DESCRIPTION

A freshly updated edition featuring research-based teaching techniques that faculty in any discipline can easily implement.

Research into how we learn can help facilitate better student learning—if we know how to apply it. *Small Teaching* fills the gap in higher education literature between the primary research in cognitive theory and the classroom environment. In this book, James Lang presents a strategy for improving student learning with a series of small but powerful changes that make a big difference—many of which can be put into practice in a single class period. These are simple interventions that can be integrated into pre-existing techniques, along with clear descriptions of how to do so. Inside, you’ll find brief classroom or online learning activities, one-time interventions, and small modifications in course design or student communication. These small tweaks will bring your classroom into alignment with the latest evidence in cognitive research.

Each chapter introduces a basic concept in cognitive research that has implications for classroom teaching, explains the rationale for offering it within a specific time period in a typical class, and then provides concrete examples of how this intervention has been used or could be used by faculty in a variety of disciplines. The second edition features revised and updated content including a newly authored preface, new examples and techniques, updated research, and updated resources.

• How can you make small tweaks to your teaching to bring the latest cognitive science into the classroom?

• How can you help students become good at retrieving knowledge from memory?

• How does making predictions now help us learn in the future?
• How can you build community in the classroom?

Higher education faculty and administrators, as well as K-12 teachers and teacher trainers, will love the easy-to-implement, evidence-based techniques in *Small Teaching*.

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**ABOUT THE AUTHOR**

**JAMES M. LANG** is Professor of English and Director of the D’Amour Center for Teaching Excellence at Assumption College. He is the author of five books.

He is a sought-after speaker and workshop leader on teaching and learning in higher education. He writes a monthly column on teaching for *The Chronicle of Higher Education*, and is a Senior Academic Consultant for OneHE.

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