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## Section IV: Classroom Practices for Teaching Improvement

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# Section IV

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## Classroom Practices for Teaching Improvement

Actively engaging students in the learning process and providing them with opportunities to work cooperatively improve student learning. Cottel and Millis describe “Complex Cooperative Learning Structures for College and University Courses” and provide suggestions for instructional developers who may wish to introduce cooperative learning to their faculty. In “Conducting the Cooperative Case,” Millis combines case study methodology with cooperative learning techniques and shows how the technique can be used with both faculty and students.

In “The Value of Classroom Humor” Nichols, Amick, and Healy argue that humor, properly used, can enhance student learning. They present a workshop and materials that can be used with faculty to introduce appropriate humor into the classroom.