

Innovative Teaching with Technology:

Implementing the Seven Principles of Good Practice in Undergraduate Education

*A self-paced Moodle course by Pam Gades and Karen Cusey
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What are the Seven Principles?

After its appearance as a lead article in the March 1987 issue of the AAHE Bulletin (Chickering and Gamson, 1987), the “Seven Principles of Good Practice in Higher Education” by Arthur Chickering and Zelda Gamson was re-published in the June 1987 issue of *The Wingspread Journal*, a publication of The Johnson Foundation (Gamson, 1995). The response from universities around the United States was astonishing; over 150,000 copies of the 1987 article were ordered from The Johnson Foundation over the next 18 months from colleges and universities in the United States, Canada, the United Kingdom and beyond. This article was also copied or reprinted in a number of other publications, including newsletters of the American Association of State Colleges and Universities and centers for development of teaching resources at colleges around the country (the Seven Principles were not copyrighted) (Gamson, 1995).

The Seven Principles of Good Practice were developed with sources from over fifty years of research about student/faculty interaction. Chickering and Gamson assert that when all Seven Principles are present, “... their effects multiply. Together they employ ... Activity, Diversity, Interaction, Cooperation, Expectations, and Responsibility” (Chickering & Gamson, 1987, pg. 3). Chickering and Gamson also illustrate that good practices in education are applicable to both professional programs and the liberal arts; they work for all students regardless of age, race, gender, level of academic preparation, or financial status. They point out that ways in which an institution may decide to implement good practices “depends very much on their students and their own circumstances” (1987, pg. 4).

To address the intersection of teaching and technology in support of the Seven Principles, in 1996 Arthur Chickering and Stephen Ehrmann published “Implementing the Seven Principles: Technology as Lever.” Chickering and Ehrmann refer to the emergence and evolution of electronic tools that have potential to support teaching and learning, saying, “If the power of the new technologies is to be fully realized, they should be employed in ways consistent with the Seven Principles” (Chickering and Ehrmann, 1996, pg. 3).

- Principle 1: Good practice encourages contact between students and faculty.
- Principle 2: Good practice develops reciprocity and cooperation among students.
- Principle 3: Good practice encourages active learning.
- Principle 4: Good practice gives prompt feedback.
- Principle 5: Good practice emphasizes time on task.
- Principle 6: Good practice communicates high expectations.
- Principle 7: Good practice respects diverse talents and ways of learning.

How do faculty at other colleges and universities use technology to support the Seven Principles in their teaching (online and on-campus)?

The “Innovative Teaching with Technology” course suggests strategies that promote each of the Seven Principles with tools and technologies for online and classroom use. This self-paced online course is intended for use by faculty at the University of Minnesota, Morris, who teach undergraduate

students in a variety of liberal arts disciplines. This resource provides associations between teaching and learning technologies and activities and the “Seven Principles of Good Practice in Undergraduate Education” based on how these relationships relate to areas of pedagogy in the Bush Technology Grant work at UMM: learning styles, student engagement, assessment, communication, interaction and course content.

What tools are available at UMM to support the Seven Principles in teaching with technology, and how can I use those tools with my students?

Tools suggested in this course include technologies available through the Faculty Toolkit as well as tools that are supported by UMM Computing Services and Media Services. Examples of technologies that have been implemented by faculty at other institutions also include a summary of the faculty members’ goals for teaching and learning to support the Seven Principles through use of technology.

What types of activities are included in this course?

Self-paced activities in the first two course modules include the pre- and post-assessments, reading the Seven Principles resources and links, and completing modular technology assignments. These activities are self-paced, allowing participants to complete them in an asynchronous online environment, Pre- and post-assessments require use of the Moodle quiz tools, while the technology assignments allow participants to try out new tools and respond to questions about their own possible use of these tools to support the Seven Principles in teaching and learning.

A participation rubric outlines the activities available in each module along with three levels of possible participation:

Level 1: read only;

Level 2: read and respond to content and assessments; or

Level 3: read, respond and contribute new content or resources.

Faculty participants may choose the activities that best suit their goals for using this resource, expand their knowledge of the Seven Principles, or find ways in which they might contribute to course content by providing their own examples from personal experience or from other Seven Principles resources they want to share.

How can I participate in this course?

Faculty “cohorts” will start the course together in small groups at multiple times throughout the academic year, and then may continue their individual participation on a self-paced schedule. For more information, contact:

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