Student-Centered Teaching Practices

We choose to teach college students because we are committed to the proposition that education can indeed be liberating. How we teach the students who enter our classrooms can make the difference between students who realize their potential and those who leave us discouraged about their possibilities. These resources, organized by topic, offer frameworks and strategies faculty can use to make their classrooms vibrant learning spaces for every student who walks through the door.

Equity

AAC&U (2018). A Vision for Equity: Results from AAC&U’s Project Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success. Available at: https://www.aacu.org/publications/vision-equity


Transparency


Transparency in Learning & Teaching project website: https://www.unlv.edu/provost/teachingandlearning.

Designing assignments: Creating Writing Assignments for Undergraduate Students https://ugs.utexas.edu/sig/essentials/writing/creating-assig ...

High-Impact Practices

https://www.aacu.org/resources/high-impact-practices

Teaching for Transfer

The following two articles offer great strategies for engaging metacognition, a skill that greatly enhances the transfer of learning from a familiar context to a new context:


https://cft.vanderbilt.edu/guides-sub-pages/metacognition/
This article includes many useful links.  
https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1144&context=ij-sotl

This article includes both metacognition and metaaffective reflection.  

This article reviews several scholars on teaching for transfer.  

**Assessment Strategies**

**Classroom Presentations**
How to Avoid Death by Powerpoint, David JP Phillips.  
https://www.youtube.com/watch?v=Iwpi1Lm6dFo

**Teaching First-Year Students**
The following bibliography has been created over many years, and includes seminal articles and books on engaging and teaching students in the first year of college.


Cuseo, J. (2002). Organizing to collaborate: A taxonomy of higher education practices for promoting interdependence with in the classroom, across the campus, and beyond the college. Stillwater, OK: New Forums Press.


For More Information on Transparency:
Transparency in Learning & Teaching project website: [https://www.unlv.edu/provost/teachingandlearning](https://www.unlv.edu/provost/teachingandlearning)

For More Information on Belonging:
Yeager, D. et al (May, 2016). Teaching a lay theory before college narrows achievement gaps at scale. *Proceedings of the National Academy of Sciences*. Available at: [http://www.pnas.org/content/early/2016/05/25/1524360113.full](http://www.pnas.org/content/early/2016/05/25/1524360113.full)

For More Information on Wise Feedback:

For More Information about Basic Needs Statements:
[https://medium.com/@saragoldrickrab/basic-needs-security-and-the-syllabus-d24cc7afe8c9](https://medium.com/@saragoldrickrab/basic-needs-security-and-the-syllabus-d24cc7afe8c9)
[https://cft.vanderbilt.edu/guides-sub-pages/metacognition/](https://cft.vanderbilt.edu/guides-sub-pages/metacognition/)