

# References

---

- Ambrose, Susan, Michael Bridges, Michele DiPietro, Marsha Lovett, and Marie Norman. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco: Jossey-Bass, 2010.
- Anderson, Clifford. "Kathryn Tomasek." Episode 11. *Leading Lines*. Vanderbilt University. Podcast audio, January 16, 2017. <http://leadinglinespod.com/episodes/episode-011-kathryn-tomasek/>.
- Appert, Lucy, Christine Simonian Bean, Amanda Irvin, Amanda Jungels, Suzanna Klaf, and Mark Phillipson. "Guide to Inclusive Teaching." Columbia University Center for Teaching and Learning. 2018. <https://ctl.columbia.edu/resources-and-technology/inclusive-teaching-guide/>.
- Austin, Ann, Henry Campa III, Christine Pfund, Donald Gillian-Daniel, Robert Mathieu, and Judith Stoddart. "Preparing STEM Doctoral Students for Future Faculty Careers." *New Directions in Teaching and Learning* 117 (March 2009): 83–95.
- Baepler, Paul, J. D. Walker, D. Christopher Brooks, Kem Saichaie, and Christina Petersen. *A Guide to Teaching in Active Learning Classrooms: History, Research, and Practice*. Sterling, VA: Stylus, 2016.
- Bali, Maha. "Open on Whose Terms?" *ProfHacker* (blog). *Chronicle of Higher Education*. May 2, 2017. <https://www.chronicle.com/blogs/profhacker/open-on-whose-terms/63986>.
- Barkley, Elizabeth. *Student Engagement Techniques: A Handbook for College Faculty*. San Francisco: Jossey-Bass, 2009.
- Bass, Randall. "Disrupting Ourselves: The Problem of Learning in Higher Education." *EDUCAUSE Review* 47, no. 2 (March 2012).



- Bass, Randall. "The Problem of Learning in a Post-Course Era."  
Presented at the EDUCAUSE Learning Initiative Annual Meeting,  
New Orleans, February 2011.
- Bass, Randall, and Heidi Elmendorf. "Designing for Difficulty:  
Social Pedagogies as a Framework for Course Design." Teagle  
Foundation White Paper. 2012. <https://blogs.commonsgorgetown.edu/bassr/social-pedagogies/>.
- Beatty, Ian, William Leonard, William Gerace, and Robert Dufresne.  
"Question Driven Instruction: Teaching Science (Well) with an  
Audience Response System." In *Audience Response Systems in  
Higher Education: Applications and Uses*, edited by David Banks.  
Hershey, PA: Information Science Publishing, 2006.
- Bransford, John, Ann Brown, and Rodney Cocking. *How People Learn:  
Brain, Mind, Experience, and School*. Washington, DC: National  
Academies Press, 2000.
- Brower, Aaron, and Karen Kurotsuchi Inkelas. "Living-Learning  
Programs: One High-Impact Educational Practice We Know a Lot  
About." *Liberal Education* 96, no. 2 (Spring 2010).
- Bruff, Derek. "Backchannel in Education: Nine Uses." *Agile Learning*  
(blog). January 21, 2010. <http://derekbruff.org/?p=472>.
- Bruff, Derek. "In Defense of Continuous Exposition by the Teacher."  
*Agile Learning* (blog). September 15, 2015. <http://derekbruff.org/?p=3126>.
- Bruff, Derek. "Students as Producers: Collaborating toward Deeper  
Learning." In *Scholarship in the Sandbox: Academic Libraries as  
Laboratories, Forums, and Archives for Student Work*, edited by  
Cindy Pierard, Amy Jackson, and Suzanne Schadl. Chicago:  
Association of College and Research Libraries, 2019.
- Bruff, Derek. *Teaching with Classroom Response Systems: Creating  
Active Learning Environments*. San Francisco: Jossey-Bass, 2009.
- Bruff, Derek. "Timelines, EdTech, and Thin Slices of Student  
Learning." *Agile Learning* (blog). February 10, 2016. <http://derekbruff.org/?p=3171>.
- Calder, Lendol. "Uncoverage: Toward a Signature Pedagogy of the  
History Survey." *Journal of American History* 92, no. 4 (March  
2006): 1358–70.



