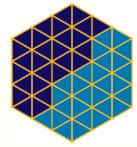


PEDAGOGY AND CLASSROOM STRATEGIES

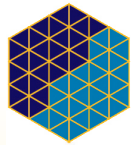
Nikki Edgecombe

Community College Research Center



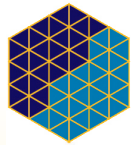
PEDAGOGY VERSUS STRUCTURE

- **Majority of developmental education reform is structural, not pedagogic**
 - Examples of *primarily* structural interventions include learning communities, compressed courses, mainstreaming, curricular redesign, and intensive remediation.
 - Instructional technology, particularly in higher ed, frequently replicates traditional modes of instructional delivery.



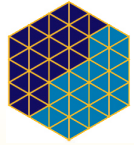
RESEARCH ON DEVELOPMENTAL PEDAGOGY

- **Limited body of research on teaching, particularly at the developmental level**
 - Field would benefit from more systematic research that:
 - Catalogues what happens in classrooms
 - Measures student learning
 - Evaluates instructional approaches (based on student learning)
 - **The behaviorist-constructivist dichotomy**
 - General notion of what good teaching is – “balanced” or “responsive”
 - Philosophical distinction has potential to oversimplify types and use of instructional activities
 - CCRC examination of math pedagogy found some evidence supporting constructivism, but rigor of research is questionable



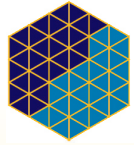
RESEARCH ON DEVELOPMENTAL PEDAGOGY

- **Significant methodological challenges persist**
 - Rigorous research is difficult to execute well
 - Requires substantial time in classrooms and resources
 - The more dynamic the pedagogy, the harder it is to systematically evaluate and replicate
 - Field lacks standards for faculty preparation and professional learning
 - May reflect limited empirical evidence on higher ed teaching
 - Perhaps there are lessons to be learned from K-12 teacher training
 - How can researchers and practitioners work collaboratively to develop and test new teaching approaches while simultaneously evaluating and improving the quality of existing practices?



QUESTIONS TO CONSIDER

- How can rigorous research on pedagogy account for the impact of context and faculty perspectives on teaching?
- To what extent can developmental education pedagogy be customized to meet students' needs and how would such customization affect the efficient delivery of instruction?
- Is there consensus about what learning outcomes matter?
- Does high-quality teaching in developmental education differ from high-quality teaching elsewhere?



MORE INFORMATION

Download event materials and learn how to participate in the online follow-up discussion:

www.PostsecondaryResearch.org/conference/afterevent.html

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