

# EVIDENCE-BASED TEACHING for HIGHER EDUCATION



*Edited by* Beth M. Schwartz  
and Regan A. R. Gurung

# Evidence Based Teaching For Higher Education

**William Buskist, James E. Groccia**



## **Evidence Based Teaching For Higher Education:**

**Evidence-Based Teaching for Higher Education** Beth M. Schwartz,Regan A. R. Gurung,2015-05-14 Over the past two decades a growing body of scholarship of teaching and learning SoTL has emerged This empirical study of teaching methods course design and student study practices has yielded invaluable information about how teachers teach and learners learn Yet university faculty members remain largely unaware of the findings of SoTL research As a result they tend to choose their teaching techniques and tools based on intuition and previous experience rather than on scientific evidence of effectiveness This book synthesizes SoTL findings to help teachers choose techniques and tools that maximize student learning In order to stimulate future SoTL research the book also recommends numerous areas for future investigation It concludes with advice for documenting teaching effectiveness for tenure review committees

**The Scholarship of Teaching and Learning in Higher Education: An Evidence-Based Perspective** Raymond P. Perry,John C. Smart,2007-06-04 Pivotal to the transformation of higher education in the 21st Century is the nature of pedagogy and its role in advancing the aims of various stakeholders This book brings together pre eminent scholars from Australia Canada Europe the Middle East and the USA to critically assess teaching and learning issues that cut across most disciplines In addressing long standing and newly emerging issues the researchers examine the scientific evidence on what constitutes effective teaching in college classrooms on the psychometric integrity of measures of teaching effectiveness and on the use of such measures for tenure promotion and salary decisions Systematically explored throughout the book is the avowed linkage between classroom teaching and motivation learning and performance outcomes in students In so doing the book deals with the nexus between knowledge production by researchers and knowledge utility for end users made up of classroom instructors department heads deans directors and policymakers The book will appeal to researchers interested in teaching and learning faculty members developing evidence based pedagogical practices academic administrators and policymakers responsible for instituting teaching and learning protocols and faculty development officers promoting the effective teaching practices

*Effective Teaching in Higher Education* Raymond P. Perry,John C. Smart,1997 Assists academic staff to develop their effectiveness as teachers and improve their students learning by giving practical guidelines and suggestions for teaching and a series of activities

Teaching at Its Best Todd D. Zakrajsek,Linda B. Nilson,2023-02-02 A complete accessible evidence based guide to better teaching in higher education This higher education playbook provides a wealth of research backed practices for nearly every aspect of effective teaching throughout higher education It is filled with practical guidance and proven techniques designed to help you improve student learning both face to face and online Already a bestselling research based toolbox written for college instructors of any experience level Teaching at Its Best just got even better What is new A lot For this updated 5th edition Todd Zakrajsek joins Linda Nilson to create a powerful collaboration drawing on nearly 90 combined years as internationally recognized faculty developers and faculty members One of the most comprehensive books on

effective teaching and learning the 5th edition of Teaching at its Best brings new concepts new research and additional perspectives to teaching in higher education In this book you will find helpful advice on active learning interactive lecturing self regulated learning the science of learning giving and receiving feedback and so much more Each chapter has been revised where necessary to reflect current higher education pedagogy and now includes two reflection questions and one application prompt to reflect on your teaching and stimulate peer discussions Discover the value of course design and how to write effective learning outcomes Learn which educational technology is worthwhile and which is a waste of time Create a welcoming classroom environment that boosts motivation Explore detailed explanations of techniques formats activities and exercises both in person and online Enjoy reading about teaching strategies and educational concepts Whether used as a resource for new and seasoned faculty a guide for teaching assistants or a tool to facilitate faculty development this research based book is highly regarded across all institutional types

