

Enhancing Student Learning

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Ash, S. L., & Clayton, P. H. (2004, Dec). The articulated learning: An approach to guided reflection and assessment. *Innovative Higher Education*, 29 (2), 137-154.

This paper is a thorough guide to making service learning as valuable as possible for one's students. Service learning is the pedagogical use of community service on the part of one's students. The authors discuss the value of service learning; particularly, its ability to put students in a mindset ideal for learning, and its unique ability to expose students to a diverse learning environment. The authors emphasize the importance of guided reflection for the students to get as much educational value as possible out of such experiences. They also discuss how to conduct assessment of students in a service learning context.

Christensen, C. R., Garvin, D. A., & Sweet, A. (Eds.). (1991). *Education for judgment: The artistry of discussion leadership*. Boston: Harvard Business School Press.

The book is a collection of short articles which explore how one may successfully use discussion in the classroom. The articles discuss the impact of the discussion method on student interest and engagement with the material, the power-sharing dynamic between teacher and student that exists in such a class, the attitude an instructor may adopt to help encourage fruitful discussion, as well as suggestions for constructing a syllabus and responding to student comments in a discussion setting.

Cross, P. K., & Steadman, M. H. (1996). *Classroom research: Implementing the scholarship of teaching*. San Francisco: Jossey-Bass.

The text is intended to aid the reader not only in becoming aware of research into teaching and using the fruits of that research in the classroom but also in the task of learning from one's own classes. "Implementing the scholarship of teaching" refers to both applying the conclusions of others and engaging in similar scholarship oneself. The reader can improve his or her own teaching by identifying areas for improvement, accurately diagnosing difficulties, and responding to these issues effectively.

Eisenbach, R., Golich, V., & Curry, R. (1998, Fall). Classroom assessment across the disciplines. *New Directions for Teaching and Learning* (75), 59-66.

This brief article describes the results of instructors from three different fields – management, political science, and literature – each using different classroom assessment techniques (CATs) in their classes. The CATs used were (1) midsemester feedback evaluations, (2) pre/post self-confidence surveys, and (3) minute papers. Each instructor describes what she learned from each CAT. They conclude that these CATs are useful in

helping instructors to better gauge their students' progress, strengths, and weaknesses, and to respond to that information. It is also argued that CATs aid students in reflecting on and actively engaging in their own learning process.

Fellenz, M. R. (2004, Dec). Using assessment to support higher level learning: the multiple choice item development assignment. *Assessment & Evaluation in Higher Education*, 29 (6), 703-719.

This paper offers a detailed description of the use of a Multiple Choice Item Development Assignment (MCIDA), in which students develop multiple choice questions that may then be chosen to appear on an exam. The author includes a thorough discussion of the benefits and the difficulties of this practice. Ultimately, he endorses it as a way to increase students' level of critical thinking about the material and increase their sense of participation in their own education.

Lawson, T. J., Bodle, J. H., & McDonough, T. A. (2007). Techniques for increasing student learning from educational videos: Notes versus guiding questions. *Teaching of Psychology*, 34 (2), 90-93.

The authors describe a study they conducted to determine the best way to present an educational video to one's students. The four possibilities they tested were: (1) simply having the students watch the video without taking notes, (2) having students watch the video while taking notes, (3) having students watch the video while thinking about how to answer guiding questions given to them before the video (but without taking notes), or (4) having students watch the video while answering guiding questions given to them before the video. The authors conclude that the most successful method, which resulted in the best student performance on a quiz afterward, was (3): having the students think about guiding questions without taking notes during the video.

Lewis, R., Berghoff, P., & Pheeney, P. (1999, Spr). Focusing students: Three approaches for learning through evaluation. *Innovative Higher Education*, 23 (3), 181-96.

This article describes three different case studies of instructors using different assessment techniques, each of which is designed to help students better understand learning objectives. Each case study is introduced with a description of the problems the instructor is facing, which she hopes to address through the introduction of the new assessment technique. Furthermore, each case study includes a description of how the technique was implemented, along with the benefits the instructor observes as a result. The first case study describes the use of a test specification chart; the second describes the use of a rubric for a student paper; and the third describes the use of a negotiated rubric for student presentations.

McKeachie, W. J., & Svinicki, M. (2006). *Teaching tips: Strategies, research, and theory for*

college and university teachers (12th ed.). Lexington, MA: D.C. Heath and Co.

This text is a very comprehensive introduction to teaching, addressing in an organized, accessible way most or all of the areas about which a beginning teacher is likely to have questions. Many chapters address different aspects of student learning. Examples include: chapter 4 on how to help students effectively learn from course readings; chapter 6 with tips for effective lectures; chapter 12 on how to motivate students; and chapters 16 and 17 on peer learning/teaching and problem-based learning, respectively.

Milton, O. (1972). *Alternatives to the traditional: How professors teach and how students learn*. San Francisco: Jossey-Bass, Inc.

Milton marshals evidence from many studies of teaching and learning to attempt to identify common, fundamental misconceptions about teaching and learning – misconceptions shared by instructors, students and administrators. Misconceptions he addresses include: effective instruction involves using carrot-and-stick techniques to force students to study; students should all proceed through course' material at the same pace; an instructor's classroom style has a significant impact on how thoroughly students learn the material; and larger classes are inherently inferior to small classes as learning environments.

Nelson, B. J., Wallner, B. K., , & Hartley, N. K. (2000). *Reinventing the undergraduate curriculum: Strategies to enhance student learning in mathematics and science*. Fort Collins, CO: Colorado State University.

Each example for improving learning in undergraduate math and science courses covered in this text is about 2-4 pages and is clearly labeled with the techniques it attempts to implement. Many examples include concrete details of exercises given to students and even handouts. The examples are divided into four sections, by content: (i) mathematics, (ii) geology, physics and biology, (iii) chemistry, and (iv) educational methods.

Ramsden, P. (2003). *Learning to teach in higher education* (2nd ed.). New York: RoutledgeFalmer.

The text includes both theory and practical suggestions for effective teaching in higher education. Ramsden argues that the teacher must focus on understanding how his or her students learn. He therefore emphasizes the need to listen to and engage with one's students. The aim of the teacher should then be to use this understanding to make student learning possible. Ramsden first discusses different conceptualizations of teaching and learning, then course design and assessment, and how to critically evaluate one's courses to continue to improve one's teaching.

Richlin, L. (2006). *Blueprint for learning: Constructing college courses to facilitate, assess, and document learning*. Sterling, VA: Stylus.

This text is part explanation of research into teaching and learning and part how-to guide for implementing that research. Although substantive in its discussion of the research, the book is also organized in a very step-by-step way, to help one in designing a course, implementing an effective learning environment, and evaluating students' learning. The chapters are independent enough from one another that a reader interested primarily in, for example, syllabus design, or the use of grading rubrics, could read the sections associated with those subjects alone.

Schrand, T. (2008, Spr). Tapping into active learning and multiple intelligences with interactive multimedia: A low-threshold classroom approach. *College Teaching*, 56 (2), 78-84.

In this article, the author encourages the use of educational multimedia technology to facilitate active student participation in classroom activities - as opposed to using such technologies only for what he calls 'shovelware.' Schrand describes two examples of successfully incorporating such activities into his own classes, using low-level Macromedia Flash animation.

Smyth, K. (2004, Jun). The benefits of students learning about critical evaluation rather than being summarily judged. *Assessment & Evaluation in Higher Education*, 29 (3), 370-378.

The author argues that student assessment should be structured in a way that encourages the student to reflect on the assessment procedure. The paper explores ways of helping one's students approach feedback and assessment in an appropriately reflective way.