

# DOWNLOAD PDF THE PRINCIPLES OF THOROUGHNESS IN TEACHING AND IN LEARNING

## Chapter 1 : Foundational Principles / Institute for Excellence in Education

*The Principles Of Thoroughness In Teaching And In Learning [John Amos Comenius] on racedaydvl.com \*FREE\* shipping on qualifying offers. This scarce antiquarian book is a facsimile reprint of the original.*

Not to be confused with Law of primacy in persuasion. Primacy, the state of being first, usually creates a strong and durable impression. Things learned first are usually learned easily and remain, without effort, in the mind of the student. For the instructor, this provides an ideal strategy for successfully teaching the most important fundamentals of a subject; simply starting with these fundamentals and avoiding information of secondary importance will exercise the law of primacy to help consolidate the fundamentals quickly and for the long term. For the student, it means that learning must be right. What the student learns must be procedurally correct and applied the very first time. The instructor must present subject matter in a logical order, step by step, making sure the students have already learned the preceding step. If the task is learned in isolation, is not initially applied to the overall performance, or if it must be relearned, the process can be confusing and time consuming. Preparing and following a lesson plan facilitates delivery of the subject matter correctly the first time.

**Recency**[ edit ] The principle of recency states that things most recently learned are best remembered. Conversely, the further a student is removed time-wise from a new fact or understanding, the more difficult it is to remember. For example, it is fairly easy to recall a telephone number dialed a few minutes ago, but it is usually impossible to recall a new number dialed last week. The closer the training or learning time is to the time of actual need to apply the training, the more apt the learner will be to perform successfully. Information acquired last generally is remembered best; frequent review and summarization help fix in the mind the material covered. Instructors recognize the principle of recency when they carefully plan a summary for a lesson or learning situation. The instructor repeats, restates, or reemphasizes important points at the end of a lesson to help the student remember them. The principle of recency often determines the sequence of lectures within a course of instruction.

**Intensity**[ edit ] The more intense the material taught, the more likely it will be retained. A sharp, clear, vivid, dramatic, or exciting learning experience teaches more than a routine or boring experience. The principle of intensity implies that a student will learn more from the real thing than from a substitute. For example, a student can get more understanding and appreciation of a movie by watching it than by reading the script. Likewise, a student is likely to gain greater understanding of tasks by performing them rather than merely reading about them. The more immediate and dramatic the learning is to a real situation, the more impressive the learning is upon the student. Real world applications that integrate procedures and tasks that students are capable of learning will make a vivid impression on them. In contrast to practical instruction, the classroom imposes limitations on the amount of realism that can be brought into teaching. The instructor needs to use imagination in approaching reality as closely as possible. Classroom instruction can benefit from a wide variety of instructional aids , to improve realism, motivate learning, and challenge students. Instructors should emphasize important points of instruction with gestures, showmanship, and voice. Demonstrations, skits, and role playing do much to increase the learning experience of students. Examples, analogies, and personal experiences also make learning come to life. Instructors should make full use of the senses hearing , sight , touch , taste , smell , balance , rhythm , depth perception , and others.

**Freedom**[ edit ] The principle of freedom states that things freely learned are best learned. Conversely, the further a student is coerced, the more difficult is for him to learn, assimilate and implement what is learned. Compulsion and coercion are antithetical to personal growth. The greater the freedom enjoyed by individuals within a society, the greater the intellectual and moral advancement enjoyed by society as a whole. Since learning is an active process, students must have freedom: If no freedom is granted, students may have little interest in learning.

**Requirement**[ edit ] The law of requirement states that "we must have something to obtain or do something. A starting point or root is needed; for example, if you want to draw a person, you need to have the materials with which to draw, and you must know how to draw a point, a line, a figure and so on until

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you reach your goal, which is to draw a person. Laws of Learning Applied to Learning Games[ edit ] The principles of learning have been presented as an explanation for why learning games the use of games to introduce material, improve understanding, or increase retention can show such incredible results. Games use the technique of Flow , which is "the state in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it. Games use many other techniques which tie to the principles of learning. Game designers also place heavy emphasis on feedback, which goes with practice as part of exercise. Games use the technique of simplicity to reduce distractions, balance difficulty versus skill, and accurately correlate actions to corrective feedback. This impacts flow and motivation and increases the positive feelings toward the activity, which links back to the principles of exercise, readiness, and effect. Games use immersion and engagement as ways to create riveting experiences for players, which is part of the principle of intensity. Finally, part of the primary appeal of games is that they are fun. Although fun is hard to define, it is clear that it involves feelings such as engagement, satisfaction, pleasure, and enjoyment which are part of the principle of effect.

