

Teaching-for-Learning (TFL): A Model for Faculty to Advance Student Learning

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Abstract In light of the widespread recognition of the enduring challenge of enhancing the learning of all students—including a growing number of students representing diverse racial, ethnic, and socioeconomic backgrounds—there has been an explosion of literature on teaching, learning, and assessment in higher education. Notwithstanding scores of promising new ideas, individual faculty in higher education need a dynamic and inclusive model to help them engage in a systematic and continuous process of exploring and testing

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various teaching and assessment practices to ensure the learning of their students. This paper introduces a model—Teaching-for-Learning (TFL)—developed to meet this need.

Key words teaching · learning · assessment

Those of us who teach at colleges and universities have at least one thing in common regardless of differences among our fields of study and the courses we teach: there are well-worn paths between our offices and the classrooms in which we teach, and we can each trace much of our growth as teachers to the thoughts and feelings we have had while traveling those paths. Approaching the classroom, we often review our plans and make last-minute adjustments. Returning to the office, we reflect on what transpired in class. Sometimes we are filled with the spirited satisfaction of knowing that we helped to advance our students' learning. Other times, frustrated or pleasantly surprised by having experienced the unexpected yet again, we try to make sense of what happened and begin to consider the implications for future classes. Such is the dance of teaching and learning.

While college and university teaching has traditionally been a relatively private matter, accountability initiatives in the last few decades have emphasized the importance of student learning outcomes and drawn attention to the fact that little has been done to intentionally prepare faculty to teach. In turn, the last few years have seen robust conversation about teaching and learning; scholarly journals and other volumes contain scores of promising ideas for how teaching, assessment, and learning can be improved, and small-scale campus initiatives of every sort boldly pursue large-scale change. Nevertheless, the vast majority of us who teach at colleges and universities are left to persist with our own devices. When we do feel compelled to turn to the literature for guidance, we are reminded about how much is known about teaching, learning, and assessment, respectively, and yet how little is known about their interrelationships. In short, scholarly work in this area has still not produced a widely-accepted—much less widely accessible—model that systematically connects teaching and assessment practices with student learning.

In this article, we advance a model that can at once serve as a guide for individual teachers and extend the substantial work underway on the scholarship of teaching and learning. Specifically, we introduce Teaching-for-Learning (TFL), an inquiry-based approach to enhancing the learning of all students through systematically connecting teaching practices, assessment practices, and student learning experiences in light of course-specific challenges. This focus on course-specific challenges is the principal distinction between TFL and classic instructional design models; in contrast to those models, TFL invites teachers to view course challenges not as friction in a well-oiled input-throughput-output model of instructional design but as the fuel for helping teachers to ensure teaching-for-learning along the bumpy roads that teachers confront in their everyday lives. As we elaborate in our discussion of the definition and scope of TFL, we propose that TFL invites faculty to recognize and address the ongoing “mystery of teaching” through a dynamic framework for constantly replenishing their teaching practices to enrich the learning of all students.

We begin by reviewing recent scholarship on teaching, learning, and assessment and then define TFL and its six major components. We then illustrate through a vignette how TFL can be used by teachers in their everyday practice and conclude with a brief discussion of the possibilities of TFL for enhancing the learning of all students. In so doing, we propose that TFL is best viewed as a heuristic device that can be used by individual faculty, by those who support faculty in instructional training and development, and by researchers who wish to test and improve TFL.

Scholarship of Teaching and Learning

Ernest Boyer's *Scholarship Reconsidered: Priorities of the Professoriate* (1990) provided the foundation for the movement termed the Scholarship of Teaching and Learning (SoTL). Circulated by the Carnegie Foundation for the Advancement of Teaching as a part of its CASTL (Carnegie Academy for the Scholarship of Teaching and Learning) initiative, this text is but one of the Carnegie Foundation's dozens of publications that are concerned with recasting the concept of "scholarship" in such a way that legitimates professors' research on teaching and learning in their own classrooms (e.g., Glassick et al. 1997; Huber 2005; Huber and Hutchings 2005; Huber and Morreale 2002; Hutchings 2000, 2002). Further evincing the influence of CASTL and SoTL are the many offices, centers, and initiatives using the "scholarship of teaching and learning" moniker at colleges and universities, including several holding no formal affiliation with the CASTL initiative. As Huber and Morreale noted, "The scholarship of teaching and learning in higher education currently belongs to no single national association and has no unique campus address" (2002, p.1).

