
INSPIRING INQUIRY AND PREPARING LIFELONG LEARNERS

Students who can think critically and self-reflect gain the confidence to become independent and inspired learners who thrive in their courses and future careers. Empower students to become learners for life.



Instructors will implement strategies that motivate students to take greater ownership of their learning, such as guiding students to set attainable goals, ask effective questions, and self-assess their work and process. Students will be better prepared to tackle challenging concepts with well-planned questions, explanations, and visuals and will feel valued as faculty collect and use their feedback to meet learners' needs.

LEARNING MODULES

Motivating Your Students

Using Concept Maps and
Other Visualization Tools

Using Advanced
Questioning Techniques

Providing Clear Directions
and Explanations

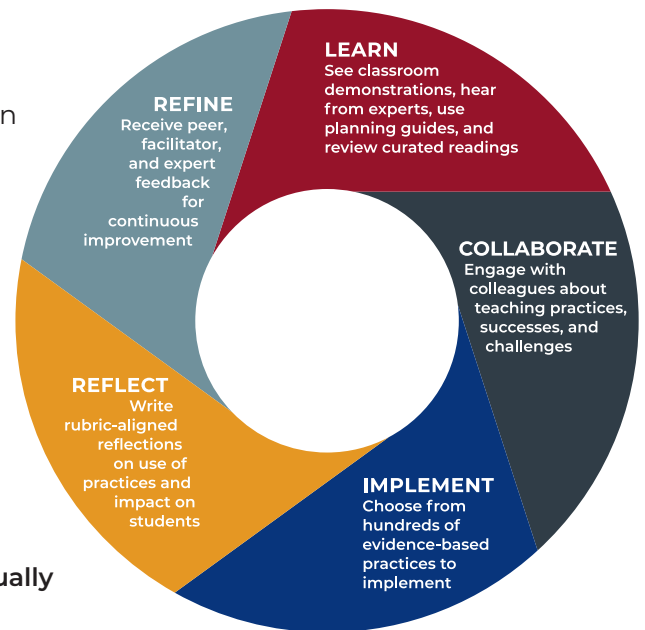
Using Student Achievement
and Feedback to Improve Your
Teaching

Developing Self-Directed
Learners

Engaging Learning Design

ACUE faculty experience an asynchronous learning design that aligns with the best practices in effective online instruction and is compelling to both new and seasoned instructors. Each week, with support from a skilled facilitator, faculty will be:

- Engaging in authentic demonstrations of effective teaching
- Learning from nationally recognized experts
- Collaborating with colleagues in facilitated discussions
- Implementing new teaching practices and observing student impact
- Writing structured reflections, including plans to continually refine their practice



Stackable Credentials to Maximize Impact

Faculty who complete this microcredential earn a digital badge to share their professional achievement. By completing three additional microcredential offerings in ACUE's Effective Teaching Practices course, instructors will be awarded the only Certificate in Effective College Instruction endorsed by the American Council on Education (ACE).



"After taking the ACUE course, I implemented a peer review system for laboratory reports. With strong rubrics, the students were engaged in this process and learned a lot about their own writing. The lab reports I graded in the end were well-written and concise, and over the course of the semester their writing improved dramatically." – BRIAN R. GIBNEY, PHD, Professor of Chemistry, Brooklyn College



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To learn more, visit [ACUE.org](https://www.acue.org)
or email partnerships@acue.org