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## Chapter 2 : Seven Principles for Good Teaching

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Learning Principles Theory and Research-based Principles of Learning The following list presents the basic principles that underlie effective learning. These principles are distilled from research from a variety of disciplines. Students come into our courses with knowledge, beliefs, and attitudes gained in other courses and through daily life. As students bring this knowledge to bear in our classrooms, it influences how they filter and interpret what they are learning. However, when knowledge is inert, insufficient for the task, activated inappropriately, or inaccurate, it can interfere with or impede new learning. How students organize knowledge influences how they learn and apply what they know. Students naturally make connections between pieces of knowledge. When those connections form knowledge structures that are accurately and meaningfully organized, students are better able to retrieve and apply their knowledge effectively and efficiently. In contrast, when knowledge is connected in inaccurate or random ways, students can fail to retrieve or apply it appropriately. As students enter college and gain greater autonomy over what, when, and how they study and learn, motivation plays a critical role in guiding the direction, intensity, persistence, and quality of the learning behaviors in which they engage. When students find positive value in a learning goal or activity, expect to successfully achieve a desired learning outcome, and perceive support from their environment, they are likely to be strongly motivated to learn. To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned. Students must develop not only the component skills and knowledge necessary to perform complex tasks, they must also practice combining and integrating them to develop greater fluency and automaticity. Finally, students must learn when and how to apply the skills and knowledge they learn. As instructors, it is important that we develop conscious awareness of these elements of mastery so as to help our students learn more effectively. Learning and performance are best fostered when students engage in practice that focuses on a specific goal or criterion, targets an appropriate level of challenge, and is of sufficient quantity and frequency to meet the performance criteria. Students are not only intellectual but also social and emotional beings, and they are still developing the full range of intellectual, social, and emotional skills. While we cannot control the developmental process, we can shape the intellectual, social, emotional, and physical aspects of classroom climate in developmentally appropriate ways. In fact, many studies have shown that the climate we create has implications for our students. To become self-directed learners, students must learn to monitor and adjust their approaches to learning. Learners may engage in a variety of metacognitive processes to monitor and control their learning—assessing the task at hand, evaluating their own strengths and weaknesses, planning their approach, applying and monitoring various strategies, and reflecting on the degree to which their current approach is working. Unfortunately, students tend not to engage in these processes naturally. When students develop the skills to engage these processes, they gain intellectual habits that not only improve their performance but also their effectiveness as learners. Skill acquisition and the LISP tutor. Self-regulation of motivation and action through internal standards and goal systems. On the self-regulation of behavior. American Journal of Physics, 50, A study of knowledge-based learning. Cognitive Science, 6, Beliefs that make smart people dumb. Goals, emotions and personal agency beliefs. The long-term retention of training and instruction pp. Interest, a motivational variable that combines affective and cognitive functioning. Integrative perspectives on intellectual functioning and development pp. Analogical thinking and human intelligence. Student Success in College: Creating Conditions That Matter. National Research Council Knowing What Students Know: The Science and Design of Educational Assessment. Brain, Mind, Experience, and School. How College Affects Students. An emerging conceptualization of epistemological beliefs and their role in learning. The Transfer of

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Cognitive Skill. Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, 69 5 , A question of belonging: *Journal of Personality and Social Psychology*, 92 1 ,

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## Chapter 3 : Principles of learning - Wikipedia

