

EVIDENCE-BASED TEACHING for HIGHER EDUCATION



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

Evidence Based Teaching For Higher Education

Kumaran Rajaram



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 to critically assess teaching and learning issues that cut across most disciplines Systematically explored throughout the book is the avowed linkage between classroom teaching and motivation learning and performance outcomes in students

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

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

An Evidence-based Guide to College and University Teaching Aaron S. Richmond, Guy A. Boysen, Regan A. R. Gurung, 2016-06-10 What makes a good college teacher This book provides an evidence based answer to that question by presenting a set of model teaching characteristics that define what makes a good college teacher Based on six fundamental areas of teaching competency known as Model Teaching Characteristics outlined by The Society for the Teaching of Psychology STP this book describes how college faculty from all disciplines and at all levels of experience can use these characteristics to evaluate guide and improve their teaching Evidence based research supports the inclusion of each characteristic each of which is illustrated through example to help readers master the skills Readers learn to evaluate their teaching abilities by providing guidance on what to document and how to accumulate and organize the evidence Two introductory chapters outline the model teaching characteristics followed by six chapters each devoted to one of the characteristics training instructional methods course content assessment syllabus construction and student evaluations The book Features in each chapter self evaluation surveys that help readers identify gaps between the model characteristics and their own teaching case studies that illustrate common teaching problems discussion questions that encourage critical thinking and additional readings for further exploration Discusses the need to master teaching skills such as collaborative learning listening and using technology as well as discipline specific knowledge Advocates for the use of student learning outcomes to help teachers better evaluate student performance based on their achievement of specific learning goals Argues for the development of learning objectives that reflect the core of the discipline s theories and applications strengthen basic liberal arts skills and infuse ethical and diversity issues Discusses how to solicit student feedback and utilize these evaluations to improve teaching Intended for professional development or teacher training courses offered in masters and doctoral programs in colleges and universities this book is also an invaluable resource for faculty development centers college and university administrators and college teachers of all levels and disciplines from novice to the most experienced interested in becoming more effective teachers

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

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

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 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 The Scholarship Of Teaching And Learning In Higher Education Murray, Rowena,2008-12-01 This book is designed for lecturers on a wide range of professional courses It directly addresses questions that come up again and again in seminar discussions questions that are fundamental to the values and perspectives of academics across the disciplines **Reflective Teaching in Higher Education** Paul Ashwin,David Boud,Susanna Calkins,Kelly Coate,Fiona Hallett,Gregory Light,Kathy Luckett,Iain MacLaren,Katarina Mårtensson,Jan McArthur,Velda McCune,Monica McLean,Michelle Tooher,2020-02-20 Reflective Teaching in Higher Education is the definitive textbook for those wanting to excel at teaching in the sector Informed by the latest research in this area the book offers extensive support for those at the start of an academic career and career long professionalism for those teaching in higher education Written by an international collaborative author team of experts led by Paul Ashwin Reflective Teaching in Higher Education offers two levels of support practical guidance for day to day teaching covering key issues such as strategies for improving learning teaching and assessment curriculum design relationships communication and inclusion evidence informed principles to aid understanding of how theories can effectively inform teaching practices offering ways to develop a deeper understanding of teaching and learning in higher education In addition to new case studies from a wider variety of countries than ever before this new edition includes discussion of What is meant by agency Gender ethnicity disability and university teaching Digital learning spaces and social media Teaching career development for academics Decolonising the curriculum Assessment and feedback practices Teaching excellence and learning gain 2015 UN General Assembly 2030 Agenda for Sustainable Development reflectiveteaching.co.uk provides a treasure trove of additional support It includes supplementary sector specific material to support for considering questions around society's educational aims and much more besides

Developing Expertise for Teaching in Higher Education Helen King,2022-03-21 This book provides a contemporary view of the characteristics of expertise for teaching in higher education based on the strong foundation of research into expertise and empirical and practical knowledge of the development of teaching in higher education Taking key themes related to the characteristics of expertise this edited collection delivers practical ideas for supporting and enabling

professional learning and development in higher education as well as theoretical constructs for the basis of personal reflection on practice Providing an accessible evidence informed theoretical framework designed to support individuals wishing to improve their teaching Developing Expertise for Teaching in Higher Education considers teaching excellence from an expertise perspective and discusses how it might be supported and available to all It invites a call to action to all policymakers and strategic leaders who make a claim for teaching excellence to consider how professional learning and the development of expertise can be embedded in the culture environment and ways of working in higher education institutions Full of practical examples based on scholarship and experience to guide individual teachers educational developers and policymakers in higher education this book is a must read text for those new to teaching in higher education and those looking to improve their practice

