

**Annotated Bibliography:
Thinking about Pedagogy as Medievalists,
By Leah Shopkow**

- Bain, Robert. “Rounding up Unusual Suspects: Facing the Authority Hidden in the Classroom,” *Teacher’s College Record* 108:10 (October 2006): 2080-2114. Bain discusses both the ways the teacher’s authority and that of the textbook or readings can get in the way of student *understanding but also the way the rituals of the classroom can get in the way of learning as well.*
- Bass, Randy. “The Scholarship of Teaching: What’s the Problem?” *Inventio: Creative Thinking about Learning and Teaching* 1: 1 (February 1999): 1-10. Bass was a very early proponent of what is now called the Scholarship of Teaching and Learning (SoTL), and arguing that we need to bring to teaching all the scholarly acumen and intellectual rigor with which we do our “scholarship of discovery.”
- Bruner, Jerome. “Folk Pedagogies.” In *Learners and Pedagogy*, edited by Jenny Leach and Bob Moon, 5-20. London: Paul Chapman and the Open University, 1999. The title speaks for itself here.
- Darby, Flower and Lang, James. *Small Teaching Online: Applying Learning Science to Online Classes*. San Francisco: Jossey-Bass, 2019. Flower Darby is an Assistant Dean of Online and Innovative Pedagogies at Northern Arizona and there are a number of YouTube videos about online teaching specifically; James Lang is the Director of the Teaching Excellence Center at Assumption College and a Professor of English.
- Graff, Gerald. *Clueless in Academe: How Schooling Obscures the Life of the Mind*. New Haven: Yale University Press, 2004. Graff here (and in *They Say, I Say*) discusses the disconnect between what students think is going on and what faculty think they are doing by failing to render transparent typical academic moves of the disciplines.
- Ko, Susan and Rossen, Steve. *Teaching Online: A Practical Guide*. 3rd ed. Routledge, 2010.
- Lave, Jean and Wenger, Etienne. *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press, 1991. Lave and Wenger’s work explores how people (in their case apprentice tailors) learned by engaging in important, but elementary work from the start and argues for the importance of situating learning in an authentic context.
- Meyer, Jan H. F. and Land, Ray, eds. *Overcoming Barriers to Student Understanding: Threshold Concepts and Troublesome Knowledge*. London: Routledge, 2006. Meyer and Land posit threshold concepts as being central to disciplines, where student failure to master them prevents student progress. Once the “threshold” is negotiated, however, the concepts are generative and transformative.
- Middendorf, Joan and Shopkow, Leah. *Overcoming Student Learning Bottlenecks: Decoding the Critical Thinking of Your Discipline*. Sterling, VA: Stylus, 2018. This approach grows out of the Decoding the Disciplines methodology developed by Joan Middendorf and David Pace and provides templates for identifying and working through student learning bottlenecks.

- [National Institute for Learning Outcomes Assessment \(NILOA\)](#). , accessed July 8, 2020. They also are compiling a document on making the moves to online learning. NILOA has been engaged in an ongoing process of exploring assessments (evaluated assignments and activities) that clarify what students are actually learning. When you're thinking about assignments, this would be one place to look.
- Perkins, David. "Theories of Difficulty." In *Student Learning and University Teaching*, edited by Noel Entwistle and Paul Tomlinson, 31-48. Leicester: British Psychological Society, 2007. Theories of difficulty (explanations of why students get stuck) are very useful for thinking about student work. In his book (*Making Learning Whole: How Seven Principles of Teaching Can Transform Education*. San Francisco: Jossey-Bass, 2010) Perkins discusses the need to have students "play the whole game" (albeit, often a junior version of the game).
- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 9th ed. New York: Bedford/St. Martins, 2017. A very popular methods textbook by a medievalist for general use.
- [The Teaching Professor Website](#). The Teaching Professor runs a conference on teaching in higher education and publishes a newsletter.
- Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998. The backward design bible.

Reccomended Citation:

Shopkow, Leah. "Annotated Bibliography: Thinking about Pedagogy as Medievalists,"
[Middle Ages for Educators](#), [date accessed].