SEVEN (PLUS THREE) PRINCIPLES FOR GOOD PRACTICE IN UNDERGRADUATE EDUCATION

1. **Good Practice Encourages Student – Faculty Contact**

   Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students keep on working through rough times. Knowing a few faculty members well enhances students’ intellectual and emotional commitment to learning.

2. **Good Practice Encourages Cooperation Among Students**

   Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others significantly expands the potential of learning and student ownership of their learning responsibilities. Articulating and sharing ideas and responding to others’ reactions improves thinking, deepens understanding.

3. **Good Practice Encourages Active Learning**

   Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to what they feel is important. They must make what they learn a part of themselves.

4. **Good Practice Gives Prompt Feedback**

   Knowing what you know and don’t know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, students need chances to reflect on what they have learned, and what they still need to know.

5. **Good Practice 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. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for all students, faculty administrators, and other staff can establish the basis for high performance for all.

6. **Good Practice Communicates High Expectations**

   Expect more and you will get it. High expectations are important for everyone—for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. **Good Practice Respects Diverse Talents and Ways of Learning**

   There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or design studio. Students rich in hands-on experience may not do so well in theory or creative problem solving. Students need the opportunities to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

8. **Good Practice Reflects Clear Organization and Smart Preparation**

   Paramount in learning is how well we structure new knowledge for students. Lessons to be learned and teaching strategies must be organized and clear. Organization is clear when the level of difficulty of content matches somewhat, the student’s prior level of understanding. Clarity and cohesiveness are emphasized by the well-chosen example, analogy, and active learning strategy. Being well-prepared allows for flexibility and dictates that teaching is pared to fit the time allotted.

9. **Good Practice Communicates Enthusiasm for Subject and Teaching**

   There is no substitute for a professional’s eager interest in and love for teaching. Some instructors demonstrate this interest outwardly in their classroom teaching behaviors, while others demonstrate it in the tone of their assignments, exams, and teaching-learning strategies they choose and implement. Such interest recharges everyone’s mental batteries. When students sense that an instructor’s zest is authentic, they respond in kind.

10. **Good Practice Emphasizes Fairness**

    Ethical behaviors and the creation of optimal learning environments are integral to the academy’s learning mission. Instructors must engage their students in fair play, and allow only fair play between students. Students thrive in situations they trust, i.e., when instructors are consistent in expectations and grading, and uphold academic integrity. Fairness is achieved through thoughtful planning; explicating and testing for learning objectives; and where behaviors are not dictated by personal biases and self interests.