

## Resources for Current Themes in Teaching and Learning

The SIM Curriculum Committee does not advocate implementation (or non-implementation) of themes listed here. Rather, these are current themes in teaching and learning, about which professors might wish to be familiar, and for which, professors will make their own decisions. Here are some beginning resources in these areas.

Current Themes	Why Consider this Theme?	Scholarly Articles or Books and/or Links to Research-Engaged Practical Information
<b>Alternate Assessment or “Un-Grading”</b>	<ul style="list-style-type: none"> <li>• Foster engagement with learning versus grades</li> <li>• Address issues associated with power in pedagogy</li> </ul>	<p>Ajjawi, R., Tai, J., Boud, D., &amp; de St. Jorre, T.J. (Eds) (2023), <i>Assessment for inclusion in higher education: Promoting equity and social justice assessment</i>. Routledge.</p> <p>Blum, S.E. (Ed.) (2020). <i>Ungrading: Why rating students undermines learning and what to do about it</i>. West Virginia University press.</p> <p>Clark, D. &amp; Talbert, R. (2023). <i>Grading for growth: A guide to alternative grading practices that promote authentic learning and student engagement in higher education</i>. Routledge.</p>
<b>Co-Creation of Courses</b>	<ul style="list-style-type: none"> <li>• Enhance motivation, engagement and skill development of students</li> </ul>	<p>Bovill, C., Cook-Sather, A., Felten, P., Millard, L., &amp; Moore-Cherry, N. (2016). Addressing potential challenges in co-creating learning and teaching: overcoming resistance, navigating institutional norms and ensuring inclusivity in student–staff partnerships,” <i>Higher Education</i>, 71(2), 195–208.</p> <p>Di Giulio, A., &amp; Defilia, R. (2017). Enabling university educators to equip students with inter- and transdisciplinary competencies. <i>International Journal of Sustainability in Higher Education</i>, 18(5), 630-647.</p> <p>Lubicz-Nawrocka, T. (2023). Conceptualisations of curriculum co-creation: ‘It’s not them and us, it’s just us.’ <i>Curriculum Perspectives</i>, 43, 25–37.</p>
<b>Coddling of Students / Student Anxiety</b>	<ul style="list-style-type: none"> <li>• Consider critical perspectives on certain themes</li> <li>• Consider potential for negative impacts of certain trends.</li> </ul>	<p>Lukianoff, G., &amp; Haidt, J. (2017). <i>The coddling of the American mind: How good intentions and bad ideas are setting up a generation for Failure</i>. Penguin Press.</p> <p>Haidt, J. (2024). <i>The anxious generation: How the great rewiring of childhood is causing an epidemic of mental illness</i>. Penguin Press.</p>
<b>Community Agreements within Courses</b>	<ul style="list-style-type: none"> <li>• Foster inclusion, belonging, engagement, dignity</li> <li>• Promote positive culture within course</li> </ul>	<p><a href="https://www.bu.edu/ctl/ctl_resource/creating-community-agreements-with-your-students/">https://www.bu.edu/ctl/ctl_resource/creating-community-agreements-with-your-students/</a></p> <p><a href="https://www.queensu.ca/ctl/sites/ctlwww/files/2024-09/Community%20Agreements_in_Your_Classroom.pdf">https://www.queensu.ca/ctl/sites/ctlwww/files/2024-09/Community%20Agreements_in_Your_Classroom.pdf</a></p>

