



**Andragogy  
Or  
“What We Know about Good Teaching and Learning with Developmental  
Education Students”**

By  
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**Assumptions**

**Assumption #1:**

Although demographics may reveal certain patterns of race, ethnicity, social-economic status, first generation in college, etc. in developmental students, we are not going there. If any profile is being developed of a developmental education student, it is a **behavioral** profile. It is a profile of less than adequate academic and learning behaviors that, with coaching and intentional focus, can lead to increased student success in developmental courses.

**Assumption #2:**

What happens in the classroom is the most important variable to consider in the success of developmental students. Clearly, contextual variables such as structure of content, delivery, grouping of students, college culture, etc. play an important role. **Most important, however, is the action in and environment of the classroom.**

**Assumption #3:**

**Faculty have great control over what happens in the classroom** even though environments, content, technologies, and other variables may be pre-determined: therefore, the responsibility for and joy of helping to create successful students lies mainly with the teacher. It has been said, “There are no poor students, only poor teachers.” That is not an absolute, but we would like to push the bar in that direction.

**Learning Outcomes:**

The desired training participant outcomes:

- Understand and remember the 9 attributes of good teaching and learning below.
- Analyze colleagues’ “best practices” teaching strategies, using the frameworks below.
- Optional: Create new way(s) of integrating this information into classroom practice.

**Content of the session:**

The following matrix represents the best thinking of outstanding leaders in the education and the developmental education field. The Chickering and Gamson information is abbreviated in the American Association for Higher Education Bulletin below. The Boylan information can be found in the book *What Works: Research-Based Best Practices in Developmental Education*. Both sets of thinking have been represented in this matrix.

<b>Good Teaching and Learning</b>	<b>Chickering and Gamson*</b>	<b>Boylan**</b>
Faculty-student contact	Principle #1 - Good Practice Encourages Student Contact	
Cooperation among students	Principle #2 - Good Practice Encourages Cooperative Learning Among Students	3.1 Develop learning communities 3.3 use supplemental instruction
Active learning	Principle #3 - Good Practice Encourages Active Learning	3.12 Use active learning techniques
Feedback	Principle #4 - Good Practice Gives Prompt Feedback	3.4 provide frequent testing opportunities 3.6 Provide frequent and timely feedback
Time	Principle #5 - Good Practice Emphasizes Time On Task	3.7 Use mastery learning
High expectations	Principle #6 - Good Practice Communicates High Expectations	3.11 Teach learning strategies 3.10 Teach critical thinking
Diversity	Principle #7 - Good Practice Respects Diverse Talents and Ways of Knowing	3.2 accommodate diversity through varied instructional methods
CATs		3.13 Use classroom assessment techniques
Technology		3.5 Use technology in moderation

\*Chickering, A.W., and Gamson, Z.F.(1991). Applying the Seven Principles for Good Practice in Undergraduate Education. *New Directions for Teaching and Learning*, Number 47,Fall 1991. San Francisco: Jossey-Bass, Inc.

\*\*Boylan, H.R., (2002). *What Works: Research-Based Best Practices in Developmental Education*. Boone, NC: Continuous Quality Improvement Network with the National Center for Developmental Education. Appalachian State University.

# Seven Principles for Good Practice in Undergraduate Education

Arthur W. Chickering and Zelda F. Gamson  
*The American Association for Higher Education Bulletin*, March 1987

## 1. Encourages Contact Among Students and Faculty

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

## 2. Develops Reciprocity and 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 often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

## 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. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

## 4. Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When 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, and at the end, students need 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. 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 students, faculty, administrators, and other professional staff can establish the basis of high performance for all.

## 6. Communicates High Expectations

Expect more and you will get more. 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. 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 art studio. Students rich in hands-on experience may not do so well with theory. 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.

### **Methodology:**

Methodology is at the discretion of the trainer. Trainers should model good teaching practice.

# Review and Refinement

By  
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## Assumptions

### **Assumption #1:**

Backwards design (or backward design) is an instructional design method that begins with the end in mind. It explains how faculty can design their courses by first thinking of the **student learning objectives**, then the **assessment**, then the **class activities**, and then the **pre-class assignments**. It is design in reverse. This first assumption says that it is helpful to know where you are going before embarking upon a journey, particularly an educational one and particularly if you are in the role of teacher and guide. Therefore, understanding student learning objectives is key.

### **Assumption #2:**

In the VCCS Math redesign, the student learning objectives are clearly designed and, in some schools, so are the assessments. However, how a faculty actually conducts a class (class activities) and pre-class assignments remain up to the discretion of the teacher. In the VCCS English redesign, there are clearly defined objectives, but more discretion given to how those objectives are assessed, the class activities, and the pre-class assignments. The second assumption says that good teachers utilize their skills and knowledge to enhance student success in the domains over which they have control.

## Learning Outcomes:

The desired training participant outcomes:

- Understand and remember the 9 attributes of good teaching and learning above.
- Analyze one's own teaching practice in reference to selected attributes.
- Collaboratively design "best practices" teaching strategies.
- Evaluate an array of strategies and decide on strategies to adopt in their teaching practice.
- Apply strategies to their own teaching practice.
- Network and share information with attendees.

## Content of the Session:

This session builds upon the previous one. In a large group, faculty are to explore, describe, share, and learn new strategies for good teaching and learning. The domains to be discussed are: Faculty-student contact, Cooperation among students, active learning, feedback, time on task, high expectations, diversity, CAATS, and technology. Each attendee should acquire at least 5 new strategies to enhance their own success (and thus, student success) in the classroom.

## Methodology:

Methodology is at the discretion of the trainer. Trainers should model good teaching practice.