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Classroom assessment and grading practices have the potential not only to measure and report learning but also to promote it. Like successful athletic coaches, the best teachers recognize the importance of ongoing assessments and continual adjustments on the part of both teacher and student as the means to achieve maximum performance. Unlike the external standardized tests that feature so prominently on the school landscape these days, well-designed classroom assessment and grading practices can provide the kind of specific, personalized, and timely information needed to guide both learning and teaching. Classroom assessments fall into three categories, each serving a different purpose. Summative assessments summarize what students have learned at the conclusion of an instructional segment. These assessments tend to be evaluative, and teachers typically encapsulate and report assessment results as a score or a grade. Familiar examples of summative assessments include tests, performance tasks, final exams, culminating projects, and work portfolios. But by themselves, summative assessments are insufficient tools for maximizing learning. Waiting until the end of a teaching period to find out how well students have learned is simply too late. Two other classroom assessment categories—“diagnostic and formative”—provide fuel for the teaching and learning engine by offering descriptive feedback along the way. Diagnostic assessments—sometimes known as pre-assessments—typically precede instruction. Diagnostic assessments provide information to assist teacher planning and guide differentiated instruction. Examples of diagnostic assessments include prior knowledge and skill checks and interest or learning preference surveys. Formative assessments occur concurrently with instruction. These ongoing assessments provide specific feedback to teachers and students for the purpose of guiding teaching to improve learning. Formative assessments include both formal and informal methods, such as ungraded quizzes, oral questioning, teacher observations, draft work, think-alouds, student-constructed concept maps, learning logs, and portfolio reviews. Keeping these three categories of classroom assessment in mind, let us consider seven specific assessment and grading practices that can enhance teaching and learning. Use summative assessments to frame meaningful performance goals. On the first day of a three-week unit on nutrition, a middle school teacher describes to students the two summative assessments that she will use. One assessment is a multiple-choice test examining student knowledge of various nutrition facts and such basic skills as analyzing nutrition labels. The second assessment is an authentic performance task in which each student designs a menu plan for an upcoming two-day trip to an outdoor education facility. The menu plan must provide well-balanced and nutritious meals and snacks. The current emphasis on established content standards has focused teaching on designated knowledge and skills. Teachers should then present the summative performance assessment tasks to students at the beginning of a new unit or course. This practice has three virtues. First, the summative assessments clarify the targeted standards and benchmarks for teachers and learners. In standards-based education, the rubber meets the road with assessments because they define the evidence that will determine whether or not students have learned the content standards and benchmarks. The nutrition vignette is illustrative: By knowing what the culminating assessments will be, students are better able to focus on what the teachers expect them to learn information about healthy eating and on what they will be expected to do with that knowledge develop a nutritious meal plan. Second, the performance assessment tasks yield evidence that reveals understanding. When we call for authentic application, we do not mean recall of basic facts or mechanical plug-ins of a memorized formula. Rather, we want students to transfer knowledge—to use what they know in a new situation. Teachers should set up realistic, authentic contexts for assessment that enable students to apply their learning thoughtfully and flexibly, thereby demonstrating their understanding of the content standards. Third, presenting the authentic performance tasks at the beginning of a new unit or course provides a meaningful learning goal for students.

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Consider a sports analogy. Coaches routinely conduct practice drills that both develop basic skills and purposefully point toward performance in the game. How many competitive swimmers would log endless laps if there were no future swim meets? Authentic performance tasks provide a worthy goal and help learners see a reason for their learning. Show criteria and models in advance. In addition, she shows examples of student work products collected from previous years with student names removed to illustrate criteria and performance levels. Throughout the unit, the teacher uses the student examples and the criteria in the rubric to help students better understand the nature of high-quality work and to support her teaching of research skills and report writing. A second assessment practice that supports learning involves presenting evaluative criteria and models of work that illustrate different levels of quality. Unlike selected-response or short-answer tests, authentic performance assessments are typically open-ended and do not yield a single, correct answer or solution process. Consequently, teachers cannot score student responses using an answer key or a Scantron machine. They need to evaluate products and performances on the basis of explicitly defined performance criteria. A rubric is a widely used evaluation tool consisting of criteria, a measurement scale a 4-point scale, for example, and descriptions of the characteristics for each score point. Well-developed rubrics communicate the important dimensions, or elements of quality, in a product or performance and guide educators in evaluating student work. Rubrics also benefit students. When students know the criteria in advance of their performance, they have clear goals for their work. Providing a rubric to students in advance of the assessment is a necessary, but often insufficient, condition to support their learning. Learners are more likely to understand feedback and evaluations when teachers show several examples that display both excellent and weak work. Some teachers express concern that students will simply copy or imitate the example. A related worry is that showing an excellent model sometimes known as an exemplar will stultify student creativity. We have found that providing multiple models helps avoid these potential problems. When students see several exemplars showing how different students achieved high-level performance in unique ways, they are less likely to follow a cookie-cutter approach. In addition, when students study and compare examples ranging in quality—from very strong to very weak—they are better able to internalize the differences. The models enable students to more accurately self-assess and improve their work before turning it in to the teacher. Before beginning instruction on the five senses, a kindergarten teacher asks each student to draw a picture of the body parts related to the various senses and show what each part does. She models the process by drawing an eye on the chalkboard. What does the nose help us do? On the basis of what she learns about her students from this diagnostic pre-test, she divides the class into two groups for differentiated instruction. At the conclusion of the unit, the teacher asks students to do another drawing, which she collects and compares with their original pre-test as evidence of their learning. Diagnostic assessment is as important to teaching as a physical exam is to prescribing an appropriate medical regimen. At the outset of any unit of study, certain students are likely to have already mastered some of the skills that the teacher is about to introduce, and others may already understand key concepts. Some students are likely to be deficient in prerequisite skills or harbor misconceptions. Teachers can use a variety of practical pre-assessment strategies, including pre-tests of content knowledge, skills checks, concept maps, drawings, and K-W-L Know-Want to learn-Learn charts. To uncover existing misconceptions, teachers can use a short, nongraded true-false diagnostic quiz that includes several potential misconceptions related to the targeted learning. Student responses will signal any prevailing misconceptions, which the teacher can then address through instruction. In the future, the growing availability of portable, electronic student-response systems will enable educators to obtain this information instantaneously. How do geography, climate, and natural resources influence lifestyle, economy, and culture? Parents and students from other classrooms will view the display. Students have some choice about the specific products they will develop, which enables them to work to their strengths. The resulting class museum contains a wide variety of unique and informative products that demonstrate learning. Responsiveness in assessment is as important as it is in teaching. Students differ not only in how they prefer to take in and process information but also in how they best demonstrate their learning. Some students excel at creating

