; *Teaching Unprepared Students*, Chapters 1-2, 6

Recommended Website: <https://cft.vanderbilt.edu/guides-sub-pages/active-learning/>

11:00 – 12:00	<i>Session II: Relationships in Higher Education</i>	Peavey
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Goal: Learners will demonstrate an understanding of the centrality of interpersonal relationships in teaching.

Required Reading: *The Discipler’s Model Handbook* pdf, Chapter One; *The Professor’s Puzzle*, Chapter 9

1:00 – 2:30	<i>Session III (A): The Big Picture – Course Adoption</i>	Stone
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Goal: Learners will demonstrate an understanding of the course adoption process at NOBTS.

Required Reading: ATS, *New Standards of Accreditation*.pdf

Recommended Website: <https://www.ats.edu/uploads/accrediting/documents/policies-and-procedures.pdf#pagemode=bookmarks>

2:45 – 3:15	<i>Session III (B): Course Adoption Groups & Reports</i>	Stone
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3:25 – 4:30	<i>Session IV: Domains and Levels of Learning</i>	Stone
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Goal: Learners will demonstrate an understanding of the domains of learning.

Recommended Website: <https://www.buffalo.edu/ubcei/enhance/designing/learning-outcomes/domains-of-learning.html>

DAY TWO

9:00 – 10:15	Session IV (cont.): <i>Domains and Levels of Learning</i>	Stone
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10:30 – 12:00	Session V: <i>Writing Student Learning Outcomes</i>	Stone
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Goal: Learners will demonstrate understanding of cognitive and behavioral instructional objectives.
Required Reading: *Created to Learn* – “Instructional Taxonomies” (Chapter 12) pdf

1:00 – 2:15	Session VI: <i>Student Learning Outcomes – Practice Session</i>	Peavey
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Goal: Learners will demonstrate skill in writing cognitive and behavioral learning outcomes.

2:30 – 3:45	Session VII: <i>Diversity of Learners</i>	Peavey
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Goal: Learners will demonstrate an understanding of learning styles and the theory of multiple intelligence.
Required Reading: *The Professor’s Puzzle*, Chapter 3; *Teaching Unprepared Students*, Chapter 5
Required Websites: VARK: A Guide to Learning Preferences. <https://vark-learn.com/> Complete the VARK Questionnaire and the VARK for Teachers and Trainers; Literacy Works: Multiple Intelligences for Adult Literacy and Education. <https://www.literacynet.org/mi/home.html> (Review the Introduction, Assessment, and Practice sections).

DAY THREE

9:00 – 10:30	Session VIII: <i>Modalities for Active Learning</i>	Peavey
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Goal: Learners will demonstrate an understanding of the process of selecting and implementing teaching strategies for active learning.

Required Reading: *The Professor’s Puzzle*, Chapter 8

Recommended Website: <https://www.facultyfocus.com/articles/blended-flipped-learning/multimodal-assignments/>

10:45 – 12:00	Session IX: <i>Syllabus Design</i>	Peavey
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Goal: Learners will demonstrate an understanding of the rationale for the component parts of syllabus.

Required Reading: *The Professor’s Puzzle*, Chapter 4, App. A; *Teaching Unprepared Students*, Chapters 3-4, Appendix A

Recommended Website: <https://cft.vanderbilt.edu/guides-sub-pages/syllabus-design/>

1:00 – 2:00	Session IX (cont.): <i>Syllabus Design</i>	Peavey
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2:00 – 3:00	Session X: <i>Lesson Plan</i>	Stone
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Goal: Learners will demonstrate an understanding of the component parts of the lesson plan.

3:15 – 4:30	Session XI: <i>Classroom Management</i>	Stone
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Goal: Learners will demonstrate understanding of areas that require management to nurture learning in the classroom.

Required Reading: *The Professor’s Puzzle*, Chapter 6

DAY FOUR

8:00 – 9:00	Session XII: <i>Ethics of Teaching</i>	Peavey/Stone
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Goal: Learners will demonstrate understanding of the relationship between ethical principles and teaching in Christian higher education.

Required Reading: *Professional Ethics for Teachers in Theological Schools: Principles Suggested by the Association of Theological Schools* pdf; *Teaching Unprepared Students*, Chapter 8

9:15 – 10:15	Session XIII: Assessment of Learning	Peavey
Goal: Learners will demonstrate understanding of the connections between formative and summative assessments.		
Required Reading: <i>Teaching Unprepared Students</i> , Chapter 7		
10:30 – 12:00	Session XIV: Assessment of Teaching	Stone
Goal: Learners will demonstrate understanding of the relationship between the assessment of learning and assessment of teaching.		
Required Reading: <i>The Professor's Puzzle</i> , Appendix B		
1:00 – 3:00	Session XV: Teaching with Technology	Franklin
Goal: Learners will demonstrate skill in developing an online teaching environment in Blackboard Learning.		

Course Policies

Academic Policies: Academic policies relating 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. Depending on your program, you must see either the Associate Dean, Research Doctoral Programs or the Associate Dean, Professional Doctoral Programs, for any exception to this policy.

Academic Honesty Policy: All doctoral, 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. Feedback on graded assignments is provided through the grading rubric located in Blackboard. You 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. You are expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. You are 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 – Teaching in Higher Education in which you will be enrolled as a student and Teaching in Higher Education 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 Assistance

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

1. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
2. ITCSupport@nobts.edu - Email for general technical questions/support requests.
3. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Selected Bibliography

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- Armstrong, Thomas. *7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Penguin Putnam Inc, 1999. ISBN-13: 978-0452281370
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- Davis, Barbara Gross. *Tools for Teaching*. 2nd ed. San Francisco: Jossey-Bass, 2009. ISBN: 9780787965679. Kindle edition available.
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- Greive, Donald, and Patricia Lesko. *A Handbook for Adjunct and Part-Time Faculty and Teachers of Adults*, 7th ed. Ann Arbor, MI: Part-time Press, 2011. ISBN-13: 978-0940017375
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- 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.

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- Poe, Harry Lee. *Christianity in the Academy: Teaching at the Intersection of Faith and Learning*. Grand Rapids, MI: Baker Academic, 2004. ISBN-13: 978-0801027239. Kindle edition available.
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