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CORRECTION

On the Cover

Most college science instructors would benefit from more sustained support in implementing evidence-based teaching strategies. Typically, faculty receive feedback on their teaching through student evaluations or observations and evaluation by other instructors or administrators. These feedback mechanisms have drawbacks. In this issue, Gormally, Evans, and Brickman review best practices for providing instructional feedback. For example, faculty are more likely to make significant changes in their teaching when supported by coaching and formative feedback, rather than evaluative feedback. Gormally and colleagues outline additional strategies for providing and seeking feedback, and highlight areas for further research. In the top image, Kara Moloney, Assessment Coordinator, and Brad Henderson, Lecturer in the University Writing Program, discuss strategies for examining student learning to inform curricular and programmatic decision making. In the bottom image, Faculty Developer Cara Harwood and Michelle Vyvlecka with the Undergraduate Research Center discuss ways to incorporate learner-centered teaching strategies in undergraduate STEM courses. All images courtesy of Leonard Cross with the Center for Excellence in Teaching and Learning at the University of California at Davis.