**Evidence-based Practice in Education** Richard Pring, Gary Thomas, 2004-03-16 Where does hunch end and evidence begin Too much is written and said about school improvement about improvements in teaching and learning with far too little attention to this question This book provides vivid discussion from distinguished protagonists and antagonists about what gets called evidence based practice Reading it all involved in education policymakers and practitioners alike can proceed more confidently Professor Tim Brighouse London Schools Commissioner The movement to evidence based practice in education is as important as it is controversial and this book explores the arguments of leading advocates and critics The book begins with an explication of evidence based practice Some of the ideas of its proponents are discussed including the Campbell Collaboration and the application to education of Cochrane style reviews and meta analyses The thinking behind evidence based practice has been the subject of much criticism particularly in education and this criticism is aired in the second part of the book Questions have been raised about what we mean by evidence about how particular kinds of evidence may be privileged over other kinds of evidence about the transferability of research findings to practice and about the consequences of a move to evidence based practice for governance in education Given that the origins of the interest in evidence based practice come largely from its use in medicine questions arise about the validity of the transposition and contributors to the third part of the book address this transposition The issues raised in the book while primarily those raised by educators are of relevance also to professionals in medicine social work and psychology

*Evidence-Based Teaching* William Buskist, James E. Groccia, 2011-12-15 What could be more important to college and university faculty than teaching well Indeed in the past several years researchers have not only investigated key variables influencing teaching and learning they also have applied empirical findings to develop and refine new systems of teaching and learning approaches that provide the infrastructure for the day to day organization and assessment of student learning over the course of an academic term This volume presents an overview of these systems and offers an assessment of the effectiveness of each relative to both student learning and enjoyment of the learning process

Written by leading teaching scholars these systems include the lecture problem based learning case studies team based learning interteaching service learning just in time teaching Web based computer aided personalized instruction and online teaching Each contributor outlines the basic principles of a system describes how to implement the system and reviews the system s overall effectiveness This is the 128th volume of the Jossey Bass higher education quarterly report New Directions for Teaching and Learning which offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers Effective Teaching in Higher Education Madeleine Atkins, George Brown, 2002-09-11 Assists academic staff to develop their effectiveness as teachers and improve their students learning by giving practical guidelines and suggestions for teaching and a series of activities **Evidence-Based Teaching for the 21st Century Classroom and Beyond** Kumaran

Rajaram, 2021-03-16 This book serves as an essential intervention where the innovative evidence based and contemporary teaching learning approaches strategies and learning support systems to be incorporated in the learning process are presented supported with findings It addresses the complex challenges and limitations in practice supported with evidence hence providing possible approaches to address them It also addresses an interesting scope of topics that are both contemporary and essential to almost all academics that have a high responsibility to nurture develop train and equip learners both at the undergraduate and post graduate levels at the university with the relevant skills and competencies

*Rethinking Teaching in Higher Education* Alenoush Saroyan, Cheryl Amundsen, 2023-07-03 This book is intended for faculty and faculty developers as well as for deans chairs and directors responsible for promoting teaching and learning in higher education Intentionally non technical it engages readers reflectively with a process for developing teaching and details the planning necessary to apply this process to teaching within disciplines The book centers on McGill University s week long Course Design and Teaching Workshop that the contributors have offered together for more than ten years It follows the five day format of the workshop covering the analysis of course content conceptions of learning the selection of appropriate teaching strategies the evaluation of student learning and evaluation of teaching in a way that reflects the spontaneity of the debates it has engendered and the workshop s evolutionary changes The structure shows faculty members conceptualizing new courses or re examining their teaching of existing courses and translating the insights gained from the workshop to specific disciplinary content and learning outcomes In addition four previous participants of the workshop write about its influence on their personal thinking about the practice of teaching The final two chapters describe the structure and evolving role of McGill s Centre for University Teaching and Learning The authors describe its objectives in fostering an evidence based teaching culture and providing a practical support structure with limited resources They highlight achievements in disseminating teaching expertise across their campus and their vision for the future role of faculty development This book provides faculty developers and administrators with valuable non prescriptive models and challenging

