“Applying Chickering’s Seven Learning Principles in our Mason Digital World”

Or,

“If I only knew then what I know now”

Steve Brown, Assistant Professor
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The Magic of Seven (7):

Another “7”?
Another “Seven”

Seven Principles for Good Practice in Undergraduate Education:
Arthur Chickering and Zelda Gamson
American Association of Higher Education

Good Practice in Undergraduate Education:
1. Encourages contacts between students and faculty
2. Develops reciprocity and cooperation among students

SEVEN PRINCIPLES
FOR
GOOD PRACTICE
IN UNDERGRADUATE EDUCATION

by Arthur W. Chickering and Zelda F. Gamson

Aesthetic students, illiterate graduates, incompetent teaching, impersonal campuses—to roll the drum
of criticism of higher education. More than two years of reports have spelled out the problems. States have
been quick to respond by holding out carrots and boiling with sticks. There are neither enough carrots
nor enough sticks to improve undergraduate education without the com

mitment and action of students and faculty members. They are the precious resources on which the
improvement of undergraduate education depends.

But how can students and faculty members improve undergraduate edu

cation? Many campuses around the country are asking the question. To

provide a focus for their work, we offer seven principles based on

research on good teaching and learning in colleges and universities.

Good practice in undergraduate education:
1. Encourages contacts between stu

dents and faculty
2. Develops reciprocity and cooperation among students
3. Uses active learning techniques
4. Gains prompt feedback
5. Emphasizes time on task
6. Communicates high expectations
7. Respects diverse talents and ways of

learning.

We can do it ourselves—with a little
bit of help…

So who is Arthur?
Implementing the Seven Principles: Technology as Lever
By Arthur W. Chickering and Stephen C. Ehrmann

From the October 1996 AAHE Bulletin.

In March 1987, the AAHE Bulletin first published “Seven Principles for Good Practice in Undergraduate Education.” With support from Lilly Endowment, that document was followed by a Seven Principles Faculty Inventory and an Institutional Inventory (Johnson Foundation, 1989) and by a Student Inventory (1990). The Principles, created by Art Chickering and Zelda Gamson with help from higher education colleagues, AAHE, and the Education Commission of the States, with support from the Johnson Foundation, distilled findings from decades of research on the undergraduate experience.

Several hundred thousand copies of the Principles and Inventories have been distributed on two- and four-year campuses in the United States and Canada. (Copies are available at cost from the Seven Principles Resource Center, Winona State University, PO Box 5838, Winona, MN 55987-5838; ph 507/457-5020.) — Eds.

Since the Seven Principles of Good Practice were created in 1987, new communication and information technologies have become major resources for teaching and learning in higher education.
Applying the Seven Principles for Good Practice to the Online Classroom

www.facultyfocus.com/articles/online-education/applying-the-seven-principles-for-good-practice-to-the-online-classroom/

Oliver Dreon PhD

Almost 25 years have passed since Chickering and Gamson offered seven principles for good instructional practices in undergraduate education. While the state of undergraduate education has evolved to some degree over that time, I think the seven principles still have a place in today’s collegiate classroom. Originally written to communicate best practices for face-to-face instruction, the principles translate well to the online classroom and can help to provide guidance for those of us designing courses to be taught online.

1. Encourage contact between students and faculty. Students need to know how to contact their online instructors and should be encouraged to communicate with us when needed. In my online courses, I identify multiple means of contacting me (email, Skype, Twitter, etc) and clearly post times when I'll be available to chat during online office hours. While few students utilize the online office hours I provide, offering this time communicates to students that I am available if they need assistance and that I value this interaction.

Do you agree that they apply today? Let's keep score for each: No = 0  Somewhat = ½  Yes = 1
1. **Encourages Contacts Between Students and Faculty**

“Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement”.

*Use Bb -- Go Mobile*  
*Blackboard “Thumbnails” aka “Avatars” and Class Introductions*
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”.

![Google Docs image]
3. **Uses Active Learning Techniques**

“Learning is not a spectator sport. Students do not learn much by just sitting in classes listening to teachers . . . They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives”.

Reflective Writings

And there are some Videos in the “Places for the Lifelong Learner” activities
4. **Gives Prompt Feedback**

“No feedback can occur without assessment. But assessment without timely feedback contributes little to learning”.

Electronic Feedback on their submitted work (voice or text)

On-line immediate graded practice quizzes
5. **Emphasizes time on task**

   “Time plus energy equals learning”

   Have the conversation --
   
   How much time is expected?
6. **Communicates high expectations**

“Expect more and you will get more. High expectations are important for everyone—”

Show them what excellence looks like.
7. Respects diverse talents and ways of learning

“There are many roads to learning. People bring different talents and styles of learning to college”.

Discussion Board

Actual Student Bb Post:

Lynda.com contains an endless list of topics for anyone to learn more about. Each person that talks to you in the video is well-educated on the topic and knows what they are talking about. I plan to tell my fellow peers about this useful website and tell them to also spread the word about it. I hope to use this service in my future endeavors and graduate school as well.
Here is a video tutorial from Jim and Kay Stice at lynda.gmu.edu
How did we score?

Do you agree that the “7 Principles” apply today?

For each principle, score:  No = 0     Somewhat = \( \frac{1}{2} \)     Yes = 1

Minimum score is 0.    Maximum is a 7.
Is there one takeaway that you can start using in your class?
Thanks for your time and attention

Questions? Comments?