**Scholarly Instruction**

In recent decades, scholarship has identified teaching approaches that support improved student learning. Faculty who teach in a scholarly way can implement “high-impact practices” such as

* Engaging students *in class*
* Offering structured research experiences
* Offering experiential learning
* Sharing faculty research/creative work.

Scholarly teaching responds to formative feedback during the term. If they learn that students are struggling, scholarly teachers use evidence to adapt instruction to support student learning *in real time*.

Scholarly teachers use summative feedback at the end of the term by revising goals and plans for the *future* based on evidence of what worked–or did not work.

Scholarly instruction is rooted in continuous improvement based on evidence.