PEDAGOGY AND CLASSROOM STRATEGIES

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

www.PostsecondaryResearch.org/conference/afterevent.html

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