

Northeastern University
Center for Advancing Teaching
and Learning Through Research

Evidence-based Teaching in Your First Semester and Beyond

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- Overview of the concept of Evidence-Based Teaching
- Benefits of Evidence-Based Teaching
- Consider NU Faculty use of EBT and insights derived
- Apply the concept to your teaching at Northeastern
- Resources and opportunities offered by CATLR

Overview: What is Evidence-Based Teaching?



Evidence from Students

Teaching decisions grounded in evidence from student learning experience (e.g., their work products, reflections, feedback)

Evidence from T&L Literature

Teaching decisions informed by findings of research on how people learn in general, and teaching within disciplines

Teaching & Learning Inquiry

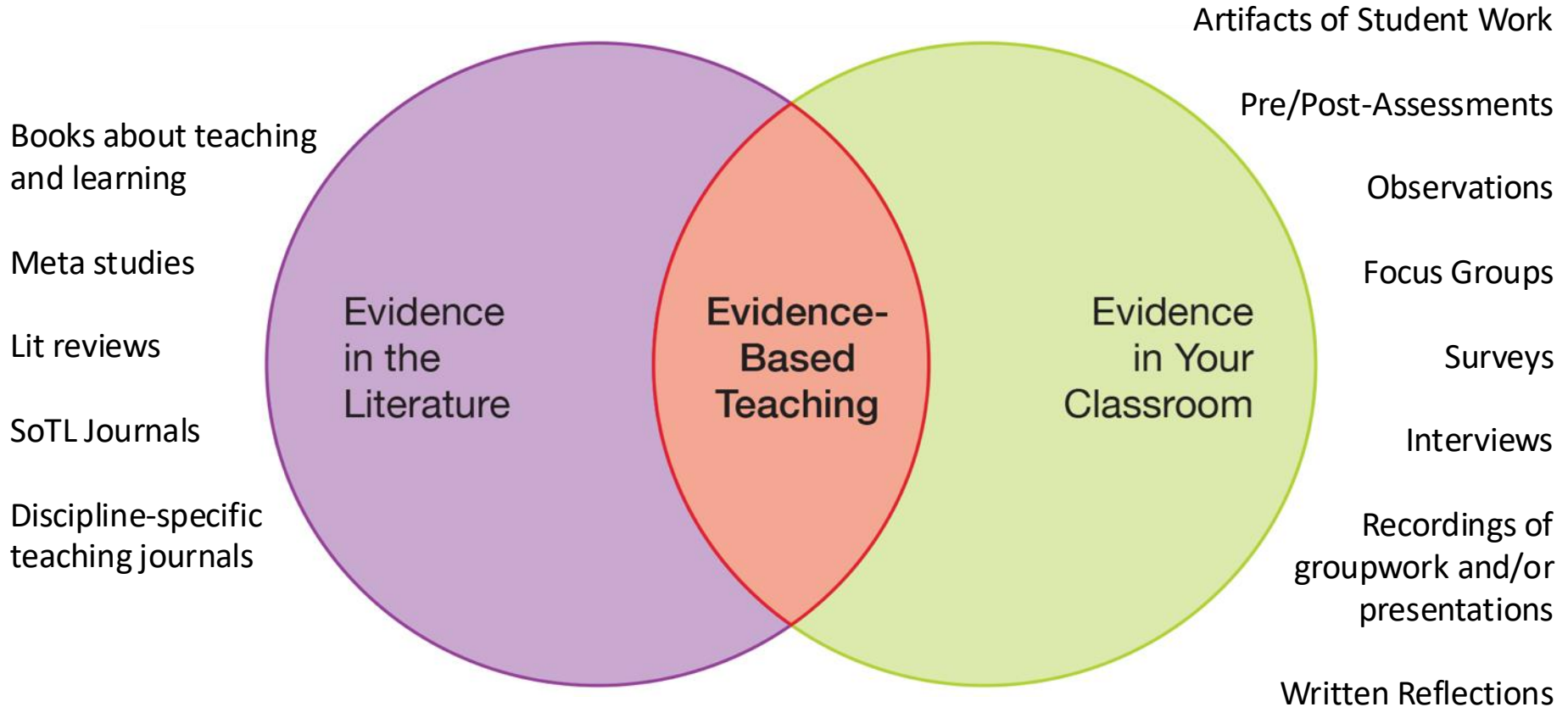
Connecting with other faculty to approach teaching in a spirit of curiosity + exploration

Scholarship of Teaching & Learning

Conducting structured studies to explore a question about learning that originates in one's own teaching context



