

# Principles of Effective Teaching & Learning

(Adapted from The University of Texas at Austin Faculty Innovation Center)

Teaching Principle	Examples of this principle
<b>I: Deliberate and intentional planning</b>	<ul style="list-style-type: none"><li>● Aligns learning outcomes, assessments, and activities</li><li>● Selects teaching resources appropriate to course level and student engagement expectations</li><li>● Plans instruction, engages students with learning activities, and incorporates assessments that meet the learning needs of all students (e.g. <a href="#">Universal Design for Learning</a> approaches)</li><li>● Identifies possible barriers to learning and student success and includes strategies to reduce them</li><li>● Includes resources that provide multiple perspectives</li></ul>
<b>II: Construction of knowledge</b>	<ul style="list-style-type: none"><li>● Creates opportunities for students to build knowledge by actively developing key ideas and concepts</li><li>● Identifies misconceptions and errors and finds alternative explanations</li><li>● Connects new knowledge with prior or existing knowledge</li><li>● <a href="#">Scaffolds</a> learning</li><li>● Connects research with student learning opportunities</li></ul>
<b>III: Active engagement in learning</b>	<ul style="list-style-type: none"><li>● Provides opportunities for students to self-reflect and apply knowledge, skills, and beliefs</li><li>● Allows students to question as well as to be questioned</li><li>● Encourages activities like explaining ideas, predicting results, constructing arguments based on evidence</li><li>● Provides opportunities for students to demonstrate knowledge, skills, and beliefs essential to course and vocational goals</li></ul>
<b>IV: Relevance to disciplinary experiences</b>	<ul style="list-style-type: none"><li>● Provides opportunities for students to solve problems that encourage them to think like a practitioner in the discipline</li><li>● Provides opportunities for students to apply concepts in problems, scenarios, or cases</li><li>● Creates opportunities for service-learning related to the discipline</li><li>● Encourages students to solve problems that do not necessarily have “right” answers or have multiple answers.</li></ul>

<p><b>V: Use of assessment data and feedback to support student learning and inform instruction</b></p>	<ul style="list-style-type: none"> <li>● Develops a variety of methods to assess student learning (e.g. objective tests, portfolios, projects, performance-related)</li> <li>● Supports student success through use of formative and summative assessments and feedback to assist successful student learning, comprehension, and demonstration of command of material in summative assessments</li> <li>● Allows students to “fail forward” by providing opportunities for self-reflection, by giving feedback and facilitating change</li> </ul>
<p><b>VI: Shared responsibility for learning</b></p>	<ul style="list-style-type: none"> <li>● Instructors adjust their roles in the classroom depending on learning outcomes (knowledge giver, advisor, facilitator, guide)</li> <li>● Students have some autonomy over their own learning (e.g. select from three options for a final project: paper, in-person presentation, or pre-recorded video presentation)</li> <li>● Clearly communicates student expectations and supports the attainment of those expectations through flexible means</li> <li>● Explains methodologies and learning strategies to the students</li> </ul>
<p><b>VII: Learning from and with peers</b></p>	<ul style="list-style-type: none"> <li>● Uses pedagogies that support peer-to-peer engagement that may include: <ul style="list-style-type: none"> <li>○ Discussions in small groups to learn from each other</li> <li>○ Working with other students to be aware of and appreciate different points of view</li> <li>○ Working with a group to answer problems that would be difficult to answer on their own</li> </ul> </li> </ul>
<p><b>VIII. Establish and support a class climate that advances inclusion, internationalization, diversity, and equity</b></p>	<ul style="list-style-type: none"> <li>● Establishes guidelines for productive and respectful community/class engagement</li> <li>● Provides multiple ways to establish inclusive rapport with students (e.g. explicitly encouraging multiple perspectives)</li> <li>● Provides opportunities for students to see themselves in the discipline</li> <li>● Creates opportunities for students to actively engage with one another</li> </ul>