From the Lab to the Classroom:  The Four E's of Effective Learning

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**Abstract**

The metaphor of the brain as a sponge that absorbs information poured into it by instructors does not correspond to scientific understandings of processes of learning and memory.  Many students are ill-prepared for college level work and lack the metacognitive awareness to evaluate their own learning preparedness.  Drawing upon laboratory and classroom-based research on learning, memory, and pedagogy, this presentation provides hands-on applications instructors can use to help students become more effective learners.  These “Four E’s” represent a useful heuristic comprising four key skills in the learning process: (1) engaging attention; (2) encoding key points; (3) elaborating meaning; and (4) evaluating progress.  The focus of the presentation is on adapting the classroom to the learning needs of today's students to accomplish these four goals.  The presentation emphasizes learning-centric techniques that instructors can apply in the classroom and remote instruction, including engagement activities for online synchronous classes.

**Speaker Bio**

Jeff Nevid is Professor of Psychology at St. John's University in New York, where he has taught at the undergraduate and graduate levels for more than 40 years and served for many years as Director of the Doctoral Program in Clinical Psychology. Jeff earned his doctorate from the University at Albany of the State University of New York and was a Postdoctoral Fellow at Northwestern University under Donald T. Campbell.  He has amassed more than 200 research publications and professional presentations and is the author or coauthor of more than a dozen books in psychology and related fields, including such college texts as *Essentials of Psychology:  Concepts and Applications*, now in a 6th edition with Cengage Learning; *Abnormal Psychology in a Changing World*, now in an 11th edition with Pearson Education; *Human Sexuality in a Changing World*, now in a 10th edition with Pearson Education; *Psychology and the Challenges of Life:  Adjustment and Growth*, which is in a 14th edition with John Wiley & Sons; and a just released textbook, *Exploring Health Psychology*, which is also published by Wiley.

Jeff has conducted research on a wide range of topics in psychology, including health psychology, clinical and community psychology, social psychology, gender and human sexuality, adolescent development, and teaching of psychology.  For the past 20 years or so, he has directed a program of research focused on helping students become more effective learners and developing new pedagogical approaches to help students succeed, including modularization of text material, concept signaling, journaling, mastery quizzing, and use of integrated learning systems (ILSs) in teaching psychology.  His work on pedagogy has appeared in such journals as *Teaching of Psychology, Psychology Learning & Teaching*, and *International Journal for the Scholarship of Teaching and Learning*.

Jeff has been a frequent contributor at NITOP and at many regional teaching conferences and is an active blogger for *Psychology Today*. Yet he is most proud of the fact that when he was the third base coach of his son’s Little League team, none of his players were ever thrown out at home plate.  But he hastens to add that the opposing team never made a clean play at home plate.