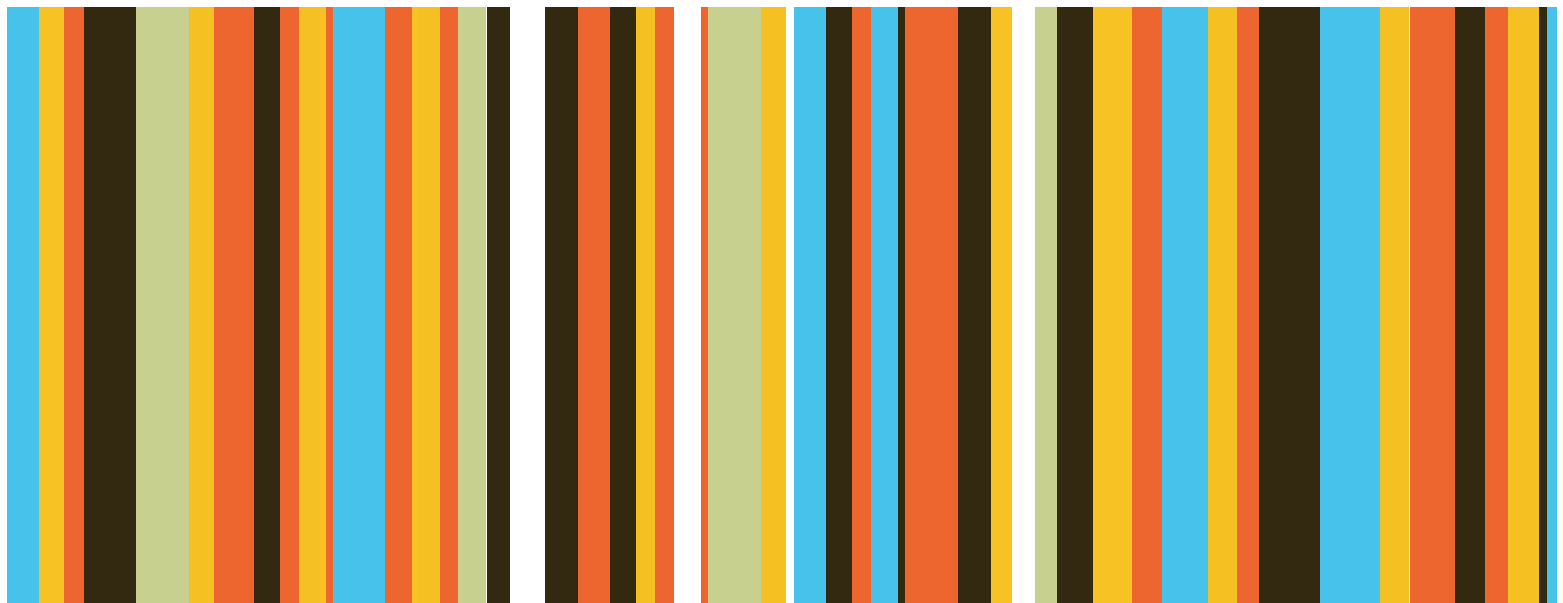


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Thomas J. Tobin is the conference programming chair at the University of Wisconsin-Madison and the author of *Evaluating Online Teaching and Copyright Ninja #1: Rise of the Ninja*.

Kirsten T. Behling is the director of student accessibility services at Tufts University and an adjunct professor at Suffolk University, where she cofounded and teaches in the graduate certificate program on disability services in higher education.

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REACH EVERYONE, TEACH EVERYONE

Universal Design for Learning in Higher Education

Thomas J. Tobin and Kirsten T. Behling

Advocates for the rights of people with disabilities have worked hard to make universal design in the built environment “just part of what we do.” We no longer see curb cuts, for instance, as accommodations for people with disabilities, but perceive their usefulness every time we ride our bikes or push our strollers through crosswalks.

This is also a perfect model for Universal Design for Learning (UDL), a framework grounded in the neuroscience of why, what, and how people learn. Tobin and Behling show that, although it is often associated with students with disabilities, UDL can be profitably broadened toward a larger ease-of-use and general diversity framework. Captioned instructional videos, for example, benefit learners with hearing impairments but also the student who worries about waking her young children at night or those studying on a noisy team bus.

