TEACHING METHODS

Collins, J., & Pascarella, E.T. (2003). Learning on campus and learning at a distance: A randomized instructional experiment. *Research in Higher Education*, *44*(3), 315-326.

This is experimental study compared the effects of traditional face-to-face instruction delivered on campus vs. instruction delivered at a distance via various telecourse technologies on student learning. Community college students taking a one- semester course in fire science were randomly assigned to one of two instructional conditions: traditional face-to-face instruction on campus or instruction at distance via a two-way interactive telecourse. Student learning of the course material was measured by a 61-item examination taken by all participants in the study. The test consisted of 50 multiple-choice items and 11 true-false items. Analysis of covariance solved by multiple regressions was the primary data analytic procedure used in the study. Findings suggest two major conclusions. First, they support the prevailing view that postsecondary students can master course facts and concepts as well when they receive instruction at a distance via a two-way interactive telecourse as they can when they receive the same instruction on-campus in a traditional face-to-face format.

Hampton, S.E., and Reiser, R.A. (2004). Effects of a theory-based feedback and consultation process on instruction and learning in college classrooms. *Research in Higher Education*, *45*(5), 497-527.

The purpose of this study was to examine how midterm student ratings feedback provided to teaching assistants via the instructional model-based IAFF, combined with consultation on instructional practices, would affect teaching practices, ratings of teaching effectiveness, and student learning and motivation. The primary participants in this study were 37 TAs who were teaching one of two lower-division courses at a large southeastern university. The independent variable examined in this study was midterm student ratings feedback and consultation related to the six instructional activities described by Reiser and Dick (1996). Results of this study indicated that the feedback and consultation process had a significant impact on instructional practices and ratings of teaching effectiveness.

Howard, J.R. (2002). Do college students participate more in discussion in traditional delivery courses or in interactive telecourses? A preliminary comparison. *Journal of Higher Education*, *73*(6), 764-780.

This study provides a preliminary comparison of the nature of interaction in interactive telecourses versus traditional delivery college courses on a single campus in the same semester. The researchers utilized two research methodologies in this study: nonparticipant observation and structured interview. Of the ten courses included in the study, five of the courses were 100 level, two were 200 level, and three were 300 level. Four sessions of each of the ten courses were

observed in the first 6 weeks of the semester. A total of 20 students were interviewed during the eighth and ninth weeks of the semester. The ten instructors were also interviewed. Using an ANOVA comparison of means, researchers found statistically significant differences in the percentage of students who were talkers by student age and instructor gender, but not by student gender. From this very preliminary comparison, the researchers found evidence that the norm of the consolidation of responsibility is in operation in the mixed-age college classroom in the traditional delivery classroom. Results also provided preliminary evidence to suggest that in interactive telecourses, students at the receiving site perceive the technology to be a significant barrier to participation with students and instructors at the site of origin.

Kuh, G.D. (2008). *High impact educational practices*. Washington, D.C.: Association of American Colleges and Universities.

This report highlights teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds. The publication presents brief descriptions of high-impact practices that educational research suggests increase rates of student retention and student engagement. The practices discussed in this publication are: first-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning, community-based learning, internships, and capstone courses and projects.

Pascarella, E.T., Cruce, T.M, Wolniak, G.C., & Blaich, C.F. (2004). Do liberal arts colleges really foster good practices in undergraduate education? *Journal of College Student Development, 45*(1), 57-74.

The researchers sought to determine if liberal arts colleges were more proficient in fostering good undergraduate education practices. The institutional sample was 16 four-year colleges and universities in 13 states throughout the country. Institutions were chosen from the National Center on Education Statistics IPEDS data to represent differences in colleges and universities nationwide on such characteristics as institutional type and control, size, location, commuter versus residential character, and ethnic distribution of the undergraduate student body. The study provided consistent evidence supporting the contention that in comparison with other institutions, liberal arts colleges foster a broader range of good practices in undergraduate education. A second major conclusion was that the advantages of attending liberal arts colleges were most pronounced in the first year of post secondary education.

Seifert, T.A., Drummond, J., & Pascarella, E.T. (2006). African-American students' experiences of good practices: A comparison of institutional type. *Journal of College Student Development, 47*(2), 185-205.

This study examined the effects of honors program participation on students' experiences of good practices in undergraduate education as well as cognitive development during the first year of college. The researchers sought to determine if honors program participation affected cognitive learning similarly for all students or if honors program participation influenced cognitive development differently depending on student background characteristics. The first stage of the analyses revealed that honors participants reported greater exposure to 6 of the 20 good practices in undergraduate education. Further analysis indicated that honors program participation affects cognitive development differently based on student characteristics.

Seifert, T.A., Pascarella, E.T., Goodman, K.M., Salisbury, M.H., & Blaich, C.F. (2010). Liberal arts colleges and good practices in undergraduate education: Additional evidence. *Journal of College Student Development, 51*(1), 1-22.

This study examined student experiences based on differences in precollege characteristics. The sample in the study consisted of full-time, first-year students at nineteen two-year and four-year colleges and universities. Institutions in the study responded to a national invitation to participate in the Wabash National Study of Liberal Arts Education (WNSLAE). The sample consisted of 4,501 students. For their analysis the researchers utilized a conceptual framework that hypothesized liberal arts colleges as having total, direct, and indirect effects on students' exposure to, or experience of good practices in undergraduate education. The results of this study replicates the findings from previous research suggesting that students who attend liberal arts college reported greater experiences of exposure to good teaching practices.

Zhao, C.M., & Kuh, G.D. (2004). Adding value: Learning communities and student engagement. *Research in Higher Education, 45*(2), 115-138.

This study seeks to discover whether participation in a learning community is linked with student success, broadly defined as student engagement in educationally purposeful activities, self-reported gains in a variety of desired outcomes of college, and overall satisfaction with their college experience. The data source for this study is the National Survey of Student Engagement (NSSE), an annual survey of first-year and senior students. The sample is comprised of 80,479 randomly selected first-year and senior students from 365 4-year colleges and universities who completed the NSSE survey in the spring of 2002. Findings suggest that participation in learning communities is uniformly and positive linked with student academic performance, engagement in educationally fruitful activities (such as academic integration, active and collaborative learning,

and interaction with faculty members), gains associated with college attendance, and overall satisfaction with the college experience.