The following is a highly selective list of titles that cover a range of topics related to teaching and learning, intended to provide a starting point for anyone wanting to delve into the literature.


*The revision of Bloom’s classic work, it offers a two-dimensional framework for designing and assessing learning objectives.*


*Widely considered the bible for formative assessment strategies; if you’ve heard of the one-minute paper, you already know one classroom assessment technique from the book.*


*This ground-breaking, longitudinal study highlights what colleges and universities should be doing to develop learners’ social and intellectual development (including critical thinking).*


*Good introduction to the instructional design process; each chapter provides a summary of theories and practices.*


*A thoughtful, engaging, and challenging examination of the gap between the hype and the reality of the information age; highly relevant for developing effective communities of practice.*


*Considered one of the best textbooks on educational research; covers both qualitative and quantitative methods – a must for librarians engaging in evidence-based teaching.*


*For anyone involved in information literacy programming; provides both theory and practical applications, with an emphasis on the practical.*


*Kuhlthau’s research is considered among the most important on information seeking, from her model of the information search process to her zones of intervention.*


*Presents some of the leading research on principles of multimedia learning – how people learn best through the combination words (text and audio) and images (still and video).*

While some of Prensky’s claims have yet to be substantiated, he provides a good theoretical overview of principles of game design and their relationship to instructional design principles.


Provides step-by-step details to using time-honored techniques such as group discussion, role playing, small group tasks, and lecturing; of note is the chapter on “asking beautiful questions.”


This book is full of engaging stories from Vella’s work with adult learners around the world; her 12 principles of dialogue education can be used with any type of adult learner, anywhere.


A practical, comprehensive work focusing on what, how, where, and under which conditions students learn.


An important work for anyone seeking to understand and harness the social context of learning and identity in organizations.

### BOPPPS Model

**1. Bridge-In**

- Arouses curiosity – prepares learners for learning by directing their focus
- Can serve as transition between one subject and another
- Can be an anecdote, provocative question, prop, activity, quiz, relevant joke, visual clue (e.g., video clip or slide)
- Relevant theories: motivation, attention

**2. (Learning) Objectives**

- Describes what learner is expected to learn
- Important to recognize the “level” and “domain” of learning – cognitive (thinking); affective (attitudinal, emotional); psychomotor (physical)
- If you don’t have a goal, how will you know when you have arrived?

**3. Pre-assessment**

- Reveals prior learning and current abilities
- Engages learners’ expertise and identifies learners who can be resources
- Enables instructor to make learning relevant and prepares learners for new learning
- May include individual or group activities, such as brainstorming

**4. Participatory Learning**

- Learners engage in their own learning
- Often includes learner-learner &/or instructor-learner interaction
- Learning activities are chosen to maximize and integrate learning
- Relevant theories: active learning, adult learning, peer learning, experiential learning, situated learning

**5. Post-assessment**

- Identifies what has been learned – was the learning outcome achieved?
- Can be formal or informal
- Should be aligned with and appropriate to the learning objective(s)
- Should be authentic

**6. Summary**

- Wraps up the session – helps learners reflect on, integrate and transfer learning
- Creates a sense of closure and completion
- May include content review, recap, group process, feedback, acknowledgment, application, round robin, revisiting learning outcomes