Teaching Professor Newsletter Articles You Might Have Missed
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Learning Styles and Test Performance (June-July 2016)

Decades of research on learning styles have resulted in widespread familiarity with the concept. Ask most students what kind of learners they are and they will often answer with a learning style descriptor—visual, verbal, kinesthetic, auditory, converger. Many will tell you they know because they've taken a learning style inventory. However, some students think that their learning style preference is not just the best way they learn, it’s the only way they can learn. For instance, a student recently told a colleague of mine that he needed something other than the course texts because he was a visual learner and couldn’t learn by reading.

Flipped and Hybrid: Some Interesting Results (June-July 2015)
https://www.magnapubs.com/newsletter/the-teaching-professor/114/Flipped-and-Hybrid-Some-Interesting-Results-13546-1.html

Course frameworks and structures have been changing during the past few years, in large part as a result of the many new options technology makes possible. For example, flipped courses change where most of the content acquisition occurs. Rather than teachers presenting in class with students listening and taking notes, students interact with the content before they come to class using resources like instructional videos, podcasts, and written materials provided online.

Peer Assessment that Improves Performance in Groups (June-July 2014)
https://www.magnapubs.com/newsletter/the-teaching-professor/104/peer_assessment_that_improves_performance_in_groups-8061-1.html

Peer assessment in groups has been shown to effectively address a number of group process issues, but only if the peer assessment has a formative component. Many studies have shown that if peer assessment is used at the end of a group project, group members will punish their dysfunctional members—those who didn’t do work, didn’t turn work in on time, didn’t come to meetings, and didn’t do quality work—but they won’t confront those group members when they commit those dysfunctional behaviors. After-the-fact peer assessment gives the teacher input on who did and didn’t contribute in the group, but it doesn’t change what happened in that group or help students learn how to confront group member problems when they emerge.

More on How Students Do and Don’t Use Feedback (June-July 2013)
https://www.magnapubs.com/newsletter/the-teaching-professor/94/more_on_how_students_do_and_dont_use_feedback-7983-1.html

It’s not the first time we’ve addressed the issue: why don’t students use our feedback to improve their performance (their writing, their exams, their professional skills)? A revisit is justified because it’s such an important question and because answers are more elusive than we might expect. However, good resources can be helpful, and the one referenced here falls into that category.