The rapid growth of the scholarship of teaching and learning has also brought forth a profusion of ideas accompanied by an explosion of new terminology. As classrooms have come to be viewed more and more as "laboratories for learning" as predicted by Cross (1996, p. 5), we have been presented with a variety of ways for viewing teaching, learning, and assessment—and a growing collection of categories and sub-categories. There have been numerous ideas for addressing various dimensions of learning: learning styles (Lewthwaite and Dunham 1999), problem-based learning (Jones 2002; Savin-Baden 2000), active learning (Johnson and Malinowski 2001), alternative learning approaches (Scovic 1983), and taxonomies of learning objectives (Bloom et al. 1956; Krathwohl 2002). Aspects of teaching such as teacher research (Cochran-Smith and Lytle 1999), teaching practices (Nilson 2003), action research (Collins and Spiegel 1995; Marion and Zeichner 2001), inquiry-based teaching and learning (Brew 2003), scientific teaching (Handelsman et al. 2004), and teaching and research (Jenkins et al. 2002) have likewise been advanced. Especially in the last few years, assessment has become increasingly prominent as scholars have addressed formative evaluation (Smith 2001), classroom research (Cross 1996; Cross and Steadman 1996), and student evaluation of teaching (Bastick 2001).

Scholars have also advanced a wide range of specific strategies and techniques for individual faculty to use in their courses—such as classroom assessment techniques (Angelo and Cross 1993), strategies for adventurous and critical thinking (Barell 1995), technology-based teaching strategies (Palaskas 2002) and learning-centered assessment (Huba and Freed 2000). Discipline-specific approaches have also been developed to advance teaching, learning, and assessment across many areas of knowledge, ranging from medicine (Anderson 1999) to statistics (Kirk 2002) to Spanish (Cabedo-Timmons 2002) to psychology (McCann et al. 2001). And, of course, journals in the field of higher education have presented sustained conversations about teaching, learning, and assessment. In the last ten volumes of *Innovative Higher Education* alone, no less than 110 articles can be found with emphases on teaching (e.g., Hansen 1998; Justice et al. 2007; McDaniel and Colarulli 1997), learning (e.g., Ash and Clayton 2004; Cross 1999; Rogers et al. 2001), or assessment (e.g., Beaman 1998; C. B. Myers and S. M. Myers 2007; Quarstein and Peterson 2001). Inquiry related to teaching, learning, and assessment is no less prominent in the other leading journals in the field of higher education (e.g., Colbeck et al. 2000; Fairweather 2005; Lattuca et al. 2004; Wright 2005).

In summary, there is a rapidly growing body of promising ideas regarding approaches, strategies, and techniques for enhancing teaching, learning, and assessment. The sheer

volume of this work can be taken as evidence of what Barr and Tagg (1995) observed in their oft-cited *Change* magazine article: higher education is in the midst of a “paradigm shift” as its aims, structures, and theories are moving from being instruction-centered to being learning-centered. Perhaps needless to say, this shift has produced conceptual overlaps, competing ideas, and a flood of terms and phrases that, overall, provide a wellspring of ideas through which faculty may sift and winnow.

The flip side of having such an abundance of ideas for teaching, learning, and assessment is having to make sense of these ideas in practice. Put simply, how do these three domains of literature stand in relation to one another conceptually and how should they be operationalized in practice? Faculty are currently left to intuit or infer an answer to these questions as they attempt to make sense of the complex web that constitutes the scholarship of teaching and learning. To address this lacuna, we advance Teaching-for-Learning (TFL)—a model to help orient faculty to basic principles and practices drawn from the scholarship of teaching and learning (though without the element of *doing* the scholarship of teaching and learning) and guide them in a systematic process of exploring and testing teaching and assessment practices to achieve course learning goals.

