

# ACUE IMPACT

*Student success  
through effective  
instruction*



Nearly 2,000 educators at colleges and universities nationwide agree: **ACUE's Course in Effective Teaching Practices** strengthens their instruction.

**They learn—and apply—the evidence-based approaches that help students succeed.**

## Student Achievement

*After learning about “growth mindset,” I told my students, “Some of you may not think that you are a ‘math person,’ but I promise if you stick with this and work on understanding the material, you will find that you really are a ‘math person.’” After that class, a student asked, “So you’re saying if I work hard in this class, I can become good at stats?” I told him that not only did I think so, but there is research evidence to support it. On the next quiz, his score more than doubled—from 8 out of 20 on the previous quiz to 17 out of 20.*

**Matthew P.**  
Associate Professor, Psychology

## Student Persistence

*After completing the module on helping students persist, I'm now giving more “no stakes” opportunities for my students to try things, learn from their mistakes, and improve. Learning how to program computer code takes practice, practice, practice, and I'm giving them lots of space to do just that. Students are really plunging into the activities and talking out their difficulties with their partners.*

**Jill Z.**  
Professor, Mathematics and Computer Science

## *ACUE's Course in Effective Teaching Practices*

ACUE's Course addresses all of the essential pedagogical skills and knowledge that every college educator should possess. It is the only program that leads to a Certificate in Effective College Instruction endorsed by the American Council on Education. The complete 30-hour program recommends specific techniques on how to:

- Design an Effective Course and Class
- Establish a Productive Learning Environment
- Use Active Learning Techniques
- Promote Higher Order Thinking
- Assess to Inform Instruction and Promote Learning

## Student Diversity

*During a recent class discussion, I used the technique of “recognizing and valuing different viewpoints” from the embracing diversity module to illustrate a specific theory in sociology. I incorporated hot-button examples including recent protests and the presidential election, which increased student interest and made this theory come alive. From our discussion, students felt encouraged to explain the “other side” of their opinion and better understood how people's personal experiences influence their viewpoints.*

**Jen M.**  
Assistant Professor, Human Development and Family Studies

*Nationwide, faculty are embracing  
this opportunity:*

- **81%** feel more confident in their teaching
- **86%** find the Course material relevant
- **79%** would recommend the Course to a colleague
- **96%** find it valuable to review and refine their practice



## Faculty are implementing proven techniques

ACUE's Course is recommended for practicing educators. To satisfy Course requirements, faculty must apply recommended techniques, reflect on their experiences, and set goals to refine their teaching.

## Students are more engaged

85% of faculty report that students respond positively to new teaching techniques from the Course.

## Student Support

I used the Performance Prognosis Inventory from the Course module on engaging underprepared students. One student informed me that it "woke her up" and made her reassess her study habits. Other students came to me after class to ask for extra help, which doesn't usually happen until it's too late in the semester. Students' responses to these techniques give me a lot of optimism.

**Haley D.**  
Teaching Assistant, Mathematics

## Student Participation

In the past, I have run into the problem of four or five students dominating each discussion. However, after reviewing the module on planning effective discussions, I started breaking the class into groups to discuss the featured reading and inviting quieter students to present on behalf of the group. All students agreed to share on behalf of their group either this week or next.

**Jason M.**  
Associate Professor, History

## ACUE on your campus

ACUE partners with colleges and universities to put effective instruction at the heart of their strategic plans for student success.

To learn how to bring ACUE's Course to your campus, contact us at [info@acue.org](mailto:info@acue.org).

## Faculty Satisfaction

I used to believe that if I just taught long enough, I'd get good at it. What's amazing about this course is that it helped me realize that teaching is a series of techniques to master. These resources have made great teaching feel within my grasp.

**Joanna D.**  
Assistant Professor, Social Work

## ACUE's pilot, content, and participating colleges and universities include:

Arizona State University \*  
Butler University †  
California State University, East Bay  
California State University, Los Angeles †  
California State University, Northridge \*  
City College of New York  
Delta State University  
Diné College \*  
East Carolina University \*  
Elon University †  
Essex County College \*  
Florida A&M University †\*

Florida International University \*  
Goucher College  
Kansas State University †  
Long Island University  
Miami Dade College †  
Montclair State University \*  
New Jersey City University  
Rutgers University-Newark †  
San Francisco State University  
University of Arizona †\*  
University of Colorado, Denver \*  
University of Connecticut †\*

University of Kansas \*  
University of Michigan †  
University of Missouri, Kansas City \*  
University of Nevada, Las Vegas †  
University of Nevada, Reno  
University of North Carolina at Chapel Hill †  
University of North Carolina Wilmington  
University of North Texas System \*  
University of Southern Mississippi  
Wesleyan University \*  
West Virginia University †

\* Pilot partner

† Content partner (as of September 2016)