

Principles of good teaching practice

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Gagne, R - Principles of Instructional Design

Arthur W. Chickering - Principles for Good Practice

23 Acadia faculty - Recognized as excellent teachers

Nine Instructional events

Gain attention

Inform learners of the objective

Stimulate recall of prior learning

Present the stimulus (cognitive dissonance)

Provide learning guidance

Elicit performance

Provide (prompt) feedback

Assess performance

Enhance retention and transfer

Gagne, R., Briggs, L. & Wager, W. (1992). Principles of Instructional Design (4th Ed.). Fort Worth, TX: HBJ College Publishers

Seven principles for good practice

Principle 1

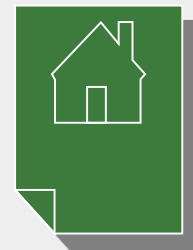
Good practice encourages student-faculty contact

“Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students’ intellectual commitment and encourages them to think about their own values and future plans.”

–Arthur W. Chickering and Zelda F. Gamson, “Seven Principles for Good Practice,” AAHE Bulletin 39: 3-7, March 1987

Knowing faculty members motivates students and keeps them on track

Knowing faculty members provides models



Principle 2

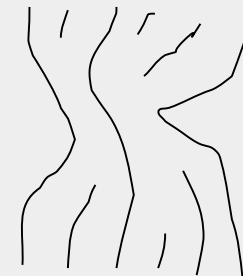
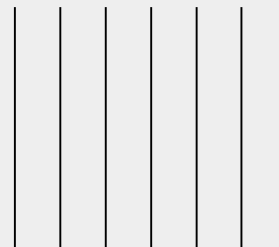
Good practice encourages cooperation among students

“Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one’s own ideas and responding to others’ reactions improves thinking and deepens understanding.”

–Arthur W. Chickering and Zelda F. Gamson, “Seven Principles for Good Practice,” AAHE Bulletin 39: 3-7, March 1987

Group work is important

Emotional intelligence



Principle 3

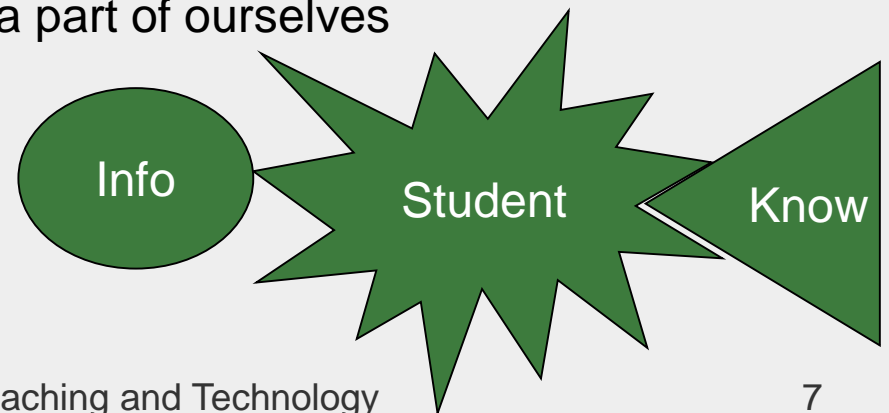
Good practice encourages active learning

“Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.”

–Arthur W. Chickering and Zelda F. Gamson, “Seven Principles for Good Practice,” AAHE Bulletin 39: 3-7, March 1987

Active learning helps students construct authentic knowledge

We only truly learn what we make a part of ourselves



Principle 4

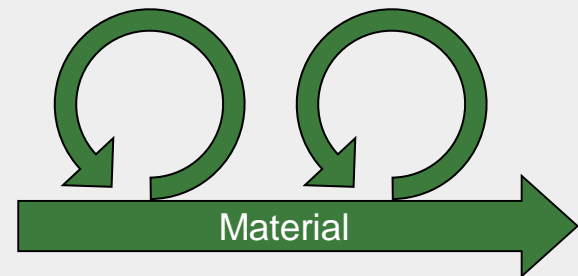
Good practice gives prompt feedback

“Knowing what you know and don’t know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.”

–Arthur W. Chickering and Zelda F. Gamson, “Seven Principles for Good Practice,” AAHE Bulletin 39: 3-7, March 1987

Appropriate and timely feedback is critical

The cycle of learning



Principle 5

Good practice emphasizes time on task

“Time plus energy equals learning. There is no substitute for time on task. Learning to use one’s time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.”

–Arthur W. Chickering and Zelda F. Gamson, “Seven Principles for Good Practice,” AAHE Bulletin 39: 3-7, March 1987

Emphasize time on task (in class, outside of class)

Provide checkpoints



Principle 6

Good practice communicates high expectations

“Expect more and you will get it. High expectations are important for everyone—for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.”

–Arthur W. Chickering and Zelda F. Gamson, “Seven Principles for Good Practice,” AAHE Bulletin 39: 3-7, March 1987

Celebrate success

You hit what you aim for (or at least come close)



Principle 7

Good practice respects diverse talents and ways of learning

“There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.”

–Arthur W. Chickering and Zelda F. Gamson, “Seven Principles for Good Practice,” AAHE Bulletin 39: 3-7, March 1987

Start with success

Identify student learning styles (Visual, auditory, kinaesthetic etc..)

Hello

