

Conclusion

Best Practices for Teaching and Learning

Alison Brauneis: This brings us to the end of the course. In "Best Practices of Teaching and Learning", we have covered important findings on the nature of student learning and demonstrated how teachers can design their courses in a manner to increase student learning.

In the session on "The Science of Learning", we discussed how active learning methods enhance understanding and transfer. As instructors, we can help students create meaning of the course content, understand what students already know in terms of their prior knowledge and misconceptions, help students become experts, and encourage deep learning.

In "Designing a Course", we discussed how using backward design can lead to a more effective course. In backward design, we start by thinking of our learning objectives that we would like our students to achieve, and then think of the assessment methods, and then last the instructional methods to help our students reach our learning objectives.

In the session on the "Construction of Effective Problem Sets and Exams", we discussed the creation of authentic problems that are designed to meet our learning objectives and the appropriate level of Bloom's Taxonomy.

In the session on "Planning and Presenting a Lecture", we discussed how each lecture should be framed around three to five concepts and the seven plus or minus two rule for information. We also discussed the transparent learning method, in which we tell our students our goals, tell them the information, and then summarize what we told them as well as clear delivery of the lecture itself.

Thank you for taking the "Best Practices for Teaching and Learning" course.

Lourdes Aleman: We hope this was a meaningful learning experience and that you can utilize what you have learned to make your courses more effective.