	<ul style="list-style-type: none"> <li>• Prevent moral injuries among class members and promote wellbeing</li> </ul>	<p><a href="https://teaching.washington.edu/course-design/developing-community-agreements/">https://teaching.washington.edu/course-design/developing-community-agreements/</a></p> <p><a href="https://teaching.cornell.edu/resource/establishing-community-agreements-and-classroom-norms">https://teaching.cornell.edu/resource/establishing-community-agreements-and-classroom-norms</a></p>
<b>Decentering White Centricity</b>	<ul style="list-style-type: none"> <li>• Enhance teacher understanding of hidden curriculum, racialization and systemic injustice</li> <li>• Facilitate skill development</li> </ul>	<p>Helms, J. E. 2020. <i>A race is a nice thing to have: A guide to being a white person or understanding the white persons in your life</i> (3rd ed.). San Diego, CA: Cognella.</p> <p>Sensoy, Ö., &amp; DiAngelo, R. (2014). Respect differences?: Challenging the common guidelines in social justice education. <i>Democracy &amp; Education</i>, 22(2), 1-10.</p> <p>Sensoy, Ö., &amp; DiAngelo, R. (2017), <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (2<sup>nd</sup> ed.). Teachers College Press.</p> <p>Dar, S., Liu, H., Dy, A.M., Brewis, D.N. 2021. The business school is racist: Act up! <i>Organization</i> 28(4): 695-706. <a href="https://doi.org/10.1177/15-5-8420928521">https://doi.org/10.1177/15-5-8420928521</a></p> <p>Brookfield, S. (2019). Why white instructors should explore their white racial identity. <i>Adult Literacy Education</i>. <a href="https://doi.org/10.35847/SBrookfield1.2.52">https://doi.org/10.35847/SBrookfield1.2.52</a></p> <p>Sue, D. W. (2015). <i>Race talk and the conspiracy of silence</i>. Wiley.</p> <p>Sue, D. W. (2017). The challenges of becoming a white ally. <i>The Counseling Psychologist</i>, 45(5), 706–716. <a href="https://doi.org/10.177/00110000">https://doi.org/10.177/00110000</a></p>
<b>Critical Perspectives on Teaching</b>	<ul style="list-style-type: none"> <li>• Critical appraisal of teaching content and processes</li> </ul>	<p>Ayudhya, U.C.N., Edmondson, M., Harris, A., &amp; Little, F. (2024). Moving from responsibility learning <i>inaction</i> to ‘responsibility learning-in-action’: A student-educator collective writing on the ‘unnoticed’ in the hidden curriculum at business schools. <i>Management Learning</i>, 54(3), 359-383. <a href="https://doi.org/10.1177/13505076231164011">https://doi.org/10.1177/13505076231164011</a></p> <p>Cooper, S. &amp; Majumdar, D.G. (2024). (De)humanization in the business school: Critical reflection on doctoral experiences. <i>Management Learning</i>, 55, 81-103. <a href="https://doi.org/10.1177/13505076231198491">https://doi.org/10.1177/13505076231198491</a></p> <p>Freire, P. (1970/1993). <i>Pedagogy of the oppressed</i>. London: Penguin Books. (Original work published 1970).</p>

