

Annotated bibliography on Learning

- *Ambrose, S. A. (2010). *How learning works : Seven research-based principles for smart teaching* (1st ed.). San Francisco, CA: Jossey-Bass.

From the Inside Flap: Any conversation about effective teaching must begin with a consideration of how students learn. However, instructors may find a gap between resources that focus on the technical research on learning and those that provide practical classroom strategies. *How Learning Works* provides the bridge for such a gap. In this volume, the authors introduce seven general principles of learning, distilled from the research literature as well as from twenty-seven years of experience working one-on-one with college faculty.

Link to the Eberly teaching Center/Principles of teaching and learning:
<http://www.cmu.edu/teaching/principles/index.html>

- *Anderson, T., & ebrary, I. (2008). *The theory and practice of online learning*. Edmonton: AU Press.

This books provides a summary and an overview of the theory and practice of online learning.

URL: <http://site.ebrary.com/lib/ubc/docDetail.action?docID=10290419>

- *Dabbagh, N., & Bannan-Ritland, B. (2005). *Online learning: Concepts, strategies, and application*. Upper Saddle River N.J: Pearson/Merrill/Prentice Hall.

This book provides the basics for becoming a knowledgeable educator in the 21st century: understanding the foundations of learning and technology; planning technology/media-supported learning experiences, integrating technology and media meaningfully into the curriculum, and ensuring the success of technology/media-supported lessons.

*Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, Calif: Jossey-Bass.

Fink provides several conceptual and procedural tools that will be invaluable for all teachers when designing instruction. He takes important existing ideas in the literature on college teaching (active learning, educative assessment), adds some new ideas (a taxonomy of significant learning, the concept of a teaching strategy), and shows how to systematically combine these in a way that results in powerful learning experiences for students.

*Goodyear, P., & ebrary, I. (2004). *Advances in research on networked learning*. Boston: Kluwer Academic Publishers.

The papers in this collection represent a major contribution to our collective sense of recent progress in research on networked learning.

URL: <http://site.ebrary.com/lib/ubc/docDetail.action?docID=10140726>

*Schunk, D. H. (2012). *Learning theories: An educational perspective*. Boston: Pearson.

Written to inform students of the main principles, concepts, and research findings of key theories of learning—especially as they relate to education—and to provide applications of principles and concepts in settings where teaching and learning occur, this revised text blends theory, research, and applications throughout, providing its readers with a coherent and unified perspective on learning in educational settings.

*Shell, D. F., Brooks, D. W., Trainin, G., Wilson, K. M., Kauffman, D. F., & Herr, L. M. (2010). *The unified learning model*. Dordrecht: Springer Netherlands.

URL: <http://www.springerlink.com/content/wj8q16/>

This cutting-edge synthesis of ideas and concepts from the cognitive, motivation, and neurobiological sciences sets out a unique theory of learning that should be of interest to everyone from education practitioners to neuroscientists. The authors base their Unified Learning Model (ULM) on three core principles. Firstly, that learning requires working memory allocation (attention). Second, that working memory's capacity for allocation is affected by prior knowledge. And finally, that working memory allocation is directed by motivation.