

Teaching strategies and learning styles		Small green sticker		
Year	TITLE	Author/s	CALL NO.	Annotation
2003	<i>Quick guide to the four temperaments and creativity: a psychological understanding of innovation</i>	Segal, Marci	CT 152.6 SEG	" ... ideas to help individuals and groups be more creative." "Packed with easy-to-implement tools and information that can be immediately used to enhance creative ability."
1996	<i>A teacher's guide to cognitive type theory &amp; learning style</i>	Mamchur, Carolyn	CT 370.152 MAM	In Part 1, Mamchur introduces the theory of psychological type preferences developed by Carl Jung & discusses the importance of the Myers-Briggs Type Indicator. She looks at the eight preferences in the context of teaching and learning. Part 2 looks more closely at issues arising from the study and use of type theory, including the dangers of labelling.
2000	<i>Multiple intelligences in the classroom, 2nd ed</i>	Armstrong, Thomas	CT 370.1523 ARM	Gardner's original studies suggested that the human mind is composed of seven intelligences –linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal and intrapersonal. This new edition includes an eighth intelligence (the naturalist), & a chapter on a possible ninth intelligence (the existential), plus information and resources to help educators apply MI theory to all aspects of teaching and learning.
1998	<i>Powerful learning</i>	Brandt, Ron	CT 370.1523 BRAN	This book describes conditions that promote learning in school, providing illustrative examples of real schools The conditions are: (1) people learn what is personally meaningful to them, (2) people learn when they accept challenging but achievable goals, (3) learning is developmental, (4) individuals learn differently, (5) people construct new knowledge by building on their current knowledge, (6) much learning occurs through social interaction, (7) people need feedback to learn, (8) successful learning involves use of strategies (which themselves are learned), (9) a positive emotional climate strengthens learning, and (10) learning is influenced by the total environment. This book also discusses desirable approaches by schools to achieve powerful learning.
2002	<i>Schooling for life : reclaiming the essence of learning</i>	Brooks, Jacqueline Grennon	CT 370.1523 BROO	"Too many students experience school as a place to put in time ... and view their lives within school walls as distinctly different from their lives at home and in the community ... This book is a rallying cry to our true educational mission."
2014	<i>Visible learning and the science of how we learn</i>	Hattie, John & Yates, Gregory <b>11 copies</b>	CT 370.1523 HATT	" ... explains the major principles and strategies of learning, outlining why it can be so hard sometimes, and yet easy on other occasions ... features extensive interactive resources ... draws upon the latest

				international research into how the learning process works and how to maximise impact on students...
2004	<i>Student successes with thinking maps : school-based research, results, and models for achievement using visual tools</i>	Hyerle, David ed.	CT 370.1523 HYE	"...illustrates how students have systematically and deliberately taken charge of their own learning via the transformational power of Thinking Maps. Following a presentation of the "what, why and how" of Thinking Maps, the reader is treated to a panoramic view of schools that have successfully used this unique tool kit to bridge the gap between research and practice." [Foreword]
2005	<i>Teaching with the brain in mind</i> , 2nd ed., rev. and updated	Jensen, Eric	CT 370.1523 JEN	"in easy to understand, engaging language, Jensen provides a basic orientation to the brain and its various systems and explains how they affect learning. .. [he] goes on to explore topics such as motivation, critical thinking skills, environmental factors, the 'social brain', emotions and memory."
2000	<i>Learning smarter, the new science of teaching</i>	Jensen, Eric	CT 370.1523 JEN	Chapters on Enhancing cognition, Environments for learning smarter, Achievement and test performance, The musical, visual and performing arts, Memory solutions, The mind/body connection, Smart nutrition, Enrichment, The early years, The fragile brain. Each short article includes Action Steps and references. Research made accessible and easy to implement.
2001	<i>Success for all : selecting appropriate learning strategies</i>	Kiddey, Pat & Waring, Felicity (developers)	CT 370.1523 KID	" ... intended as a practical resource ... for teachers striving to cater for the learning needs of adolescent students. " These strategies will help to cater for the diversity of needs and abilities in the typical classroom.
1997	<i>Dimensions of learning : teacher's manual</i> , 2nd ed.	Marzano, Robert J. & Pickering, Debra J.	CT 370.1523 MAR	Attitudes and perceptions / Acquire and integrate knowledge/ Extend and refine knowledge / Use knowledge meaningfully/ Habits of mind / Putting it all together. " ... a powerful tool to ensure that <i>learning</i> is the focus of what we do as educators."
1999	<i>4MAT in action</i> , 4th ed.	Morris, Susan & McCarthy, Bernice	CT 370.1523 MOR	"4MAT is an open-ended teaching method that provides an instructional framework for meeting the diverse needs of all learners." Practical lesson and unit activities at all levels, contributed by teachers.
2003	<i>Designing brain-compatible learning</i> , 2nd ed.	Parry, Terence.	CT 370.1523 PARR	" ... contains the best of what we know about how the brain learns with the best of what we know about leaning..." A readable and teacher-friendly text.
2000	<i>Teaching for successful intelligence : to increase student learning and achievement</i>	Sternberg, Robert J. & Grigorenko Elena L.	CT 370.1523 STE	What is successful intelligence? / Examining the theory of successful intelligence / Successful intelligence in life and in school / Teaching for analytical thinking / Teaching for creative thinking / Teaching for practical thinking / Framing triarchic instruction and assessment units / Putting it all together: a comprehensive illustration of lessons for teaching for successful intelligence.