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visual representations; others are adept at writing. To make valid inferences about learning, teachers need to allow students to work to their strengths. A standardized approach to classroom assessment may be efficient, but it is not fair because any chosen format will favor some students and penalize others. Assessment becomes responsive when students are given appropriate options for demonstrating knowledge, skills, and understanding. Allow choices—but always with the intent of collecting needed and appropriate evidence based on goals. In the example of the 4th grade museum display project, the teacher wants students to demonstrate their understanding of the relationship between geography and economy. This could be accomplished through a newspaper article, a concept web, a PowerPoint presentation, a comparison chart, or a simulated radio interview with an expert. Learners often put forth greater effort and produce higher-quality work when given such a variety of choices. The teacher will judge these products using a three-trait rubric that focuses on accuracy of content, clarity and thoroughness of explanation, and overall product quality. We offer three cautions. If a content standard calls for proficiency in written or oral presentations, it would be inappropriate to provide performance options other than those involving writing or speaking, except in the case of students for whom such goals are clearly inappropriate a newly arrived English language learner, for example. Second, the options must be worth the time and energy required. It would be inefficient to have students develop an elaborate three-dimensional display or an animated PowerPoint presentation for content that a multiple-choice quiz could easily assess. They need to strike a healthy balance between a single assessment path and a plethora of choices. Provide feedback early and often. Middle school students are learning watercolor painting techniques. The art teacher models proper technique for mixing and applying the colors, and the students begin working. As they paint, the teacher provides feedback both to individual students and to the class as a whole. She targets common mistakes, such as using too much paint and not enough water, a practice that reduces the desired transparency effect. Benefiting from continual feedback from the teacher, students experiment with the medium on small sheets of paper. The next class provides additional opportunities to apply various watercolor techniques to achieve such effects as color blending and soft edges. The class culminates in an informal peer feedback session. Skill development and refinement result from the combined effects of direct instruction, modeling, and opportunities to practice guided by ongoing feedback. It is often said that feedback is the breakfast of champions.

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## Chapter 4 : Basic Principles of Learning for

*The seven principles are based upon research on good teaching and learning in the college setting. These principles have been intended as a guideline for faculty members, students, and administrators to follow to improve teaching and learning.*