ideas that promote faculty development in general and university teaching in particular. It engages faculty members in the process of course design in a way that is learning centered and can lead to deep student learning. *An Evidence-based Guide to College and University Teaching* Aaron S. Richmond, Guy A. Boysen, Regan A. R. Gurung, 2021-11-29. An Evidence based Guide to College and University Teaching outlines a definition of model teaching based on research evidence and accepted best practices in high education. Teachers at all levels of skill and experience can benefit from clear objective guidelines for defining and measuring quality teaching. To fulfil this need this book outlines six fundamental areas of teaching competency: model teaching characteristics and provides detailed definitions of each characteristic. The authors define these essential characteristics as training course content, the assessment process, instructional methods, syllabus construction and the use of student evaluations. This guide outlines through research and supplemental evidence how each characteristic can be used toward tenure promotion, teaching portfolios and general professional development. Additional features include a self assessment tool that corresponds to the model teaching characteristics, case studies illustrating common teaching problems and lists of must reads about college teaching. *An Evidence based Guide to College and University Teaching* describes how college faculty from all disciplines and at all levels of their career from graduate students to late career faculty can use the model teaching characteristics to evaluate, guide and improve their teaching. The book is additionally useful for teachers, trainers and administrators responsible for promoting excellence in college teaching. *Evidence-based Teaching in Nursing* Sharon Cannon, Carol Boswell, 2016. Designed to assist aspiring novice and experienced faculty members in obtaining a strong foundation for evidence based teaching. *EBT: Evidence Based Teaching in Nursing: A Foundation for Educators* explores past, present and future aspects for teaching nursing in a variety of settings. This text promotes and demonstrates practical approaches for classroom, clinical and simulation learning experiences while incorporating technology, generational considerations and evidence. What's more, it addresses the academic environment while considering a wide array of teaching and learning aspects. Pub desc: **Preparing to Teach** Graham Gibbs, 1992. Effective Teaching Whitney Henderson, 2024-06-01. Grounded in research and experience, *Effective Teaching: Instructional Methods and Strategies for Occupational Therapy Education* offers practical examples of various types of instructional methods and theoretical models for educators in occupational therapy and other allied health professions to use in evidence based teaching. Dr Whitney Henderson includes the latest trends and methods used in education to facilitate student centered learning. With an easy to understand overview of each technique presented, allied health educators can follow step by step details to implement various evidence based instructional methods. Each chapter of *Effective Teaching* contains: Description of the instructional method, Evidence supporting use of the method, Discussion of a learning theory and how the method relates to this theory, Discussion of how to use the method to develop clinical reasoning, Advantages and disadvantages of the method, Examples of classroom use, Application of the method to a professional situation. With excellent explanations of theoretical foundations, how to

methods and models and strategies for educators to employ Effective Teaching Instructional Methods and Strategies for Occupational Therapy Education is a one stop shop for implementing unique and useful instructional methods in educational courses

**Evidence Based Teaching** Geoffrey Petty,2006 Evidence Based Teaching brings together UK developed strategies ideas and advice providing general principles for teaching as well as very specific methods all of which can substantially improve teaching and a few of which are in common use in the UK The book demonstrates how to teach school effectiveness and school improvement research It also shows how to teach thinking skills multiple representations and constructivism The book also examines the best practice in UK university and further education FE teaching

Shaping Higher Education with Students Vincent C. H. Tong,Alex Standen,Mina Sotiriou,2018-03-06 Forging closer links between university research and teaching has become an important way to enhance the quality of higher education across the world As student engagement takes centre stage in academic life how can academics and university leaders engage with their students to connect research and teaching more effectively In this highly accessible book the contributors show how students and academics can work in partnership to shape research based education Featuring student perspectives it offers academics and university leaders practical suggestions and inspiring ideas on higher education pedagogy including principles of working with students as partners in higher education connecting students with real world outputs transcending disciplinary boundaries in student research activities connecting students with the workplace and innovative assessment and teaching practices Written and edited in full collaboration with students and leading educator researchers from a wide spectrum of academic disciplines this book poses fundamental questions about learning and learning communities in contemporary higher education