2007	<i>Brain-friendly strategies for the inclusion classroom</i>	Willis, Judy	CT 370.1523 WILL	Success for all students in inclusion classes -- Looking into multiple intelligence brains -- Teaching students with attention disorders -- Enriching the inclusive learning environment -- Review and test preparation strategies for diverse learners -- What the future holds -- Sample lesson plans for inclusion class activities.
2005	<i>Designing a thinking curriculum, rev. ed.</i>	Wilks, Susan ed.	CT 370.1524 DES	"... respond to the challenge of disengagement in the middle years of schooling by providing teachers and administrators with ideas for the implementation of a thinking curriculum in their schools."
2002	<i>Mentoring guidebook : Level 2, exploring teaching strategies, 2nd ed.</i>	Burke, Kay.	CT 371.102 BURK	"Offers teaching strategies related to brain-compatible learning, integrated lesson design, thematic units and cooperative learning; assessment practices for assessment for authentic learning, including teacher-made tests and student portfolios; guidelines for working with paraprofessionals and parents; tools for reflecting on ones teaching and setting professional goals."
2001	<i>Strategies for teachers: teaching content and thinking skills, 4th ed.</i>	Eggen, Paul D. & Kauchak, Donald P.	CT 371.102 EGG	1. Cognitive Learning and Models of Teaching. -- 2. Essential Teaching Skills and the Teaching of Thinking. -- 3. Social Interaction Models. -- 4. The Inductive Model: A Constructivist View of Learning -- 5. The Concept-Attainment Model -- 6. The Integrative Model: Teaching Organized Bodies of Knowledge. -- 7. Problem-Based Learning Models - - 8. The Direct-Instruction Model -- 9. The Lecture-Discussion Model -- 10. Adapting Instruction to Improve Effectiveness.
2014	<i>Questioning Sequences in the Classroom</i>	Marzano, R. J. & Simms, Julia A. <b>10 copies</b>	CT 371.102 MARZ	"This book walks teachers step by step through the challenging process of building understanding through classroom talk..." " ... encourages teachers to ask targeted specific questions to help students successfully meet learning goals." [ back cover.]
2005	<i>10 best teaching practices: how brain research, learning styles, and standards define teaching competencies, 2nd ed</i>	Tileston, Donna Walker	CT 371.102 TILE	Creating an environment that facilitates learning -- Differentiating with a variety of teaching strategies that address different learning styles -- Strategies that help students make connections from prior learning and experiences to new learning and across disciplines -- Teaching for long-term memory is a primary goal -- Constructing knowledge through higher-level thinking skills -- Collaborative learning is an integral part of the classroom -- Bridging the gap between all learners, regardless of race, socioeconomic status, sex, or creed -- Evaluating learning through a variety of authentic assessments -- In-depth understanding that leads to real-world practices -- Seamless integration of technology for high-quality instruction -- Putting it all together.
2006	<i>Integrating differentiated instruction &amp;</i>	Tomlinson, Carol Ann	CT 371.102	A book that combines the two approaches of Understanding by Design