The following small but powerful set of principles can make teaching both more effective and more efficient, by helping us create the conditions that support student learning and minimize the need for revising materials, content, and policies. While implementing these principles requires a commitment in time and effort, it often saves time and energy later on. Effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching. When we teach, we do not just teach the content, we teach students the content. A variety of student characteristics can affect learning. Although we cannot adequately measure all of these characteristics, gathering the most relevant information as early as possible in course planning and continuing to do so during the semester can inform course design. Effective teaching involves aligning the three major components of instruction: Taking the time to do this upfront saves time in the end and leads to a better course. Teaching is more effective and student learning is enhanced when we, as instructors, articulate a clear set of learning objectives. Effective teaching involves articulating explicit expectations regarding learning objectives and policies. There is amazing variation in what is expected of students across American classrooms and even within a given discipline. For example, what constitutes evidence may differ greatly across courses; what is permissible collaboration in one course could be considered cheating in another. Thus, being clear about our expectations and communicating them explicitly helps students learn more and perform better. Articulating our learning objectives. Similarly, being explicit about course policies. Altogether, being explicit leads to a more productive learning environment for all students. Coverage is the enemy: Too many topics work against student learning, so it is necessary for us to make decisions—sometimes difficult ones—about what we will and will not include in a course. This involves recognizing the parameters of the course. Effective teaching involves recognizing and overcoming our expert blind spots. We are not our students! As experts, we tend to access and apply knowledge automatically and unconsciously. They need instructors to break tasks into component steps, explain connections explicitly, and model processes in detail. Though it is difficult for experts to do this, we need to identify and explicitly communicate to students the knowledge and skills we take for granted, so that students can see expert thinking in action and practice applying it themselves. Effective teaching involves adopting appropriate teaching roles to support our learning goals. We can take on a variety of roles in our teaching. These roles should be chosen in service of the learning objectives and in support of the instructional activities. For example, if the objective is for students to be able to analyze arguments from a case or written text, the most productive instructor role might be to frame, guide and moderate a discussion. If the objective is to help students learn to defend their positions or creative choices as they present their work, our role might be to challenge them to explain their decisions and consider alternative perspectives. Such roles may be constant or variable across the semester depending on the learning objectives. Effective teaching involves progressively refining our courses based on reflection and feedback. We need to continually reflect on our teaching and be ready to make changes when appropriate. Knowing what and how to change requires us to examine relevant information on our own teaching effectiveness. Much of this information already exists. Based on such data, we might modify the learning objectives, content, structure, or format of a course, or otherwise adjust our teaching. Small, purposeful changes driven by feedback and our priorities are most likely to be manageable and effective.

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## Chapter 5 : The Principles of Thoroughness in Teaching and in Learning: [racedaydvl.com](http://racedaydvl.com): John Amos Com

*"The principles are very useful for those in higher education who don't have a background or training in psychology or education," says Blake, adding that the report's suggestions for K teaching and learning also apply to first-year college students in large, introductory classes.*

Respect diverse talents and ways of learning What are the Seven Principles? How can undergraduate education be improved? In , Arthur W. Chickering and Zelda F. The seven principles are based upon research on good teaching and learning in the college setting. These principles have been intended as a guideline for faculty members, students, and administrators to follow to improve teaching and learning. Research for over 50 years on practical experience of students and teachers supports these principles. When all principles are practiced, there are six other forces in education that surface: Good practices work for professional programs as well as the liberal arts. They also work for a variety of students: Hispanic, Asian, young, old, rich, poor. Teachers and students have the most responsibility for improving undergraduate education. However, improvements will need to be made by college and university leaders, and state and federal officials. It is a joint venture among all that is possible. When this does occur, faculty and administrators think of themselves as educators that have a a shared goal. Resources become available for students, faculty, and administrators to work together. The goal of the seven principles is to prepare the student to deal with the real world. Encourage contact between students and faculty. Building rapport with students is very important. One of the main reasons students leave school is the feeling of isolation that they experience. The concern shown will help students get through difficult times and keep working. Faculty have many avenues to follow to open up the lines of communication. For the regular classroom: Invite students to visit outside of class. Know your students by name. Help students with problems in their extracurricular activities. Personalize feedback on student assignments. Advise students regarding academic courses and career opportunities. Seek out students you feel are having a problem with the course or are frequently absent. Encourage students to present their views and participate in class discussions. Have regular office hours. Help students to work with other faculty. Let them know of options, research, etc. Share personal experiences and values. Use the one-minute paper at the end of class to get feedback on what the student is learning and how well they are learning it. Talk to students on a personal level and learn about their educational and career goals. For distance and online courses: Clearly communicate your email response policy. Encourage e-mail correspondence and discussion forum use, especially beneficial for those that are shy or are from different cultures because it allows them a different avenue of communication that might be more comfortable. Visit the distance sites, if possible. Have an on-site support person. Maintain eye contact with camera and local students. Arrange for group work at a distance site. A York College PA professor has incorporated an invitation in the syllabus to encourage contact during office hours: If you want to talk to me and find the schedule hours to be inconvenient, feel free to schedule an appointment. Norbert College, Wisconsin, use electronic mail discussion groups. Many instructors find that the students are more willing to participate in a written discussion than to speak up in class. The instructor monitors the discussions and participates along with the students, adding personal perspectives and ideas to those of the students. The Residential College of Winona State University has implemented a "living-and-learn" environment to encourage student and faculty interaction. It is located 12 blocks from the main campus and houses students in large, mostly single rooms. Academic activities at the Residential College include freshman seminars, sophomore common reading seminars, and an in-resident program with notable scholars or artists participating with students in a variety of experiences. Residential College faculty are located there and hold office hours. The interaction between students and faculty are enhanced because of the increased interaction. It is efficient, convenient, and protected. It allows more privacy so that students are able to discuss more openly without fear that other students are going to hear. E-mail also gives student more time to think about what they want to say. With these new alternatives to face-to-face communication, interaction