Overview: Types of Evidence





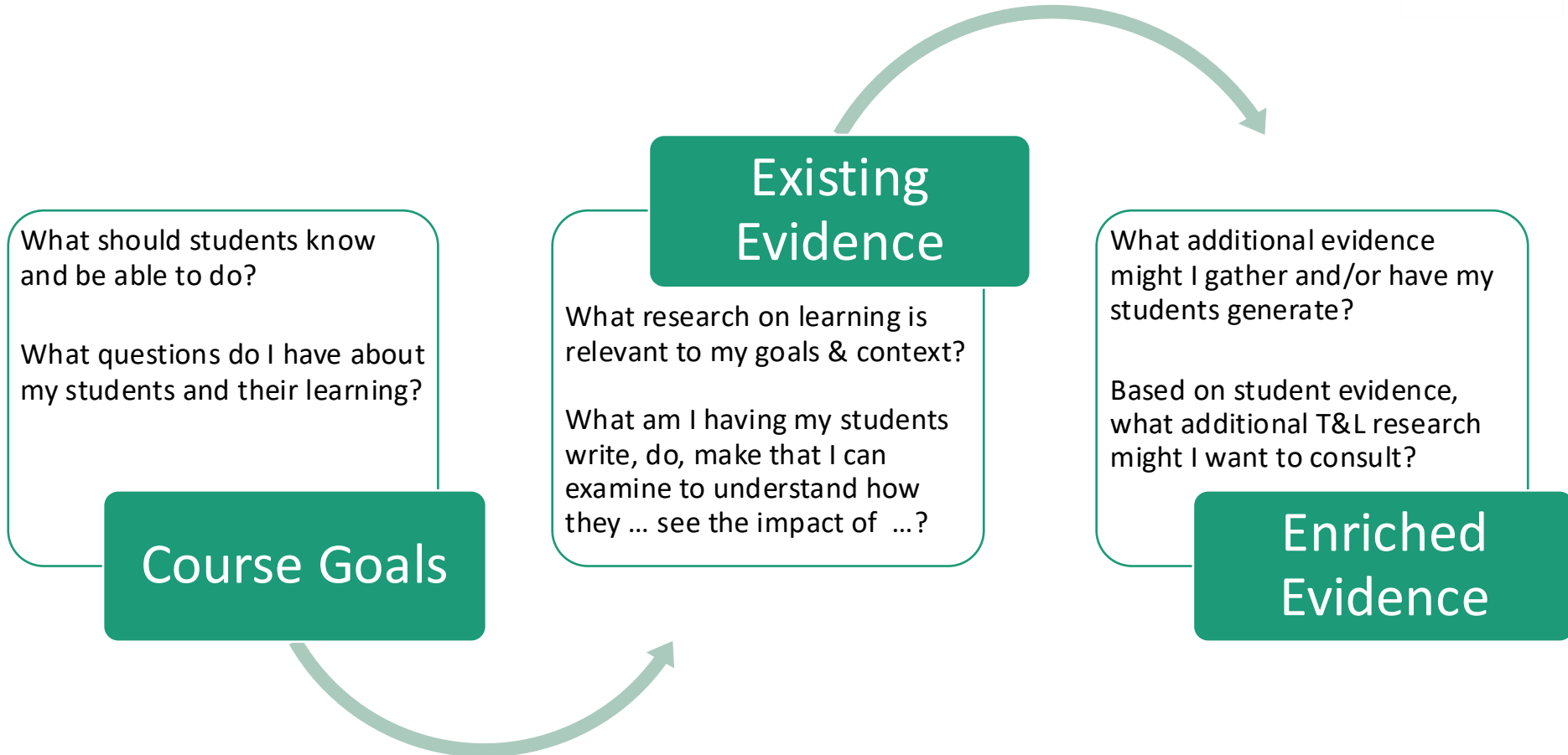
Now

- Improved teaching and student learning
- Shared language around the learning sciences that supports collegial conversation about teaching

Looking to the future ...

- Potential conference presentations and publications
- Promotion dossier
 - Prepares you to write a strong teaching statement
 - Documentation of teaching effectiveness & teaching-related scholarship

EBT Process



Example



Lucy Bunning

Associate Teaching
Professor
NU Global

Students take the risk of communicating in English inside and outside the class, increasing proficiency and confidence

Goal

**Existing
Evidence**

What factors might be at play when students decide whether to speak?

