

EDCOG READING GROUP | WINTER 2019 READINGS

MODULE 1	How to Improve Teaching: Course Evaluations?
January 24 th Reading # 1	Stroebe, W. (2016). Why good teaching evaluations may reward bad teaching: On grade inflation and other unintended consequences of student evaluations. <i>Perspectives on Psychological Science</i> , 11(6), 800–816.
January 31 st Reading # 2 + Reading # 3	Boring, A., Ottoboni, K., & Stark, P. (2016). Student evaluations of teaching (mostly) do not measure teaching effectiveness. <i>ScienceOpen Research</i> , 1–11. Stark, P., & Freishtat, R. (2014). An evaluation of course evaluations. <i>ScineceOpen</i> , 1-7.
MODULE 2	How to Improve Learning: Monitoring and Self-Regulation.
February 14 th Reading # 4	Bjork, R. A., Dunlosky, J., & Kornell, N. (2013). Self-regulated learning: Beliefs, techniques, and illusions. <i>Annual Review of Psychology</i> , 64, 417–444.
February 28 th Reading # 5	Kauffman, D. F., Zhao, R., & Yang, Y. S. (2011). Effects of online note taking formats and self-monitoring prompts on learning from online text: Using technology to enhance self-regulated learning. <i>Contemporary Educational Psychology</i> , 36(4), 313–322.
MODULE 3	How to Improve Learning: When Failure is an Option.
March 7 th Reading # 6	Kapur, M. (2016). Examining productive failure, productive success, unproductive failure, and unproductive success in learning. <i>Educational Psychologist</i> , 51(2), 289–299.
March 14 th Reading # 7	Kornell, N., Hays, M. J., & Bjork, R. A. (2009). Unsuccessful retrieval attempts enhance subsequent learning. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i> , 35(4), 989–998.
MODULE 4	How to Improve Learning: Peer Instruction.
March 21 st Reading # 8	Crouch, C. H., & Mazur, E. (2001). Peer instruction: Ten years of experience and results. <i>American Journal of Physics</i> , 69(9), 970–977.
March 28 th Reading # 9	Paré, D. E., & Joordens, S. (2008). Peering into large lectures: Examining peer and expert mark agreement using peerScholar, an online peer assessment tool. <i>Journal of Computer Assisted Learning</i> , 24(6), 526–540.
Reading #10 (optional)	Mestre, J. P., Herman, G. L., Tomkin, J. H., & West, M. (2019). Keep your friends close and your colleagues nearby: The hidden ties that improve STEM education. <i>Change: The Magazine of Higher Learning</i> , 51(1), 42–49.
MODULE 5	How to Improve Learning: Promoting Expertise.
April 4 th Reading # 11	Atkinson, R. K., Renkl, A., & Merrill, M. M. (2003). Transitioning from studying examples to solving problems: Effects of self-explanation prompts and fading worked-out steps. <i>Journal of Educational Psychology</i> , 95, 774–783.
April 11 th Reading # 12	Richey, J. E., & Nokes-Malach, T. J. (2015). Comparing four instructional techniques for promoting robust knowledge. <i>Educational Psychology Review</i> , 27(1), 181-218.

END OF TERM 2 EDCOG READING GROUP READINGS