		<p>Kaufman, P. (2017). Critical contemplative pedagogy. <i>Radical Pedagogy</i> 14, 1524-1544.</p> <p>Vijay, D. &amp; Nair, V.G. (2022). In the name of merit: Ethical violence and inequality at a business school. <i>Journal of Business Ethics</i> 179, 315-317.  <a href="https://doi.org/10.1007/s10551-021-04824-1">https://doi.org/10.1007/s10551-021-04824-1</a></p>
<b>Generational Cohort Considerations</b>	<ul style="list-style-type: none"> <li>• Understand and more effectively engage with different generational cohorts of students</li> </ul>	<p><a href="https://www.jeantwenge.com/generations-book-by-dr-jean-twenge/">https://www.jeantwenge.com/generations-book-by-dr-jean-twenge/</a></p> <p>Giray, L. (2022). Meet the centennials: Understanding the generation z students. <i>International Journal of Sociologies and Anthropologies Science Reviews</i>, 2(4), 9-18.</p> <p>Höfrová , A., Balidemaj, V., &amp; Small, M.A. (2024). A systematic literature review of education for Generation Alpha. <i>Discover Education</i>, 3, 125. <a href="https://doi.org/10.1007/s44217-024-00218-3">https://doi.org/10.1007/s44217-024-00218-3</a></p> <p>Singh, E., &amp; Vasishta, P. (2025). AI-enhanced education: Exploring the impact of AI literacy on generation Z's academic performance in Northern India. <i>Quality Assurance in Education</i>, 33(2), 185–202.</p> <p>Spivakovsky, A., Petukhova, L., Omelchuk, S., Spivakovska, Y., Kotkova, V., &amp; Yurchuk, Y. (2022). The evolution of the information and educational environment in the context of the theory of generational development. In Proceedings of the 1<sup>st</sup> Symposium on Advances in Educational Technology (AET 2020), 1, 287-299. DOI: 10.5220/0010923800003364</p> <p>Ziatdinov, R. &amp; Cilliers, J. (2021). Generation Alpha: Understanding the Next Cohort of University Students. <i>European Journal of Contemporary Education</i>, 10(3), 783-789.</p>
<b>Indigenous Land Acknowledgements in Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Understand the nature and purpose of Indigenous Land Acknowledgements</li> <li>• Develop a critical perspective on common practices and devise more meaningful approaches</li> </ul>	<p>Robinson, D., Hill, K.J.C., Ruffo, A.G., Couture, S., &amp; Ravensbergen, L.C. (2019). Rethinking the practice and performance of Indigenous land acknowledgement. <i>Canadian Theatre Review</i>, 177, 20-30.</p> <p>Stewart-Ambo, T., &amp; Yang, K.W. (2021). Beyond Indigenous land acknowledgement in settler institutions. <i>Social Text</i>, 146(39), 21-46.</p>
<b>Interdisciplinarity</b>	<ul style="list-style-type: none"> <li>• Understand nature, purpose and potential</li> </ul>	<p>Di Giulio, A., &amp; Defilia, R. (2017). Enabling university educators to equip students with inter- and transdisciplinary competencies.</p>

<b>in Teaching and Learning</b>	benefits of interdisciplinary teaching and learning	<p><i>International Journal of Sustainability in Higher Education</i>, 18(5), 630-647.</p> <p>Frodeman, R. (2017). <i>Interdisciplinarity: an introduction to the 2<sup>nd</sup> edition</i>. In R. Frodeman (Ed.), J.T. Klein, &amp; R.C.S. Pacheco (Assoc. Eds.), <i>The Oxford handbook of interdisciplinarity</i> (2<sup>nd</sup> ed.), Oxford University Press, pp. 3-9.</p> <p>Klein, J.T. (2017). Typologies of interdisciplinarity: The boundary work of definition. In R. Frodeman (Ed.), J.T. Klein, &amp; R.C.S. Pacheco (Assoc. Eds.), <i>The Oxford handbook of interdisciplinarity</i> (2<sup>nd</sup> ed.), Oxford University Press, pp. 21-34.</p> <p>Lindvig, K., &amp; Ulriksen, L. (2019). Different, difficult, and local: A review of interdisciplinary teaching activities. <i>The Review of Higher Education</i>, 43(2), 697-725.</p> <p>Lorenzetti, L., Jacobsen, M, Lorenzetti, D.L., Nowell, L., Pethrick, H., Clancy, T., Freeman, G., &amp; Paolucci, E.O. (2022). Fostering learning and reciprocity in interdisciplinary research. <i>Small Group Research</i>, 53(5), 755-777.</p> <p>Repko, A.F., Szostak, R., &amp; Buchberger, M.P. (2020). <i>Introduction to interdisciplinary studies</i> (3<sup>rd</sup> ed.). Sage.</p>
<b>Neurodiversity in Learning</b>	<ul style="list-style-type: none"> <li>• Understand neurodiversity and some implications for teaching and learning</li> </ul>	<p><a href="https://teaching.pitt.edu/resources/supporting-neurodiversity-in-learning-environments/">https://teaching.pitt.edu/resources/supporting-neurodiversity-in-learning-environments/</a></p> <p><a href="https://www.niu.edu/citl/resources/guides/neurodiversity-and-higher-education.shtml">https://www.niu.edu/citl/resources/guides/neurodiversity-and-higher-education.shtml</a></p> <p>Clouder, D., Karakus, M., Cinotti, A., Ferreyra, M.V., Amador Fierros, G., &amp; Rojo, P. (2020). Neurodiversity in higher education: a narrative Synthesis. <i>Higher Education</i>, 80(4), 757-778.</p> <p>Griffin, E., &amp; Pollak, D. (2009). Student experiences of neurodiversity in higher education: Insights from the BRAINHE project. <i>Making Links: Selected Papers from the 7<sup>th</sup> Conference of the British Dyslexia Association</i>, 23-41.</p> <p>Hamilton, L.G., &amp; Petty, S. (2023). Compassionate pedagogy for neurodiversity in higher education: A conceptual analysis. <i>Frontiers in Psychology</i>, 14.</p>
		<p><a href="https://redi.med.ubc.ca/trauma-informed-pedagogy/">https://redi.med.ubc.ca/trauma-informed-pedagogy/</a></p>