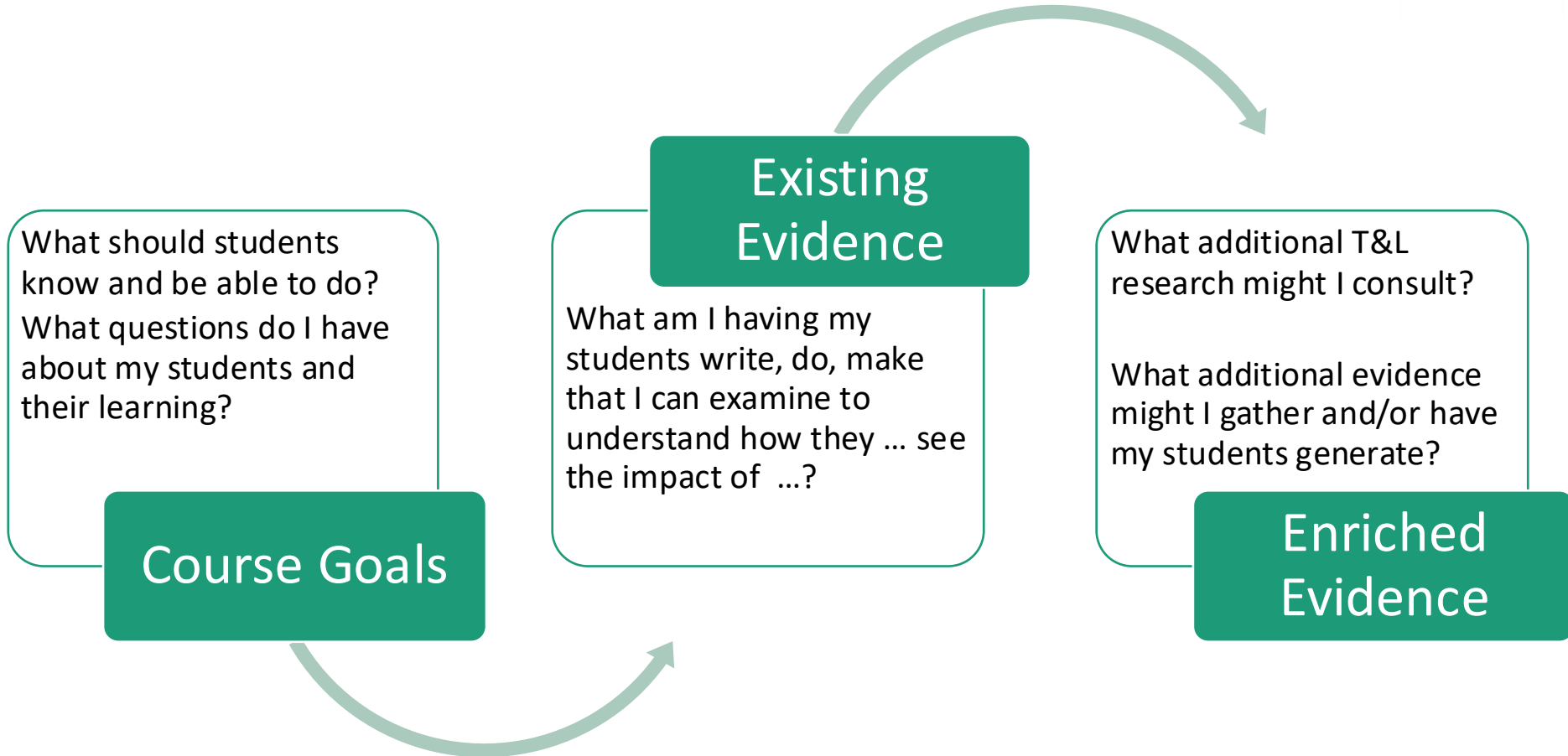
- Outside of class: journal
- In class: think-pair-share
- In class: exit ticket

“Willingness to Communicate”



**Enriched
Evidence**

Your Turn: Reflect Individually, Then in Pairs

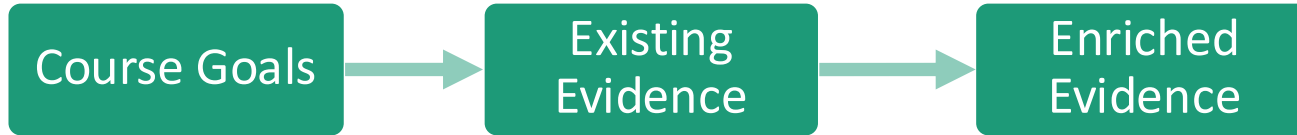




What student learning goals did you focus on? What do you want to know about them?

What observations or questions emerged from this exercise?

Evidence-Based Teaching Recap



TYPES OF EVIDENCE		
Books about teaching and learning	Discipline-specific teaching journals	Surveys
Meta studies	Artifacts of Student Work	Interviews
Lit reviews	Pre/Post-Assessments	Recordings of groupwork and/or presentations
SoTL Journals	Observations	Written Reflections
	Focus Groups	



Wow, this is a lot!

How can CATLR help me
document my teaching and
develop a body of work for
promotion?

How CATLR Can Help



Ongoing Offerings

Consultations

- Assignment & course design
- Class observations
- Student focus groups
- Analyzing course evaluations

Events and Groups

- Workshops related to EBT
- Groups dedicated to shared areas of T&L research

Teaching and Learning Scholars

Applications due in May. Fully online, year-long program. 5 selected per year. 2025 and 2026 has AI focus.

Program Overview:

- Develop a systematic study of teaching innovation in your course
- Collegial, cross-disciplinary community
- Author resources and essays featured in CATLR newsletter and website
- Present at CATLR's annual CAEBL conference
- Assistance in developing conference proposals and publications beyond Northeastern

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We are here to help
Feel free to contact us at
CATLR@northeastern.edu