Good Teaching Principles Fact Sheet

During the 1980s, Arthur **Chickering** and Zelda **Gamson** published their now well-known "Seven principles for Good Practice in Undergraduate Education". The principles focus on simple but meaningful ways in which to engage students in the learning process. Almost a decade later (1996), **Chickering** and Steve **Ehrmann** applied the same seven principles to the technology enhanced learning environment. Tools in the electronic environment (in particular the **clickUP** environment) lend themselves to applying the seven "Good Teaching Principles".

References

Chickering, A.W., & Gamson, Z.F. (1987). Seven Principles for Good Practice in Undergraduate Education.
Site 1: http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm
Site 2: http://www.uis.edu/liberalstudies/students/documents/sevenprinciples.pdf

Chickering, A.W., & Ehrmann, S.C. (1996). Implementing the Seven Principles: Technology as Lever.
http://www.tltgroup.org/programs/seven.html

Good Teaching Principles (GTPs)

Good practice in undergraduate education:

1. **Encourages contact between students and faculty:**
Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement.

2. **Develops reciprocity and cooperation among students:**
Good learning, like good work, is collaborative and social, not competitive and isolated.

3. **Encourages active learning:**
Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers.

4. **Gives prompt feedback:**
Students need appropriate feedback on their performance, including chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. **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.

6. **Communicates high expectations:**
Expect more and you will get more. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. **Respects diverse talents and ways of learning:**
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.

> "There are neither enough carrots nor enough sticks to improve undergraduate education without the commitment and action of students and faculty members. They are the precious resources on whom the improvement of undergraduate education depends."
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> Chickering & Gamson, 1987

Using clickUP tools to promote the GTPs

Seven Principles	Applied to technology-enhanced learning	clickUP tools
1. **Encourage contact between students and faculty**	Both synchronous and asynchronous forms of online communication promote contact between faculty and students, between experts and students and between students themselves. Total communication increases, with students who would normally be too shy or inhibited in a face-to-face situation, opening up and participating more freely.	Mail Discussions Chat
2. **Develop reciprocity and cooperation among students**	Co-operative learning, team work and group assignments are enhanced in an online environment. Learning is a social activity and online learning enables the establishment of vibrant learning communities.	Group Manager Discussions Peer review
3. **Encourage active learning**	Besides the use of synchronous and asynchronous communication tools, e-learning enables many other activities, such as simulations, online debates and the creation of developmental electronic portfolios. The use of technology as a tool itself can support apprentice-like activities, for example, using statistical software or using the Internet to gather information.	Assignments Discussions Media library Journal Blog Weblinks
4. **Give prompt feedback**	E-mail supports person-to-person feedback, student presentation tools facilitate the submission and sharing of student work and international experts can be involved in responding to discussion questions.	Mail Discussions Blog Assignments Assessments
5. **Emphasize time on task**	Time efficiency increases when interactions between teacher and students, and among students, fit busy work and home schedules. Students and faculty can save time and effort by accessing online resources without having to physically go to a library or to travel to classes. Computers can record student participation and interaction and help document time spent on learning tasks.	Calendar Selective release AIS pages Tracking and reporting
6. **Communicate high expectations**	Significant real-life problems, conflicting perspectives, or paradoxical data sets can set powerful learning challenges that drive students to not only acquire information, but to sharpen their cognitive skills of analysis, synthesis, application and evaluation. Knowing that their work will be available for public scrutiny also encourages students to produce their best.	Assignments Assessments Objectives
7. **Respect diverse talents and ways of learning**	Learning technologies offer a variety of learning experiences, which appeal to different learning styles, for example, visual, audio, text, group and individual activities. They can encourage self-reflection, self-evaluation, problem-based and real-life learning. Constraints of time and place disappear and anywhere, anytime learning becomes a reality.	Learning Module Discussions Journal Blog Web links AIS page