<b>Trauma-Informed Teaching</b>	<ul style="list-style-type: none"> <li>• Understand the commonality and potential sources of trauma among students, and learn principles and skills that might support students</li> </ul>	<p><a href="https://www.uhs.wisc.edu/healthy-academics/strategies/trauma-informed/">https://www.uhs.wisc.edu/healthy-academics/strategies/trauma-informed/</a></p> <p>Carello, J., &amp; Butler, L.D. (2015). Practicing what we teach: Trauma-informed educational practice. <i>Journal of Teaching in Social Work</i>, 35, 262–278.</p> <p>Frazier, P., Anders, S., Perera, S., Tomich, P., Tennen, H., Park, C., &amp; Tashiro, T. (2009). Traumatic events among undergraduate students: Prevalence and associated symptoms. <i>Journal of Counseling Psychology</i> 56(3), 450–460. <a href="https://doi.org/10.1037/a0016412">https://doi.org/10.1037/a0016412</a>.</p> <p>Marquart, M., &amp; Báez, J.C. (2021). Recommitting to trauma-informed teaching principles to support student learning: An example of a transformation in response to the coronavirus pandemic. <i>Journal of Transformative Learning</i> 8, 63–74</p> <p>Salberg, J., and S. Grand (eds.). 2017. <i>Wounds of history: Repair and resilience in the trans-generational transmission of trauma</i>. New York: Routledge.</p> <p>Simola, S. (2024). Dignity-infused and trauma-informed, contemplative pedagogy for preventing moral injury and promoting wellbeing. <i>Humanistic Management Journal</i>, 9, 373-395.</p> <p>Tcholakian, L. A., Khapova, S.N., &amp; van de Loo, E. (2023). Historical consciousness in executive education programs: Engaging with transgenerational collective traumas. <i>Academy of Management Learning and Education</i>, 22(3), 459–480. <a href="https://doi.org/10.5465/amle.2020.0271">https://doi.org/10.5465/amle.2020.0271</a>.</p> <p>Thomas, M.S., Crosby, S., &amp; Vanderhaar, J. (2019). Trauma-informed practices in schools across two decades: An interdisciplinary review of research. <i>Review of Research in Education</i>, 43, 422–452. <a href="https://doi.org/10.3102/0091732X18821123">https://doi.org/10.3102/0091732X18821123</a>.</p> <p>Schiffer, J.J. 2016. Why Aboriginal peoples can't just "get over it": Understanding and addressing intergenerational trauma. <i>Visions Journal</i> 11(4): 7.</p>
<b>Values-Guided Teaching</b>		<p>Hooks, B. (2001). <i>All about love: New visions</i>. William Morrow.</p> <p>Hooks, B. (2003). <i>Teaching community: A pedagogy of hope</i>. Routledge.</p> <p>Thompson, B. 2017. <i>Teaching with tenderness: Toward an embodied practice</i>. Chicago, IL: University of Illinois Press.</p>