- Carnes, Mark. *Minds on Fire: How Role-Immersion Games Transform College*. Cambridge, MA: Harvard University Press, 2014.
- Center for the Integration of Research, Teaching, and Learning MOOC. "Margaret Rubega, Ornithology." YouTube. August 31, 2015. <https://www.youtube.com/watch?v=ik0Wa1bWmP4>.
- Cohen, Geoffrey, Claude Steele, and Lee Ross. "The Mentor's Dilemma: Providing Critical Feedback across the Racial Divide." *Personality and Social Psychology Bulletin* 25, no. 1 (October 1999): 1302–18.
- DeRosa, Robin. "My Open Textbook: Pedagogy and Practice." *actualham* (blog). May 18, 2016. <http://robinderosa.net/uncategorized/my-open-textbook-pedagogy-and-practice/>.
- D'Onofrio, Christine. "Linking Lecture to Lab." Teaching Dossier Appendix. Accessed December 7, 2018. <https://blogs.ubc.ca/donofrio/linking-lecture-to-lab/>.
- Dweck, Carol. *Mindset: The New Psychology of Success*. New York: Ballantine Books, 2008.
- Freeman, Scott, Sarah Eddy, Miles McDonough, Michelle Smith, Nnadozie Okoroafor, Hannah Jordt, and Mary Pat Wenderoth. "Active Learning Increases Student Performance in Science, Engineering, and Mathematics." *Proceedings of the National Academy of Science* 111, no. 23 (June 2014): 8410–15.
- Gauthier, Maude, and Kim Sawchuk. "Not Notable Enough: Feminism and Expertise in Wikipedia." *Journal of Communication and Critical/Cultural Studies* 14, no. 4 (2014): 385–402.
- Golden, Amanda. "Mapping Jacob's Room." *Tech Style* (blog). November 12, 2013. <http://techstyle.lmc.gatech.edu/mapping-jacobs-room/>.
- Grajek, Susan. *Higher Education's Top 10 Strategic Technologies for 2017*. Research report. Louisville, CO: EDUCAUSE Center for Analysis and Research, March 2017.
- Howard, Jay. *Discussion in the College Classroom: Getting Your Students Engaged and Participating in Person and Online*. San Francisco: Jossey-Bass, 2015.
- Jaschik, Scott. "A Stand against Wikipedia." *Inside Higher Ed*. January 26, 2007. <http://www.insidehighered.com/news/2007/01/26/wiki>.



- Johnson, Stacey. "Elizabeth Self." Episode 25. *Leading Lines*. Vanderbilt University. Podcast audio, September 18, 2017. <http://leadinglinespod.com/episodes/episode-025-elizabeth-self/>.
- Kahneman, Daniel. *Thinking, Fast and Slow*. New York: Farrar, Straus, and Giroux, 2011.
- Kalir, Remi. "Moderating Entities and Annotation as Meaningful Engagement." *Remi(x)Learning* (blog). May 13, 2017. <https://remikalir.com/projects/moderating-entities-and-annotation-as-meaningful-engagement/>.
- Kaufman, Geoff, and Mary Flanagan. "High-Low Split: Divergent Cognitive Construal Levels Triggered by Digital and Non-Digital Platforms." Paper presented at the Association for Computing Machinery Computer-Human Interaction Conference, San Jose, CA, May 2016.
- Knoll, Abby, Hajime Otani, Reid Skeel, and K. Roger Van Horn. "Learning Style, Judgements of Learning, and Learning of Visual and Verbal Information." *British Journal of Psychology* 108, no. 3 (2017): 544–63.
- Korsnack, Kylie. "Revisiting the Pedagogy Project and Reimagining Revision." *HASTAC Blog* (blog). January 24, 2017. <https://www.hastac.org/blogs/kyliejk/2017/01/24/16-revisiting-pedagogy-project-and-re-imagining-revision>.
- Kuh, George. *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, DC: Association of American Colleges and Universities, 2008.
- Lavin, Matt, and Bridget Draxler. "Social Annotating and Skype: An Experimental Course Exchange." *HASTAC Blog* (blog). February 17, 2014. <https://www.hastac.org/blogs/bridget-draxler/2014/02/17/06-social-annotating-and-skype-experimental-course-exchange>.
- Lee, Yong. "Mapping Character Development across Time with Prezi Meeting." *The Prospect* (blog). September 13, 2011. [blogs.commonsgorgetown.edu/blog/archives/723](https://blogs.commonsgorgetown.edu/blog/archives/723).
- Light, Richard. *Making the Most of College: Students Speak Their Minds*. Cambridge, MA: Harvard University Press, 2001.