Teaching-for-Learning (TFL): Definition and Scope

Teaching-for-Learning (TFL) is a systematic and inclusive model for teachers to explore and test teaching and assessment practices in order to ensure learning experiences that enhance the learning of all students. The model places teachers in an investigative role and allows them to draw from their background, skills, and dispositions to advance their own “theories-in-practice” within the context of their discipline or field of study, course goals, learning environment, and student population. In advancing TFL, we invite readers to scrutinize it, test it, and modify it as appropriate within the context of their courses, their students, and their respective learning contexts.

Before turning to the model itself, it is important to elaborate on the definition and scope of TFL, particularly in relation to the extant literature. To begin with, a signature contribution of the scholarship of teaching and learning movement has been its characterization of teaching as an inquiry-based activity. As the movement has evolved, Hutchings and Shulman (1999) have drawn a meaningful distinction in the ongoing scholarship of teaching and learning, namely, between the “scholarship of teaching” and “scholarly teaching”—with the latter focused on teaching to enhance student learning and the former focused more broadly on developing and disseminating knowledge about teaching and learning while, at the same time, enhancing student learning. As an inquiry-based model, TFL may be used by faculty to share their findings with a scholarly audience—as in the “scholarship of teaching.” That said, such external concerns are secondary to TFL’s primary focus on student learning—that is, teaching for the sake of learning. Unlike “scholarly teaching,” which precludes by definition “scholarship of teaching,” TFL does not draw such a boundary.

Because TFL neither fits squarely within nor precludes the existing rubrics of “scholarly teaching” and the “scholarship of teaching,” we propose that it be viewed as a generic model with generative potential. We suggest that TFL is generic because it reflects what we see as a genre that has emerged in the teaching, learning, and assessment literature. Indeed, we developed the TFL model in our review of these texts, identifying and giving expression to points of convergence regarding teaching, learning, and assessment. In other words, TFL—a heuristic model—stands as both an interpretation of extant texts and a guide for further

interpretation. We suggest that TFL is generative because the simple, dynamic, and inclusive approach of the model builds capacity for continuous experimentation and discovery grounded in the experiences of individual faculty. To illustrate, TFL can be thought of as a model which facilitates professors' ongoing experiences in what Parker Palmer observed as the "mystery" of teaching:

Good teachers dwell in the mystery of good teaching until it dwells in them. As they explore it alone and with others, the insight and energy of mystery begins to inform and animate their work. They discover and develop methods of teaching that emerge from their own integrity—but they never reduce their teaching to technique (Palmer 1990, p. 11).

In light of the notion of faculty "living the mystery" of teaching, we make a distinction between TFL and other models which also explicitly advocate a systematic approach to teaching, learning, and assessment. For example, Diamond (1998) described in great detail a two-phase systematic design model consisting of "project selection and design" and "production, implementation, and evaluation" (p. 17). Although TFL is not wholly dissimilar in comparison to Diamond's emphasis on engaging in a step-wise process of developing goals and identifying ways to reach and evaluate them, it differs significantly from his and other models informed by systems and quality approaches (e.g., Cornesky 1993; Dick et al. 2001) in two major ways. First, TFL is primarily animated by *classroom experiences* (both anticipated and unanticipated), including teachers' experiences, students' experiences, and the interaction among them rather than by a "vision" (Shulman 1998) and other instructional design "inputs" that are associated with systems models. Second, whereas systems models are usually focused on the whole of a course, TFL can be used not only for planning a course at the outset but also for mid-course adjustments (e.g., course modules spanning multiple class sessions, a single class session, a portion of a single class session) made by faculty in response to unfolding classroom experiences. We elaborate on these qualities as we explicate the major components of the TFL model in the section that follows.

The Teaching-for-Learning Model

Six components make up the Teaching-for-Learning model. Figure 1 is a diagrammatic representation of these six components.