	<i>understanding by design : connecting content and kids</i>	& McTighe, Jay	TOML	and Differentiated Instruction. "Each model strengthens the other ... to craft lesson plans that will teach essential knowledge and skills to the full spectrum of learners." "
2012	<i>More than a SMART goal: staying focused on student learning</i>	Conzemius, Anne E. Morganti-Fisher, Terry	CT 371.207CONZ	" ... discusses how to set a data-informed high-priority SMART (Strategic and specific, Measurable, Attainable, Results-oriented and Time-bound) goal ... and shows the reader how to properly use the SMART goal process to effect successful change."
2004	<i>How to differentiate instruction in mixed-ability classrooms, 2nd ed.</i>	Tomlinson, Carol A.	CT 371.252 TOML	The title says it all, really!
1999	<i>Managing learning for achievement : strategies for raising achievement through effective learning</i>	Bowring-Carr, C. & West-Burnham, John	CT 371.3 MAN	" ... offers unique insights into successful practice in schools; access to proven strategies; authoritative guidance on current learning theories; advice on complementing changes in classroom practice; practical and specific techniques."
2007	<i>What's your style? : learning styles with the brain in mind (Book and CD-ROM)</i>	Joseph, John	CT 371.30281 JOSE	" ... examines what learning styles are and explains how to construct learning episodes that utilise the styles of every student in your class." <i>(Book and CD-ROM)</i>
2012	<i>Visible learning for teachers : maximizing impact on learning</i>	Hattie, John	CT 371.335 HATT	In 2008, John Hattie's book <i>Visible Learning</i> synthesised the results of more than 15 years research and represented the biggest ever collection of evidence-based research into what actually works in schools to improve learning. This book takes the next step and brings those ground breaking concepts to a completely new audience. Written for students, pre-service and in-service teachers, it explains how to apply the principles of Visible Learning to any classroom anywhere in the world.
2007	<i>Summarization in any subject : 50 techniques to improve student learning</i>	Wormeli, Rick	CT 371.39 WOR	Summarization is an essential tool for any learner. This book contains " ... a classroom-tested collection of written, spoken, artistic and kinesthetic summarization techniques for both individual assignments and group activities across the content areas... Wormeli also clarifies the process of teaching students how to summarize and includes a special section on the key skill of paraphrasing. The book concludes with an assortment of original text excerpts and activity prompts..."
2011	<i>Literacy &amp; learning in the content areas, 3rd ed.</i>	Kane, Sharon Smith.	CT 372.476 KANE	Introduction -- Chapter 1 Reading, Literacy, and Teaching in the Content -- Chapter 2 Affective and Social Aspects of Content Area Learning and Literacy -- Chapter 3 The Role of Texts in Content Area - - Chapter 4 The Role of Knowledge in Comprehension -- Chapter 5 Metacognition and Critical Thinking -- Chapter 6 Vocabulary Development and Language Study -- Chapter 7 Writing in The Content Areas -- Chapter 8 Speaking and Listening -- Chapter 9 Multiliteracies:

				Visual, Media, and Digital -- Chapter 10 Assessment of Content Area
2011	<i>The understanding by design guide to creating high-quality units</i>	Wiggins, Grant & McTighe, Jay	CT 375.001 WIGG	" ... offers instructional modules on the basic concepts and elements of Understanding by Design (UbD) .. intended for K-16 educators. " Accompanied by downloadable resources and templates
2005	<i>Understanding by Design, expanded 2<sup>nd</sup> ed.</i>	Wiggins, Grant & McTighe, Jay	CT 375.001 WIGG	Teachers in special and regular teacher education are becoming more aware of the complex and varied challenges that emerging teachers face as they enter the diverse modern classroom. This book focuses on student diversity in the classroom and how teachers can work with this diversity to maximise the educational outcomes of their students.
2007	<i>Maximising learning outcomes in diverse classrooms</i>	Dempsey, Ian	CT 377.102 DEMP	Teachers in special and regular teacher education are becoming more aware of the complex and varied challenges that emerging teachers face as they enter the diverse modern classroom. This book focuses on student diversity in the classroom and how teachers can work with this diversity to maximise the educational outcomes of their students.