- Lomas, Cyprien. "7 Things You Should Know about Social Bookmarking." EDUCAUSE Learning Initiative. May 1, 2005. <https://library.educause.edu/resources/2005/5/7-things-you-should-know-about-social-bookmarking>.
- Lowe, Bryan. "Technological Tools and Methods for Teaching Premodern Japanese Materials." *Vanderbilt Center for Teaching Blog* (blog). November 28, 2017. <https://cft.vanderbilt.edu/2017/11/technological-tools-and-methods-for-teaching-premodern-japanese-materials-bryan-low/>.
- Mayer, Richard. *Multimedia Learning*. 2nd ed. Cambridge: Cambridge University Press, 2009.
- Mazur, Eric. *Peer Instruction: A User's Manual*. Upper Saddle River, NJ: Prentice Hall, 1997.
- Mertler, Craig. "Designing Scoring Rubrics for Your Classroom." *Practical Assessment, Research and Evaluation* 7, no. 25 (December 2001): 1–10.
- Narasimham, Gayathri. "Carwil Bjork-James." Episode 18. *Leading Lines*. Vanderbilt University. Podcast audio, May 1, 2017. <http://leadinglinespod.com/episodes/episode-018-carwil-bjork-james/>.
- Nedomansky, Vashi. "Shooting Ratios of Feature Films." *VashiVisuals* (blog). February 6, 2016. <http://vashivisuals.com/shooting-ratios-of-feature-films/>.
- Nilson, Linda. *Teaching at Its Best: A Research-Based Resource for College Instructors*. 4th ed. San Francisco: Jossey-Bass, 2016.
- Oliver, Kendra, and Richard Coble. "Teaching with Blogs." Vanderbilt Center for Teaching. 2016. <https://cft.vanderbilt.edu/teaching-with-blogs/>.
- Ortega, Ryan, and Cynthia Brame. "The Synthesis Map Is a Multidimensional Educational Tool That Provides Insight into Students' Mental Models and Promotes Students' Synthetic Knowledge Generation." *CBE—Life Sciences Education* 14 (Summer 2015): 1–11.
- Paivio, Allan. *Mind and Its Evolution: A Dual Coding Theoretical Approach*. New York: Lawrence Erlbaum Associates, 2007.
- Parrott, Heather Macpherson, and Elizabeth Cherry. "Using



- Structured Reading Groups to Facilitate Deep Learning.” *Teaching Sociology* 39, no. 4 (September 2011): 354–70.
- Pashler, Harold, Mark McDaniel, Doug Rohrer, and Robert Bjork. “Learning Styles: Concepts and Evidence.” *Psychological Sciences in the Public Interest* 9, no. 3 (December 2008): 105–19.
- Picard, Danielle, and Derek Bruff. “Digital Timelines.” Vanderbilt Center for Teaching. 2016. <https://cft.vanderbilt.edu/guides-sub-pages/digital-timelines/>.
- Reynolds, Garr. *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. 2nd ed. Berkeley, CA: New Riders Press, 2012.
- Riener, Cedar, and Daniel Willingham. “The Myth of Learning Styles.” *Change* 42, no. 5 (September/October 2010): 32–35.
- Roam, Dan. *The Back of the Napkin: Solving Problems and Selling Ideas with Pictures*. Expanded ed. New York: Penguin, 2010.
- Robin, Bernard. “Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom.” *Theory into Practice* 47, no. 3 (2008): 220–28.
- Rogowsky, Beth, Barbara Calhoun, and Paula Tallal. “Matching Learning Style to Instructional Method: Effects on Comprehension.” *Journal of Educational Psychology* 107, no. 1 (2015): 64–78.
- Ryan, Richard, and Edward Deci. “Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being.” *American Psychologist* 55, no. 1 (January 2000): 68–78.
- Sample, Mark. “Tracking Moves on the Classroom Backchannel with Storify.” *ProfHacker* (blog). *Chronicle of Higher Education*. December 1, 2011. <https://www.chronicle.com/blogs/profhacker/tracking-moves-on-the-classroom-backchannel-with-storify/37458>.
- Schneider, Bertrand, Jenelle Wallace, Paulo Blikstein, and Roy Pea. “Preparing for Future Learning with a Tangle User Interface: The Case of Neuroscience.” *IEEE Transactions on Learning Technologies* 6, no. 2 (April–June 2013): 117–29.
- Schwartz, Daniel, and John Bransford. “A Time for Telling.” *Cognition and Instruction* 16, no. 4 (1999): 475–522.



