



Guidelines for Effectively Supporting Learning

1. Effective teachers interact with students in ways that demonstrate care, respect, and empathy; they care passionately about the success of their students. (Angelo, 1993; Chickering & Gamson, 1987; Norman, 1993; Sherman et al., 1987)
2. Effective teachers know their disciplines so well that they make new content accessible and meaningful for a tremendous variety of students. (Baiocco & De Waters, 1998; Jones et al., 1987; Lacey, 1980; McKeachie et al., 1990; Sherman et al., 1987; Woditsch et al., 1987)
3. Effective teachers are master “bridge builders”; they help students bridge their existing knowledge and skills with the knowledge and skills comprising new learning objectives. Without a teacher’s ongoing focus on: 1) the expected learning outcomes; 2) the student’s entry knowledge, skill, and learning strategies; and 3) the student’s functioning throughout the learning task, *AND WITHOUT RESPONSIVE ADAPTATIONS ALONG THE WAY*, the bridge won’t meet in the middle! (Eble & McKeachie, 1985; Jones et al., 1987)
4. Effective teachers are skilled in assessing: a) a student’s “entry” knowledge, skills, and learning strategies relative to expected learning outcomes; b) how the learning task is being understood and processed by the student throughout the learning experience; and c) to what degree the student eventually masters the expected learning outcomes. (Davis, 1993; Ramsden, 1988)
5. Effective teachers know that the more students generate personal meaning for themselves through working on new learning tasks, the more they will retain and use resultant learning. (Angelo, 1993; Loeffelbein, 1963; Wagener, 1989)

6. Effective teachers accept a “co-responsibility for learning” between students and teachers, even though it applies to different aspects of the learning/teaching transaction. (Porter, 2002)

...learning ultimately is the direct result of efforts and processes initiated and controlled by the students; therefore learning ultimately is the responsibility of the student (McKeachie et al., 1985)

...*supporting* effective learning by students, through effective instructional approaches and well-designed learning tasks, is the responsibility of the teacher (Vella, 2000)

...this “co-responsibility” between students and teachers is most fully realized within educational communities of mutual cooperation, respect, and investment in the learning/teaching process. (Smith, 1989)

7. Effective teachers understand this “co-responsibility for learning” means that both success and failure in achieving expected learning outcomes are accounted for in terms of the interactions *between* students and themselves, not exclusively by dynamics *within* students. (Porter, 1994)
8. In terms of both their overall instructional approach and how they design specific learning tasks, effective teachers help students motivate themselves to initiate and sustain interaction with learning tasks. (Angelo, 1993; Brophy and Alleman, 1991; Gagne, 1985; Norman, 1993)
9. Effective teachers understand and act on the simple, profound reality that learning results from the direct actions of students, and only indirectly from the actions of teachers. Effective teachers encourage students to “actively learn” by creating instructional approaches and learning tasks that: represent open rather than closed questions; require the student to analyze, critique, integrate, reconstruct, and apply new content; and require students to use available educational resources in constructing their own best answers. (Angelo, 1993; McCombs & Whisler, 1997; Norman, 1993; Vella, 2000; Vorkink, 1995)

10. Effective teachers translate long-term curricular goals into sequences of individual learning tasks, each task having well defined learning outcomes. These tasks are designed to be manageable by students, so that with effort and adaptiveness, students can succeed. (Cross, 1976; Pascarella & Terenzini, 1991)
11. In designing their instructional approaches and learning tasks, effective teachers incorporate frequent and prompt assessment feedback about student performance. (Brophy & Alleman, 1991; Ewell, 1991; Fincher, 1985; Pascarella & Terenzini, 1991)
12. Effective teachers hold as an ultimate goal their students becoming increasingly skilled and self-sufficient learners, beyond accomplishing this or that discipline-based curricular goal. (Pintrich, 1995; Weinstein, 1994)