Identifying Course-specific Challenges

Arguably the most important component of the TFL approach is identifying the major challenges that need to be addressed in a course. As teachers we usually know what we expect our students to achieve in terms of learning by the end of a course; but more often than not, we give relatively little thought to what invisible hindrances—and missed opportunities—might come along the way. TFL begins by urging us to identify and articulate the major challenges we need to address within our course—challenges that might arise from factors as varied as the learning environment, diverse student demographics, and course content. This emphasis on the early identification of challenges encourages us to work backwards from the learning goals we have set for our students and anticipate the factors that could hinder attainment. In effect, TFL explicitly reminds us of the need to

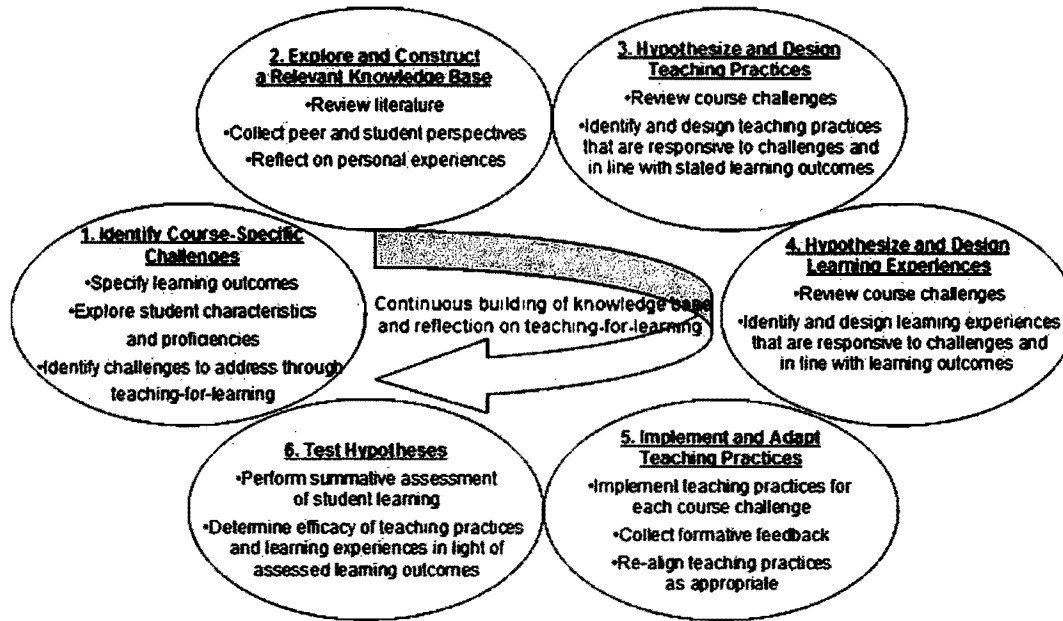


Fig. 1 Teaching-for-Learning: a systematic approach for teachers to identify and enact—through exploring and testing—teaching practices that enrich learning experiences leading to the enhancement of learning for all students.

make a direct connection between our teaching and our students' learning by identifying and addressing the impediments that may militate against closing the gap between the two.

Because they not only give direction to the teacher in designing the course but also provide a foundation for assessing student learning, identifying specific learning outcomes expected of all students is a critical initial step in TFL. Learning outcomes may range from the mastery of a specific skill to the understanding of a concept to the cultivation of greater appreciation for a particular way-of-knowing. In identifying learning goals, it is important not only that they reflect teacher expectations for the course; they should also be in alignment with the mission, purpose, and culture of the program in which the course is nested.

A follow-up step in the process of identifying key course-specific challenges is teacher exploration of the backgrounds and characteristics of students in the course—collectively and, insofar as possible, individually—in concert with entry-level assessment of their subject matter proficiency. Alternatively, teachers might choose to begin the TFL process by exploring student characteristics and establishing learning goals based on a preliminary judgment of their proficiency. Put simply, studying the student population invites the teacher to begin thinking about potentially valuable learning experiences and teaching practices that seem likely to match the needs of a diverse student group. Optimum learning experiences for a heterogeneous student cohort will likely differ from a cohort of a more homogenous group of students. An enhanced understanding of the student population can also provide a foundation for subsequent assessment of student learning.