- Sells, Erin. "Mapping Novels with Google Earth." *ProfHacker* (blog). *Chronicle of Higher Education*. April 6, 2011. <https://www.chronicle.com/blogs/profhacker/mapping-novels/32528>.
- Seymour, Elaine, and Nancy Hewitt. *Talking about Learning: Why Undergraduates Leave the Sciences*. Boulder, CO: Westview Press, 1997.
- Shin, Haerin. "Flipping the Flipped Classroom: The Beauty of Spontaneous and Instantaneous Close Reading." *National Teaching and Learning Forum* 24, no. 4 (May 2015): 1–4.
- Shulman, Lee. "Teaching as Community Property: Putting an End to Pedagogical Solitude." *Change* 25, no. 6 (November 1993): 6–7.
- Smith, Kim. "The Twitter Experiment: Twitter in the Classroom." YouTube. May 2, 2009. <https://www.youtube.com/watch?v=6WPVWDkF7U8>.
- Soneral, Paula, and Sara Wyse. "A SCALE-UP Mock-up: Comparison of Student Learning Gains in High-Tech and Low-Tech Active Learning Environments." *CBE—Life Sciences Education* 16, no. 1 (Spring 2017).
- Steele, Claude. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. New York: Norton, 2010.
- Steinkuehler, Constance, and Sean Duncan. "Scientific Habits of Mind in Virtual Worlds." *Journal of Science Education and Technology* 17, no. 6 (December 2008): 530–43.
- Talbert, Robert. *Flipped Learning: A Guide for Higher Education Faculty*. Sterling, VA: Stylus, 2017.
- Tatter, Grace. "Teacher Training Programs Strive to Bridge Culture, Racial Gaps in the Classroom." *Chalkbeat*, July 15, 2015. <https://www.chalkbeat.org/posts/tn/2015/07/22/tennessee-teacher-training-programs-strive-to-bridge-culture-racial-gaps-in-the-classroom/>.
- Tomasek, Kathryn, Scott Hamlin, Zephorene Stickney, and Megan Wheaton-Book. "Discipline-Specific Learning and Collaboration in the Wheaton College Digital History Project." *Academic Commons*. August 25, 2015. <http://www.academiccommons.org/2014/08/25/discipline-specific-learning-and-collaboration-in-the-wheaton-college-digital-history-project/>.



- Tufte, Edward. *The Visual Display of Quantitative Information*. 2nd ed. Cheshire, CT: Graphics Press, 2001.
- Walvoord, Barbara, and Virginia Johnson Anderson. *Effective Grading: A Tool for Learning and Assessment in College*. 2nd ed. San Francisco: Jossey-Bass, 2009.
- Whiteside, Aimee, D. Christopher Brooks, and J. Walker. "Making the Case for Space: Three Years of Empirical Research on Learning Environments." *EDUCAUSE Quarterly* 33 (September 2010).
- Wieman, Carl. "Large-Scale Comparison of Science Teaching Methods Sends Clear Message." *Proceedings of the National Academy of Science* 111, no. 23 (June 2014), 8319–20.
- Wiggins, Grant, and Jay McTighe. *Understanding by Design*. 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development, 2005.
- Willmott, Chris. "Teaching Bioethics via the Production of Student-Generated Videos." *Journal of Biological Education* 49, no. 2 (2014): 127–38.
- Wright, Leigh. "Tweet Me a Story." In *Web Writing: How and Why for Liberal Arts Teaching and Learning*, edited by Jack Dougherty and Tennyson O'Donnell. Ann Arbor: University of Michigan Press, 2014.
- Young, Jeff. "Actually Going to Class, for a Specific Course? How 20th-Century." *Chronicle of Higher Education*. February 27, 2011. <https://www.chronicle.com/article/Actually-Going-to-Class-How/126519>.