

RESEARCH-BASED TIPS FOR EFFECTIVE INSTRUCTION

Despite the rich differences among our academic disciplines, five conclusions hold true for effective teaching--no matter the college.

EFFECTIVE INSTRUCTION...

1. MAINTAINS POSITIVE AFFECT AND RELATIONSHIPS WITH STUDENTS.

- Instructor **passion** for the subject matter and for learning
- **Respect** for students
- Faith in their ability to learn (**high expectations and support** to achieve them)
- Positive **rapprochement**
- Frequent instructor-student **interactions** within and outside of class
- **Immediacy** (eye contact, varied intonation, humor, physical proximity)

2. IS FOCUSED ON LEARNING OUTCOMES AND MAXIMIZES TIME ON TASK.

- Clear and appropriate **structure** for course and sessions
- Learning **activities and instructional time** are driven by the outcomes.
- Instructor consistently **orients** students to the outcomes and tasks

3. HAS A HIGH DEGREE OF CLARITY.

- Verbal and nonverbal **messages**
- **Signposting**: Preview, review; internal summaries; transitions
- **Analogies**
- **Rich input** (text, speech, images, stories)
- **Deep processing** {detailed, intensive thinking that causes us to remember content}

4. USES PRINCIPLES OF ACTIVE LEARNING, INCLUDING MOTIVATION AND ADULT LEARNING THEORY.

- | | |
|---|---|
| • Builds the need to know , purpose for learning | • Appeals to sense of novelty and interest |
| • Activates and supports prior knowledge | • Includes collaborative learning |
| • Builds student metacognition | • Seeks immediate application |

EMPLOYS FORMATIVE ASSESSMENT.

- **Driven** by learning outcomes
- Frequent, specific, accurate **feedback** on student learning
- **Multiple sources** of feedback
- Employs feedback to **modify instruction**

Andrea M. Guillaume, FDC Faculty Coordinator for Effective and Innovative Instruction, CSUF Faculty Development Center, October, 2015.