

## Jefferson Educator: Domain of Evidence-Based Teaching

*The Jefferson Educator employs educational practices based on best available evidence, rather than tradition or anecdote, to promote learner success.*

Evidence-based teaching (EBT) relies on research rather than tradition, subjective experience, or untested theories. The Jefferson Educator employs strategies that have been experimentally demonstrated to have an impact on learner results. Research regarding teaching is social science research, not laboratory research; thus, educators must take care when interpreting the results and context. Much pedagogic research is well grounded in theory, performed on a large scale, and provides context. The Jefferson Educator uses this quality of research.

Evidence-based teaching is a conscientious, explicit, and judicious integration of the best available research on teaching techniques within the context of student, teacher, academic unit, and community characteristics (Grocia and Buskist).

Evidence-based teaching does not dictate what educators should do but offers research-supported methods to help them achieve their own values, priorities, and goals. Educators still need to provide the creativity and judgement needed to decide on the best methods and how to apply them within the context of their teaching. Changing a course, and more so an entire curriculum, can be daunting and time-consuming. Even small changes can make an impact on learner success (Lang, 2016).

EBT is a core concept that supports other domains of practice, such as Learning Design, Learner-Centeredness, and Assessment for Learning.

### When might I use Evidence-Based Teaching?

- To share results with the scholarly community.
- To create a more inclusive learning environment.
- To navigate a problem in the learning environment.
- To make informed and deliberate decisions about educational design.
- To improve learning outcomes.

## Key Principles of Evidence-Based Teaching

Evidence-Based Teaching is:

- An integration of individual teaching expertise with best available external evidence.
- Based on peer-reviewed data.
- Measured objectively with controls.

### How can I get started?

- Attend a [Talking Teaching](#) session or suggest a relevant teaching topic for discussion. Talking Teaching is an informal gathering of educators to discuss issues of interest. Hour-long weekly meetings are prompted with short readings as conversation starters. Educators across Thomas Jefferson University are invited to participate.
- Attend a Professional Development workshop.
- Read literature in your relevant field.
- Share ideas with colleagues.

Research some [well-documented approaches](#), such as project-based learning, frequent recall, scaffolding, or interleaving.

### Selected Resources

*Best Evidence Encyclopedia*. Best Evidence. <https://bestevidence.org/>

Brown-Chidsey, R. & Bickford, R. (2016). *Practical handbook of multi-tiered systems of support: Building academic and behavioral success in schools*. New York: Guilford Press.

Kuromiya, H., Majumdar, R., & Ogata, H. (2020). [Fostering Evidence-Based Education with Learning Analytics: Capturing Teaching-Learning Cases from Log Data](#). *Educational Technology & Society*, 23(4), 14-29. [https://doi.org/10.30191/ETS.202010\\_23\(4\).0002](https://doi.org/10.30191/ETS.202010_23(4).0002)

Major, Harris, M. S., & Zakrajsek, T. (2016). [Teaching for learning 101 intentionally designed education activities to put students on the path to success](#). Routledge, is an imprint of the Taylor & Francis Group, an Informa business.

Doyle, T. (2011). [Learner-centered teaching putting the research on learning into practice](#) (1st ed.). Stylus Pub.

*Resources have been linked to University Library holdings or the original source. You may be prompted to enter your Thomas Jefferson University credentials for access.*

[Center for Faculty Development and Nexus Learning](#)