**Great College Teaching** Corbin Campbell,2023-04-25 Shows where and how exemplary teaching is practiced in US higher education and charts a course for cultivating teaching improvement throughout all types of institutions Great College Teaching highlights where and how exemplary teaching is practiced in U S higher education and charts a course for cultivating teaching improvement throughout all types of institutions As Corbin M Campbell reveals in this incisive work although teaching quality is rarely reflected in college rankings such as those produced by U S News and World Report this metric has implications not only for student outcomes such as subject matter knowledge and preparation for careers but also for college prestige educational equity and even democracy Campbell draws from a multi institutional observational study that covered more than 700 higher education courses in a range of contexts from regional public universities to highly ranked private universities from small liberal arts colleges to large flagship universities She examines what each type of institution typically excels at and where they often fall short In mapping the terrain of teaching quality in higher education today Campbell parses out the best practices of exemplary teaching institutions in which evidenced based practices such as equity based and culturally relevant teaching support student learning and teaching supportive institutions in which policies and cultures prioritize teaching and promote faculty development This clear eyed work provides options for

enacting real sustainable teaching improvements by using individual collegial and organizational levers to shift perceptions and priorities around teaching The actionable practices and policies suggested in Great College Teaching can be adopted by academic leaders administrators and faculty developers to improve teaching within a spectrum of academic contexts across multiple disciplines and for various course settings **Evidence-Based Teaching** William Buskist,James E.

Groccia,2012-01-11 What could be more important to college and university faculty than teaching well Indeed in the past several years researchers have not only investigated key variables influencing teaching and learning they also have applied empirical findings to develop and refine new systems of teaching and learning approaches that provide the infrastructure for the day to day organization and assessment of student learning over the course of an academic term This volume presents an overview of these systems and offers an assessment of the effectiveness of each relative to both student learning and enjoyment of the learning process Written by leading teaching scholars these systems include the lecture problem based learning case studies team based learning interteaching service learning just in time teaching Web based computer aided personalized instruction and online teaching Each contributor outlines the basic principles of a system describes how to implement the system and reviews the system s overall effectiveness This is the 128th volume of the Jossey Bass higher education quarterly report New Directions for Teaching and Learning which offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers **Essential Evidence-Based Teaching Strategies** Garry Hornby,Deborah

Greaves,2022-07-18 This book examines evidence based practices that facilitate effective teaching to ensure optimum educational achievement for school age students It identifies key strategies with extensive research evidence that confirms their effectiveness in improving student outcomes The book offers guidelines for teachers to use in distinguishing between strategies that are evidence based and those with little or no supporting evidence It describes common instructional strategies often found in schools despite having little evidence to support their effectiveness In addition the book identifies eight key evidence based teaching practices that can be directly implemented by classroom teachers reviews the theoretical and research base of each of these strategies and provides guidelines for special and general education teachers on how to apply them most effectively with links to video examples of their use in classrooms The text also examines common barriers to the use of evidence based practices in schools It explores implications for teacher education focusing on training educators to identify and implement evidence based strategies effectively avoiding those lacking evidence even if they are popular in schools Essential Evidence Based Teaching Strategies is a must have resource for researchers professionals and graduate students in educational psychology child and school psychology and social work who are interested in learning about and implementing effective teaching methods that improve student engagement and academic achievement strengthen social emotional learning and reduce school dropout rates **Effective Teaching with Technology in Higher Education** Tony



Bates, Gary Poole, 2003-08-15 Universities today are faced with difficult decisions about how to integrate technology into their curriculum Rather than merely offering advice on the applications of technology to teaching this book provides a pedagogical foundation for decisions about and use of technology within the curriculum **How Learning Works** Marsha C.

Lovett, Michael W. Bridges, Michele DiPietro, Susan A. Ambrose, Marie K. Norman, 2023-03-14 Apply these eight learning principles for more effective teaching As educators in the ever evolving landscape of higher education we are continuously challenged to keep our courses effective engaging relevant and inclusive The updated and expanded second edition of How Learning Works can help It incorporates the latest research provides a wider range of strategies and adds a new principle to your toolkit Readers will find eight essential learning principles that distill the overwhelming research literature into Real world teaching and learning scenarios Examples that reflect a diverse set of teaching environments and learner populations 150 practical strategies you can apply to your teaching context With these practical broadly applicable insights you can Understand why your successful teaching approaches work Solve common teaching and learning problems Adapt your teaching to new modalities e g online hybrid and challenges Ground your innovations in evidence based practice Based on research from cognitive psychology developmental psychology education anthropology and more this book makes learning work for you and your students

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