Anchored in the context of student learning goals and an understanding of the backgrounds, characteristics, and subject matter expertise of students in the course, faculty members can begin to identify specific challenges that may hinder the achievement of the intended learning outcomes. These may include a lack of students' preparation for certain course expectations, limited time available to teach content matter, or even the instructor's own struggle with specific subject matter. The challenges that have been identified provide the foundation for TFL, for the remainder of the TFL process is centered on the

identification of teaching practices that will help foster learning experiences consonant with each of the challenges specified.

Constructing a Knowledge Base

Developing a foundation of knowledge is an important part of the inquiry-based TFL process: what is known about teaching, learning, and assessment can go a long way in helping faculty systematically connect teaching and learning. To take but one example, the literature on Classroom Research (Cross and Steadman 1996)—with its focus on “how students learn” and attendant classroom challenges—can be a valuable resource. By drawing in part on such literature and then testing it within the context of their courses, TFL is a tool that encourages individual faculty to navigate systematically through myriad teaching techniques advanced in the literature in order to enhance the learning of all of their students.

To construct a knowledge base, the teacher, guided by the course-specific challenges identified, explores potentially effective learning experiences in light of student diversity in background and learning styles, reflects on alternative teaching practices for cultivating these experiences, and considers alternative approaches to assessing the teaching and learning in the course. As suggested earlier, reviewing the literature on teaching, learning, and assessment both across and within disciplines and fields of study can help a teacher construct a knowledge base for TFL. For example, an enormous amount of research has been done on learning styles and learner needs in the fields of psychology, education, and engineering. One might also draw from research in such fields as educational psychology which have identified and explored the efficacy of diverse teaching and instructional styles in varying circumstances. And, of course, peers and colleagues can be a valuable source of ideas as can one’s own reflections on previous teaching experiences.

To be sure, most faculty members do not have the time and energy to explore directly the literatures on teaching, learning, and assessment. Fortunately, most colleges and universities now have faculty development offices with highly-skilled faculty developers who have easy access to the literature and, in our experiences, can be of great assistance to faculty in developing a knowledge base. Underscoring the generative potential of TFL, we encourage faculty to seek out faculty development experts. The reality of implementing the TFL model almost requires their services and expertise.

Hypothesizing and Designing Relevant Learning Experiences

Based on literature reviews and perspectives from peers and students as well as knowledge of student characteristics, the teacher then identifies and designs learning experiences that seem most conducive to addressing the major course challenges and, in turn, achieving the intended learning outcomes for the student population. Learning experiences—which deserve explicit attention lest they be overlooked—represent the ways in which students are engaged (e.g., memorizing, thinking, reasoning, applying, doing) or otherwise. In short, the teacher hypothesizes relationships between learning experiences and outcomes, choosing those experiences that seem most likely to match the intended learning goals and course challenges. TFL invites faculty to recognize the salience of identifying and designing learning experiences that help link teaching with learning. These learning experiences provide the means through which TFL strives to accomplish the end-goal: enhanced learning outcomes. The focus on learning experiences encourages faculty as teachers-qua-

researchers to deliberate over the ways in which students learn and what specifically can be done to bring about such learning. They guide the selection and use of teaching practices that we think will foster experiences that enhance learning.

Designing learning experiences is at the heart of the TFL process because it is these experiences—shaped by teaching practices—that influence what students learn. To be sure, the teacher must be mindful that some learning experiences may work better for certain students than others and hence a variety of experiences may have to be created in order to address the needs of all students. TFL encourages teachers to learn about their students and consciously think about experiences and teaching practices. In short, TFL encourages faculty members to acknowledge and respond to varied learning styles, abilities, and interests among students and seeks to create a range of experiences that may facilitate the learning of a diverse student body.

Hypothesizing and Designing Teaching Practices

Having identified course-specific challenges and designed learning experiences aimed at addressing those challenges, teachers can now explore relationships between teaching practices and students' learning experiences. More precisely, this involves the teacher selecting (from the knowledge base constructed) teaching practices most likely to lead to learning experiences which will enhance learning. To illustrate, in order to strengthen students' writing skills (course challenge), a teacher might hypothesize that employing small group discussions (teaching strategy) to share students' in-class writing would encourage them to apply their critical thinking and analytic skills (learning experience) which, in turn, will help them attain the desired learning outcome.

