


## Ten Research-

#	Title	Description	Quick example	Key Takeaway	Source
1	Supportive Classroom Atmosphere	Create a supportive classroom atmosphere through community building, collaborative learning, and clear requirements and expectations.	Clearly communicate roles, expectations, and classroom norms at the beginning of the course. Foster a collaborative learning environment through group activities, peer feedback, and class discussions.	Can help ease the difficult transition from high school to university by fostering a sense of belonging and support, and by addressing both institutional and student needs.	Haefliger, J., & Timperley, H. (2007). The power of feedback. <i>Journal of Educational Psychology</i> , 77(1), 81-112.
2	Frequent and Timely Feedback	Provide frequent and timely feedback to students and use/direct students to additional resources to improve their learning.	Offer regular, constructive feedback on assignments and assessments. Use a variety of feedback methods, such as written comments, rubrics, and one-on-one meetings. Refer students to additional resources, such as tutoring services or supplemental materials, to support their learning and address identified challenges.	Frequent feedback loops allow for proactive outreach to at-risk students to address academic challenges and connect them with resources early.	Ramsden, P. (2003). <i>Learning to Teach in Higher Education</i> . Routledge. Wisniewski, B., Zierer, K., & Haefliger, J. (2020). The power of feedback revisited: A meta-analysis of educational feedback research. <i>Journal of Educational Psychology</i> , 112(10), 487-662.
3	Formative Assessments	Use formative assessments to measure student understanding and guide instructional improvements.	Use low-stakes, formative assessments to gauge student understanding.	Can help ease the difficult transition from high school to university by fostering a sense of belonging and support, and by addressing both institutional and student needs.	Heritage, M. (2010). Formative assessment: Making it happen in the classroom. In <i>Journal of Educational Psychology</i> , 102(1), 5-25.

			<p>in-class polls, think-pair-share activities, collaborative annotation exercises, and exit tickets</p>	<p>adjustments, interventions, and self-reflection.</p>	<p><i>the Classroom</i> (pp. 7-20). Corwin Press. Morris, R., Perry, T., &amp; Wardle, L. (2021). Formative assessment and feedback for learning in higher education: A systematic review. <i>Journal of Management Education</i>, 9(3), e3292.</p>
4	Transparent Teaching Practices	Us			

6	Relevant and Engaging Assignments	Make learning relevant to students by offering choices in assignments and connecting instruction	course expectations, resources, and support systems.		
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8	Metacognitive Strategies	No. 256, OECD Publishing. <a href="https://doi.org/10.1787/57fe6a38-en">https://doi.org/10.1787/57fe6a38-en</a>
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<p>10</p>	<p>Critical Reflection</p>	<p>Incorporate reflective activities to help students monitor their learning progress and adjust their approaches accordingly.</p>	<p>Encourage critical reflection through techniques such as The Muddiest Point, where students identify areas of confusion, and exam wrappers, which encourage students to analyze their performance and study strategies.</p>	<p>the likelihood of DFWI outcomes. Promotes students' metacognitive skills and self-regulated learning, which can mitigate challenges related to mental health, well-being, and varying levels of academic preparation.</p>	<p>Tanner (2012). Promoting student metacognition</p> 
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