Evidencing Teaching Achievements in Higher Education Marita Grimwood, Steve McHanwell, 2025-02-28 This book demonstrates how university lecturers can document their impactful teaching and evidence their teaching achievements in the contemporary HE landscape It is an essential read for all lecturers who might need to evidence their achievements for academic development including job promotions and Advance HE fellowship It includes the kinds of evidence that might be sought analysis and evaluation of the different forms of evidence available and how individuals can develop a narrative of teaching impact It also provides institutions with a framework they can use to support staff in collecting and developing qualitative and quantitative evidence for teaching achievements Acknowledging the ever increasing complexity of the teaching role within higher education the book provides valuable support for individuals wishing to showcase their teaching and institutions looking to recognise and reward academic and professional staff Part of the Critical Practice in Higher Education series

Innovative Methods of Teaching and Learning Chemistry in Higher Education Ingo Eilks, Bill Byers, 2009 A unique publication from the ECTN giving a comprehensive overview of innovations in university chemistry teaching from a broad European perspective

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

Research-Based Learning: Case Studies from Maastricht University Ellen Bastiaens, Jonathan van Tilburg, Jeroen van Merriënboer, 2017-03-20 This book describes lessons learned from the implementation of research based learning at Maastricht University Well known for its problem based learning PBL educational model Maastricht University implemented research based learning RBL as a new educational concept in addition to PBL around 2009 The model has taken the shape of an excellence programme offering third year bachelor students an opportunity to conduct academic research

together with academic staff The introduction of the research based learning concept into the programmes of all Maastricht University s faculties has resulted in a range of RBL models that vary to fit the various disciplines and programmes offered by the faculties The book first presents theoretical models and a description of the concepts of research based learning and undergraduate research UGR Next by means of case studies it describes the formulas developed to suit the various programmes the challenges encountered the initial reservations on the part of the staff the limitations caused by regulations and demands of the curricula as well as the successes and results of the excellence programme The disciplines described in the case studies include psychology and neuroscience knowledge engineering social and cultural sciences law and business and economics

Transparent Design in Higher Education Teaching and Leadership Mary-Ann Winkelmes, Allison Boye, Suzanne Tapp, 2023-07-03 This book offers a comprehensive guide to the Transparency in Learning and Teaching TILT framework that has convincingly demonstrated that implementation increases retention and improved outcomes for all students Its premise is simple to make learning processes explicit and equitably accessible for all students Transparent instruction involves faculty student discussion about several important aspects of academic work before students undertake that work making explicit the purpose of the work the knowledge that will be gained and its utility in students lives beyond college explaining the tasks involved the expected criteria and providing multiple examples of real world work applications of the specific academic discipline The simple change of making objective and methods explicit that faculty recognize as consistent with their teaching goals creates substantial benefits for students and demonstrably increases such predictors of college students success as academic confidence sense of belonging in college self awareness of skill development and persistence This guide presents a brief history of TILT summarizes both past and current research on its impact on learning and describes the three part Transparency Framework of purposes tasks and criteria The three sections of the book in turn demonstrate why and how transparent instruction works suggesting strategies for instructors who wish to adopt it describing how educational developers and teaching centers have adopted the Framework and concluding with examples of how several institutions have used the Framework to connect the daily work of faculty with the learning goals that departments programs and institutions aim to demonstrate

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 *Student-Centered Learning Environments in Higher Education Classrooms* Sabine Hoidn,2016-10-28 This book aims to develop a situative educational model to guide the design and implementation of powerful student centered learning environments in higher education classrooms Rooted in educational science Hoidn contributes knowledge in the fields of general pedagogy and more specifically higher education learning and instruction The text will support instructors curriculum developers faculty developers administrators and educational managers from all disciplines in making informed instructional decisions with regard to course design classroom interaction and community building and is also of relevance to educators from other formal and informal educational settings aside from higher education *Enhancing Learning and Teaching in Higher Education: Engaging with the Dimensions of Practice* John Lea,2015-08-16 The core purpose of this distinctive book is to offer academics working in higher education practical support in achieving formal accreditation of their teaching practice with the Higher Education Academy HEA It maps a range of key themes against the UKPSF United Kingdom Professional Standards Framework and invites readers to engage with the all important dimensions of practice This book is relevant both to those who are in the process of preparing an application for an HEA fellowship and to those who are preparing assignments they might be producing for a PG Cert HE programme The book explains the dimensions of practice in detail and offers readers suggestions for ways in which they might engage with particular aspects of the UK PSF at the end of each section and thus evidence the quality of their teaching practice Each section also offers suggestions on ways to develop teaching as related to the themes Its distinctive features include Linking explicitly to the UK PSF UK Professional Standards Framework and offering practical advice to those making a fellowship application Integrating this practical element with some of the wider debates about the purpose of higher education Incorporating a thread of student engagement throughout the book including students own perspectives on the themes of the book Not only will the book support academics following an accreditation route the book will also be a useful companion text on taught courses since the UK PSF is the overarching framework for people working in HE in a teaching capacity Whether you are working in higher education or working in college based higher education then this is the book for you

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