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from more students should increase within the classroom. Building awareness and diversity into student life: Liberal Education, 77 1 , First year experience creates a community of learners: Liberal Education, 75 5 , Using electronic mail to improve instruction. The Teaching Professor, 8 6 , 7. An investigation into the types of turning points affecting relational change in student-faculty interactions. Innovative Higher Education, 16, 4 , College Professors and Their Impact on Students. Develop reciprocity and cooperation among students. When students are encouraged to work as a team, more learning takes place. Characteristics of good learning are collaborative and social, not competitive and isolated. Working together improves thinking and understanding. Have students participate in activities that encourage them to get to know one another. Encourage students to join at least one organization on campus. Assign group projects and presentations Utilize peer tutoring. Encourage students to participate in groups when preparing for exams and working on assignments. Encourage students from different races and cultures to share their viewpoints on topics shared in class. Use chat sites and discussion forums for student-to-student communication. Set up teams to interact through e-mail or phone bridges with enough people at each site. Have a question and answer time online. Use teleconferencing for idea sharing. Encourage online discussion groups that require interaction. Work on group projects through phone and e-mail. Include an "ice-breaker" activity to allow students to share their interest and to learn about others. Students in communication courses at Miami University develop a group "code of conduct" to help facilitate cooperative learning. A sample code is given out as a model. The sample code includes: Students are encouraged to customize the code to address other shared concerns the group may have. Students refer to the code after each class or group session to assess their performance and identify areas for improvement. At Naugatuck Valley Community-Technical College, students are tested both individually and collaboratively. Students are given a test date but are not told in which fashion they will be tested. Group tests are highly structured and a unanimous decision must be reached for the answer. This method also reduces test anxiety among students. In a first-year composition class at University of Minnesota students videotape themselves discussing apprehensions before taking the course, their feelings when they received their papers back, and what they learned from the class. Next quarter, the video is shown to new students in the course to show that the feelings they are experiencing are shared by others and helps motivate them to succeed. Cooperative learning has several benefits. Students care more about their learning because of the interdependent nature of the process. Retention is higher because there is a social and intellectual aspect on the content material. Students also find the method more enjoyable because there is no competition placed upon them. Cooperation, not competition, is more effective in promoting student learning. The Teaching Professor, 8 4 , 5.

### Chapter 6 : Teaching Problem Solving | Center for Teaching | Vanderbilt University

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### Chapter 7 : Seven Practices for Effective Learning - Educational Leadership

*Teaching Principles Teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly. The following small but powerful set of principles can make teaching both more effective and more efficient, by helping us create the conditions that support student learning and.*

### Chapter 8 : THOROUGHNESS - Definition and synonyms of thoroughness in the English dictionary

*The following list presents the basic principles that underlie effective learning. These principles are distilled from research from a variety of disciplines. Students' prior knowledge can help or hinder learning. Students come into our*

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*courses with knowledge, beliefs, and attitudes gained in.*

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*The thoroughness of How Learning Works, which is drawn from the extensive experience of the authors inside the classroom and in working with college faculty, as well as the breadth of research explored in the text, make it an excellent resource for faculty who are interested in developing their teaching.*