

# 7 Evidence-Based Principles for College Teaching



## CONFIRMED & UNCONFIRMED RELATIONSHIP TO LEARNING



- Guided reading questions
- Student annotation of readings
- Questions developed from readings
- Class tutorials

### GUIDE STUDENT PREPARATION

- Highlights and underlines
  - Passage rereading
- Key word mnemonics
- Mental imaging

- Prediction guides
- Advance organizers

### ASK STUDENTS TO RELATE PRIOR KNOWLEDGE TO NEW

- Activation of inaccurate knowledge, without directly refuting it

- Clear course and session goals
- Explicit organization
- Scaffolded complex content/skills
- Lecture pauses

### CHUNK LECTURE CONTENT

- Continuous exposition
- Extraneous details in lectures

- Guided/skeletal notes
- Frequent questions/Clickers
  - Cold calling
- Graded participation/engagement

### HELP STUDENTS PAY ATTENTION

- Full sets of notes posted before lecture
- Verbatim notes taken on laptops

- Active/engaging learning activities
  - Small group learning
- Interleaved problem types

### USE ACTIVE AND COLLABORATIVE LEARNING

- Attempts to match teaching method and student learning style

- Interaction with students
  - Expressiveness
  - Professionalism

### ESTABLISH A CLEAR INSTRUCTOR PRESENCE

- Specific personality types
- Specific teaching style

- Educative assessment
  - Retrieval questions
  - Frequent quizzes

### USE ASSESSMENT AS A LEARNING TOOL

- Infrequent high stakes testing

