Educational Pedagogy And Practical Guides

Bean, John C.

The Center for Learning and Teaching Excellence at Arizona State University actively promotes the use of this volume for instructors who seek inspiration in engaging students beyond the traditional lecture forum. Bean provides both a theoretical discussion for why certain strategies are useful in the classroom as well as step-by-step techniques for implementation. This volume promotes learning and critical thinking through various stages of reading, writing and review.

Galvan, Jose L.

This is a guide for students on how to accomplish library research using primary academic sources. This is a useful supplementary resource for many advanced Anthropology courses which often fulfill a general requirement as a writing and research course. The author promotes this book as being unique compared to other textbooks because it is focused upon writing reviews of original social science research and that it provides systematic instruction in the writing process. The process begins with the selection of an appropriate topic, how to find resources, effective analysis of literature, writing and rewriting of the paper. There are a number of examples and exercises in the book for student reference. This might be used by an instructor throughout the semester as a method for training students to write effectively while learning course content.

Lester, James D, and James D. Lester, Jr.

A mechanical guide for how to get started on finding sources, organization of ideas, drafting a paper, proofing and citing a paper appropriately. This is a basic resource to assign students for a writing course. This version explicitly deals with the challenges of internet research as well as library searches. Primarily used as an additional resource for students assigned to write a research paper. Combined with some of the group writing practice outlined in the Bean book, this could be a very useful writing guide for students in any discipline.
McGlynn, Angela Provitera
2001 *Successful Beginnings for College Teaching, Engaging your students from the first day.* Atwood Publishing, Madison.

Planning an effective and comfortable environment for your students facilitates the ease with which learning can take place. Many of the tips here integrate interactive learning strategies but with the express purpose for building rapid and effective communication between the student and the instructor. Several “getting to know you” games are presented, but the more helpful comments surround issues of transparency of assignments and establishing expectations for student academic integrity. A nice section of the book outlines some strategies for the instructor to maintain control of the lesson within a setting of interactive learning.

McKeachie, Wilbert J.

This handy guide provides a brief but effective refresher for various strategies in classroom instruction. The book begins with planning and preparation of the course content. Many of the strategies include techniques for effective lecturing, interactive learning and methods for increasing student motivation. This is a practical guide that discusses the day to day problems that instructors face with regard to plagiarism, fairness and diversity, and how to assess student feedback. Similar in philosophy to the Bean volume, this guide differs in its focus upon specific exercises and techniques but more general ideas about education.

Axelrod, Rise B. and Charles R. Cooper

This is another mechanical guide for reading and writing for the student. This volume features a different section for various kinds of papers, including autobiography, observation, reflection, explaining concepts, evaluation, speculating on causes or effects, proposal, position paper, and strategies for conducting research. If I were to use this volume, I would focus only on two or three sections pertinent to Anthropological paper writing. This would be a side reference. I have not used this volume, but would consider reviewing for students during paper time.
Online Educational Resources

Cunningham, Craig A. and Marty Billingsley

This is one of my favorite resources for discussion about the practical integration of web technology into classroom learning. Basic web-development mechanics are situated into a broader discussion of effective teaching strategies. Compared to other online course manuals, this discussion provides emphasis on Design and Layout, organization of material, and issues to consider when constructing Multimedia and providing interactivity into the web course. Included is an important chapter on Copyright issues and the classroom, a subject that I have found receives little attention in most course materials. We have faculty and staff here at ASU who are well-versed in the issues of Copyright law, and have indicated that this is an area where the technology has advanced more quickly that the legal process (i.e. Jeremy Rowe) and will become a more pressing issue for educators over the next several years.

Horton, Sarah

This book provides information on planning and developing web friendly course content. Horton makes the important point that not every course warrants a web component, and that proper planning for course content is just as important as traditional course development. The web site is a tool for education that will need constant assessment and revision the same as a face-face course. This manual provides basic definitions of various components of web technology (the text editor, proper use of graphics, meta-data structure of course content, etc.). I enjoy her fluid and engaging writing style and her positive outlook that web-based technology can be used both inside and outside of the classroom. She is also of the opinion that when implemented appropriately, web materials can replace slide and power point presentation. This may be a bit of a dated issue now that ppt can be posted to the web.

Barrett, Edward, Deborah A. Levinson, and Suzana Lisanti

This is a formal approach to web-development. However, it is a useful resource – as it is intended to be a course textbook for learning website design. This book provides some very mechanical and theoretical discussions of group project development and the necessary (and often forgotten) component of web-site assessment. Granted, educators may be using the classroom as the focus group for effectiveness of the web-course material, but one advantage of web technology is the immediacy of improvements and corrections of material to the website.
Allen, I. Elaine, and Jeff Seaman  

This is the second annual report about online education in United States higher education programs. This study indicates that online education is continuing to grow and that it has not neared the maximum extent of application in this country. Schools continue to believe that an online education is just as valid and of similar quality to classroom education. Online education continues to be focused in public education rather than private schools. Associates schools (such as community colleges) have the highest proportion of online enrolled students, followed by graduate degrees. This is a useful study for identifying the general trends in online education. I am familiar with the first study by this organization and found it to be a useful resource. I would continue to monitor this study over the next few years. This would also be a useful case study in an methodology course that is dependent upon survey data.
Teaching Anthropology