Reach Everyone, Teach Everyone is aimed at faculty members, faculty-service staff, disability support providers, student-service staff, campus leaders, and graduate students who want to strengthen the engagement, interaction, and performance of all college students. It includes resources for readers who want to become UDL experts and advocates: real-world case studies, active-learning techniques, UDL coaching skills, micro- and macro-level UDL-adoption guidance, and use-them-now resources.

“Engaging, well researched, and accessible. The ‘UDL in 20 minutes, 20 days, and 20 months’ exercises are an especially interesting framework for the planning and implementation of UDL on campus.”

—Joseph W. Madaus,
University of Connecticut

“Practical and rich with strategies, this book will leave educators understanding why UDL is important for their community to adopt and how to get started implementing so that all learners can achieve high learning outcomes.”

—Allison Posey,
Center for Applied Special Technology

HOW HUMANS LEARN

The Science and Stories behind Effective College Teaching

Joshua R. Eyer

Even on good days, teaching is a challenging profession. One way to make the job of college instructors easier, however, is to know more about the ways students learn. *How Humans Learn* aims to do just that by peering behind the curtain and surveying research in fields as diverse as developmental psychology, anthropology, and cognitive neuroscience for insight into the science behind learning.

The result is a story that ranges from investigations of the evolutionary record to studies of infants discovering the world for the first time, and from a look into how our brains respond to fear to a reckoning with the importance of gestures and language. Joshua R. Eyer identifies five broad themes running through recent scientific inquiry—curiosity, sociality, emotion, authenticity, and failure—devoting a chapter to each and providing practical takeaways for busy teachers. He also interviews and observes college instructors across the country, placing theoretical insight in dialogue with classroom experience.

“Unique and compelling, Eyer brings lyrical prose and a truly fresh perspective to problems that have stubbornly persisted.”

—Michelle D. Miller,
author of *Minds Online: Teaching Effectively with Technology*

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1 table

Joshua R. Eyer is the director of the Center for Teaching Excellence and adjunct associate professor of humanities at Rice University. He has a PhD in medieval studies from the University of Connecticut and has published on a range of topics, including evidence-based pedagogy, technology in the classroom, and disability studies.

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MARKED, UNMARKED, REMEMBERED

A Geography of American Memory
 Andrew Lichtenstein
 and Alex Lichtenstein
 Foreword by
 Edward T. Linenthal

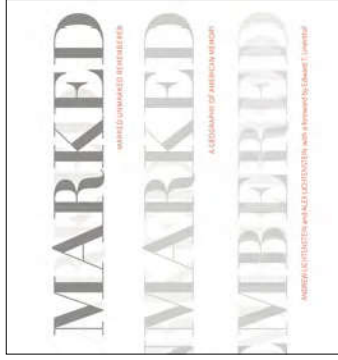
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 57 images

Andrew Lichtenstein is a photographer, journalist, and educator from Brooklyn, New York. His first book *Never Coming Home* was published in 2007.

Alex Lichtenstein, current editor of the *American Historical Review*, is a professor of history at Indiana University. The author of many articles on labor, prison, and civil rights history, his previous work on photography is *Margaret Bourke-White and the Dawn of Apartheid*.

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 Gary Okhiro · Julie Reed · Christina Snyder · Clarence Taylor



From Wounded Knee to the Edmund Pettus Bridge, and from the Upper Big Branch mine disaster to the Trail of Tears, *Marked, Unmarked, Remembered* presents photographs of significant sites from US history, posing unsettling questions about the contested memory of traumatic episodes from the nation's past. Focusing especially on landscapes related to African American, Native American, and labor history, *Marked, Unmarked, Remembered* reveals new vistas of officially commemorated sites, sites that are neglected or obscured, and sites that serve as a gathering place for active rituals of organized memory.

"A remarkable and essential work of visual documentary history of interest to the scholarly and general reader alike."

—*Publishers Weekly* (starred review)

"A thought-provoking addition to the literature on sites of public memory, complementing titles such as Kenneth Foote's *Shadowed Ground*."

—*Library Journal*

"*Marked, Unmarked, Remembered* is a call to both see and recall."

—*Shelf Awareness*

"There's an eerie silence that permeates throughout Andrew Lichtenstein's photographs taken at the sites of racial tragedies in the US. These are places where blood was spilled and unspeakable horrors inflicted, the consequences of which we are still grappling with today."

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"Brilliant and memorable."

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