I. Seven Principles of Good Practice in Undergraduate Education (1987 Johnson Foundation)

1. encourages student-faculty contact
2. encourages cooperation among students
3. encourages active learning
4. gives prompt feedback
5. emphasizes time on task
6. communicates high expectations
7. respects diverse talents and ways of learning [Arthur Chickering and Zelda Gamsoni]

II. According to Peter Ewell, the key insights into the nature of learning include:

1. The learner is not a “receptacle” of knowledge, but rather creates his or her learning actively and uniquely.
2. Learning is about making meaning for each individual learner by establishing and reworking patterns, relationships, and connections.
3. Every student learns all the time, both with us and despite us.
4. Direct experience decisively shapes individual understanding.
5. Learning occurs best in the context of a compelling “presenting problem.”
7. Learning occurs best in a cultural context that provides both enjoyable interaction and substantial personal support
   (Peter Ewell, AAHE Bulletin, Dec, 1997: 3-4).

Based on these findings, Ewell posits that the following pedagogical approaches and contexts are most conducive to learning.

1. Approaches that emphasize application and experience.
2. Approaches in which faculty constructively model the learning process.
3. Approaches that emphasize linking established concepts to new situations.
4. Approaches that emphasize interpersonal collaboration.
5. Approaches that emphasize rich and frequent feedback on performance.
6. Curricula that consistently develop a limited set of clearly identified, cross-disciplinary skills that are publicly held to be important.
   (Ewell, AAHE Bulletin, December, 1997: 4-5).

III. Three major messages emerge from the contemporary research:

1. The importance of active as opposed to passive learning.
2. Professionals must heed research on learning to advance learning outcomes.
3. “Learning is transformational rather than additive. New learning interacts with what we already know to transform and deepen our understanding”
   (Cross, AAHE address, Atlanta, 1998)