Kottak, Conrad Phillip, Jane White, Richard H. Furlow, and Patricia Rice (Editors)

This edited American Anthropological Association (AAA) volume compiles almost fifty essays by many well-known and well-seasoned professorial Anthropologists. This is the first volume of its kind since the 1963 publication of The Teaching of Anthropology. There are six major topical sections including: Teaching the Introductory Course, Teaching about Cultural Diversity, Teaching Linguistic Anthropology, Teaching Paleoanthropology, Teaching Applied Anthropology, and Teaching Anthropology to Precollege Teachers and Students. Essays particular to archaeology are presented within the paleoanthropology section, which seems misplaced. However, Anthropology is an integrative discipline and the essays found within each section would be useful for presenting any discipline topic from race and diversity to general cultural topics.

Pyburn, Anne (Project Director)

This online resource provides a series of modules and lectures developed by practicing instructors and professors in archaeology. Over 30 archaeologists consult in order to follow a series of curriculum practices developed by a task force of the national association of archaeologists in the Society for American Archaeology. This is an increasing list of modules ranging from introductory courses to very specialized archaeology courses for advanced students. These resources integrate popular texts, lecture notes and online media resources. These are complete modules available to other instructors in archaeology to use and modify in their own course development. Because of the notable names of individuals involved and the increasing relevance of the topics covered, this site is certain to become an essential tool for ever person planning to teach archaeology at the college level.

Rice, Patricia C. and David W. McCurdy, Editors

Thirty-eight different interactive classroom activities for teaching Anthropology at the introductory level. Includes various subfields in the discipline. Some activities are far too basic and other far more involved than would be used in a large 100+ students. However, it is a useful source for ideas that can be applied for various Anthropological themes. Issues include race, gender, diversity, archaeological methodology, etc.
Goodenough, Ward H.  

This summary paper is a reflection of Anthropology as a discipline from its earliest beginnings of the 20th Century. The focus is upon the major themes of research in each of the Anthropological subdisciplines of Physical Anthropology, Archaeology, Cultural and Linguistic Anthropology. One of the difficulties in teaching Anthropology at the introductory level is to give meaning to the study of the discipline. This review article helps to shape this discussion methodologically and thematically. As Goodenough states, “anthropology’s primary concern has been to explore where and how humankind fits into the natural order,” (424). This discussion is quite useful as an introduction, but falls short on predicting the future of the discipline other than to give nod to the interdisciplinary direction of our studies.

Nader, Laura  

A reasoned response to Goodenough’s article (above). Nader believes that the author was too programmatic in his discussion of the history and development of the discipline and that intellectual contentiousness through the decades was an important component to the emerging social science. These disjunctures in ideas (both within the discipline and between the discipline and the outside world) opened the way for more questions and themes of research for Anthropology. Nader argues that many of the same themes studied at the turn of the 20th Century are equal those issues at the turn of the current century, including ethnocentrism, racism, and adequate measures of human ability. Anthropology is as relevant today as it has been in the past.

These two articles combined provide basis for discussing several issues about the discipline itself: the origins and history of themes of study, the increasing fragmentation of the discipline, what role social science and anthropology have in public policy and public education, and what domains of inquiry are unique to anthropology. These are all useful discussions to have with Anthropology majors in an introductory course. I would consider implementing these articles for majors or advanced students only.
**Archaeology of the Southwest**

Plog, Stephen  

This is the basic introductory text for students. It is a very readable text for the student. Color photos nicely illustrate the material culture of the various southwestern prehistoric groups. This volume begins with the Paleoindian hunter-gatherer groups and moves through time ending discussions of southwest prehistory with the intrusion of the Spanish into the region, marking the start of the historic period. I am less than satisfied with the level of detail in this volume for the serious student of archaeology and many of the facts are a bit dated. There needs to be a revised version of this volume very soon, however, this is the best book on the market for a general introductory text that is affordable to the typical student.

Kamp, Kathryn  

Also a useful introductory text, this book provides a single case study of Lizard Man Village in Central Arizona. This archaeological site is used to demonstrate how various archaeological methods are effectively used to understand the daily lives and practices of prehistoric peoples. Topics include subsistence, community structure, economic, political and religious institutions. I have found that students enjoy reading this text and are able to easily grasp complex concepts through illustration and description. This is also a paperback text and therefore is quite affordable to students.

Cordell, Linda  

This is a more expensive text for the advanced student. I believe this should be a required text for archaeology majors planning to work in the southwest. However, it is far too detailed as an introductory text for non-majors. Best when used as an instructor text paired with the Plog book for the lower-level archaeology course. This is the most current text on the market, although a new edition could be needed within a few years. Text illustrated with black-and-white maps and photos but is text heavy compared to the two books listed above.