As Palmer (1998) has suggested, "good teaching" cannot be reduced to technique; in his words, good teaching also comes from the "identity and integrity" of the teacher. In selecting teaching practices in the TFL model, it is important to reflect not only on teaching techniques per se but also on "who" the teacher is as a person. Selection of teaching practices should be in alignment with one's own personality and disposition.

Implementing and Adapting Teaching Practices

Once learning experiences have been identified and teaching practices have been selected, teaching practices are implemented. Formative assessment—ongoing assessment of both teaching practices and students that, in turn, provides information to guide instruction and improve student performance—provides the teacher with insight into the effectiveness of teaching practices as well as ideas for adjustments in teaching practices. Such assessment may be carried out directly through students' feedback and testing students and/or indirectly through observations of students' engagement in class and responses to teaching practices. In turn, teaching practices are adapted as appropriate.

Hypotheses-testing

Until this point in the TFL process, the teacher will have made two hypotheses for each course challenge, namely, that the selected learning experiences will lead to desired learning outcomes and that the selected teaching practices will enhance the selected learning experiences. Hypotheses-testing is the final stage in the TFL process whereby the teacher

explores the efficacy of the various teaching practices. Summative assessment—a conclusive evaluation to record student achievement and gauge student learning in light of the entry-level assessment carried out at the beginning of the course—is then carried out.

The teacher may invite student feedback on the effectiveness of teaching strategies used in the course and can then decide if the methods should be adopted for future use or if they need to be modified. If a teaching strategy is found appropriate for meeting a particular challenge, the teacher can add this learning to her knowledge base and begin again with another challenge and teaching method; alternatively, the experiment may be tried again with another teaching strategy or learning experience for the same challenge. Of course, TFL can be used by teachers to address multiple learning outcomes and/or challenges at the same time.

Engaging in Teaching-for-Learning: A Vignette

She began this first session of her qualitative methods course as she always had, namely, by briefly discussing her learning outcomes with her students in order to identify any major course-specific challenges that she might need to address. In order to get a sense of her students' backgrounds and other notable characteristics, she asked them to indicate why they enrolled in the course and what they expected to learn from it. Without exception, every student in the class communicated that they were there to learn “methodologically correct” qualitative research techniques. She understood, of course, that they likely had come to embrace this goal for many reasons, not the least of which was because “technique” was a predominant concern in courses elsewhere in the school and, indeed, the field at large. Yet, for these same reasons she was deeply troubled because she believed that spirited engagement with ideas was the hallmark of exemplary inquiry and ought to trump methodology concerns, *per se*. As she communicated in several of her learning outcomes for the course, she expected students to identify and crystallize meaningful problems to guide their inquiry and to “seize their own voice” throughout their research.

After reflecting on that first night of class, she determined that the most formidable challenge she faced was to get her students to place ideas at the center of their inquiry and to seize ownership of their inquiry by developing and maintaining fidelity to a meaningful research question that had both personal and professional significance. She considered the option of entering the next class meeting with a plan to engage in a single didactic and passionate commentary; but she suspected that such an approach would either be seen as a footnote to her earlier presentation of class objectives, as an annoyance, or both. Instead, she began to explore and construct a relevant knowledge base to address this challenge. After discussing the matter with several colleagues, including two faculty developers, the best idea they could come up with was to have class members form “research groups” in which they were asked to generate an agreed-upon research question and approach to answering it. The animating intent of having the students do this was to demonstrate that determining the appropriateness of a research question and methodology is as much a matter of satisfying groups of individuals as it is a matter of adhering to transcendent truths.

In the first few weeks of the course, she remained conscious of the challenge she had identified at the outset and made a variety of efforts to modify the direction of the conversation in subtle ways and not to allow the exclusively technique-centered sensibilities of the first week continue to dominate the classroom discourse. The harsh reality was that provisional project proposals from the students showed her that she was hardly making a dent, for they were heavy on methods and light on the ideas and messy

complications associated with conducting meaningful research. She then turned to major texts and the most recent journal articles regarding graduate education in an attempt to identify promising practices she might implement. She didn't find much that she could use; neither the literature nor her peers had many promising suggestions.

