7 Evidence-Based Principles for College Teaching

**CONFIRMED & UNCONFIRMED RELATIONSHIP TO LEARNING**

**GUIDE STUDENT PREPARATION**
- Guided reading questions
- Student annotation of readings
- Questions developed from readings
  - Class tutorials

**ASK STUDENTS TO RELATE PRIOR KNOWLEDGE TO NEW**
- Prediction guides
- Advance organizers

**CHUNK LECTURE CONTENT**
- Clear course and session goals
  - Explicit organization
  - Scaffolded complex content/skills
    - Lecture pauses

**HELP STUDENTS PAY ATTENTION**
- Guided/skeletal notes
  - Frequent questions/Clickers
    - Cold calling
  - Graded participation/engagement

**USE ACTIVE AND COLLABORATIVE LEARNING**
- Active/engaging learning activities
  - Small group learning
  - Interleaved problem types

**ESTABLISH A CLEAR INSTRUCTOR PRESENCE**
- Interaction with students
  - Expressiveness
  - Professionalism

**USE ASSESSMENT AS A LEARNING TOOL**
- Educative assessment
  - Retrieval questions
  - Frequent quizzes

**CONTRAINDICATED PRACTICES**
- Highlights and underlines
  - Passage rereading
  - Key word mnemonics
  - Mental imaging

- Activation of inaccurate knowledge, without directly refuting it

- Continuous exposition
  - Extraneous details in lectures

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

- Attempts to match teaching method and student learning style

- Specific personality types
  - Specific teaching style

- Infrequent high stakes testing