

## HOW TO ACHIEVE DEEP, LASTING LEARNING

A growing body of research evidence indicates that students learn most effectively when:
1. They understand course and program goals and the characteristics of excellent work.
2. They are academically challenged and given high but attainable expectations.
3. They are graded on important goals. While students do pick up some things through faculty and staff modeling, discussions, and the like, they focus their time and energy learning what they'll be graded on...and therefore learn those things more effectively.
4. They are taught with enthusiasm.
5. New learning is related to their prior experiences.
6. They spend significant time studying and practicing.
7. They use or apply memorized facts in some way, because facts memorized in isolation are quickly forgotten.
8. The diversity of their learning styles is respected. They are given a variety of ways to learn and to demonstrate what they've learned.
9. They spend more time actively involved in learning through hands-on practice and receiving information visually. They spend less time listening to lectures and reading long texts.
10. They engage in multidimensional "real world" tasks in which they explore, analyze, justify, evaluate, use other thinking skills, and arrive at multiple solutions. Such tasks may include realistic class assignments, field experiences, and service learning opportunities.
11. They spend more time interacting with others—face-to-face and/or online. They receive individual attention from faculty and work collaboratively with fellow students.
12. They participate in co-curricular activities that build on what they are learning in the classroom.
13. They reflect on what and how they have learned and see coherence in their learning.
14. They have a synthesizing experience such as a capstone course, independent study, or research project.
15. Assessments are learning activities in their own right.
16. They receive prompt, concrete feedback on their work.
17. They have opportunities to revise their work.

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