However, by sheer coincidence she then came across a chapter in a book on research that caught her attention. Entitled "The Challenge of Framing a Problem: What is your Burning Question" (Harter 2006), the chapter was written in first person and in lively and invitational prose that communicated the importance of taking ownership of a research question at once meaningful to self and others. After reading the chapter, she hypothesized that the metaphor of the "burning question" might help individuals—and groups—to take ownership of their inquiry, beginning with their research question. Consonant with that metaphor, she asked each research group to reorganize their group "learning experiences" around developing and maintaining fidelity to their burning question. More specifically, she asked each group to come up with their burning question and, in turn, to conduct their inquiry in the spirit of the metaphor.

As she engaged in implementing and adapting her teaching practices in light of the challenge that she had identified that first night of the course, she solicited a great deal of informal feedback on the impact of the "burning question" intervention. Somewhat to her surprise, the chapter and the metaphor seemed to be doing more than she could have ever imagined in terms of encouraging students to personally invest in the pursuit of ideas as much as they were focused on technique and methodological rules and procedures. And in class, she found herself using the burning question approach (she was mindful that it, too, could simply become another "rule" if it were not treated as a metaphor) as they reflected on various research studies that they read during the term.

She was able further to test her hypothesis on the occasion of reviewing her students' final papers. While she did not use an experimental design, she did compare students' in-class presentations of their final papers and the papers themselves with those of other qualitative research classes she had taught previously. To her delight, the group papers were among the best she had ever received; and in the class presentations students communicated an ownership of their problems with a passion she had rarely seen before. In short, the evidence strongly suggested that the simple intervention of a "reading," in concert with inviting students to apply the message of that reading throughout their research project, had made a significant difference in her students' learning. To come full circle, students consistently placed ideas at the center of their inquiry through seizing ownership and developing and maintaining fidelity to a meaningful research question that had personal as well as professional significance. Moreover, the papers displayed a fierce intellectuality and rigor in comparison to many previous classes. She was delighted with some unexpected outcomes: students were more imaginative, self-directed, curious, and engaged inquirers than had often been the case in her previous classes.

Conclusion

Triggered by the identification of course-specific challenges in light of intended learning outcomes and student characteristics, we advance TFL as an inclusive and dynamic approach in the search for teaching and assessment practices to enhance the learning of all students. More specifically, TFL invites faculty to engage in a dynamic process of constructing a knowledge base, designing learning experiences and teaching practices, hypothesizing their effect on students' learning experiences (and, in turn, learning outcomes), applying these teaching practices within the course and testing their effectiveness in enhancing student learning.

TFL is inclusive of what have traditionally been discrete areas of research and innovations in practice. While most approaches found in the literature focus mainly on teaching, learning, or assessment, TFL incorporates all three of these domains in concert with other elements that are salient in the literature: student characteristics and learning styles, learning experiences, teaching practices, and assessment techniques. Moreover, the model is inclusive because it represents both teachers and learners, perhaps most importantly by encouraging teachers to select teaching practices in concert with their students' needs as well as their own personality and disposition. And not insignificantly, the model encourages teachers to explore and test a wide range of so-called "best practices"—not only those advanced in the literature but also those suggested by colleagues and peers as well as those drawn from their own experiences—for enhancing student learning.

TFL invites faculty to engage in the dynamic process of teaching-for-learning and continuously revitalize their teaching in ways that ensure student learning in widely differing contexts—including learning environment, diversity in student populations, and course learning goals. As higher education continues to change, experimentation and innovation in our teaching and learning practices will clearly be needed for the foreseeable future. The TFL model provides a heuristic for faculty members to reexamine their teaching in order to determine what teaching practices are meaningfully contributing to student growth and development and what alternative teaching practices might be introduced within the context of the ever-changing challenges that we face in teaching-for-learning.

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