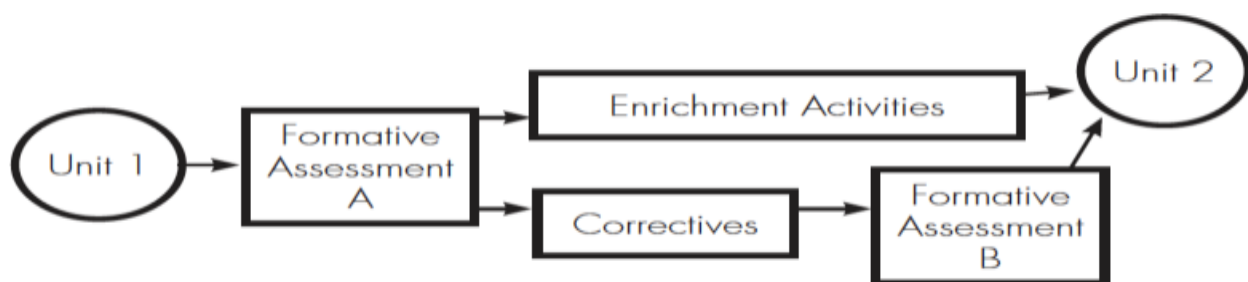# UNLV Best Teaching Practices Expo

Using Mastery Learning to Help All Students Achieve
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The teaching practice and the need it addresses:

Mastery learning was operationalized by Benjamin Bloom in 1968 (Guskey, 2007). It includes the following elements:

Evidence this practice benefits UNLV students:

In classes that implement mastery learning, 90% of students achieve at the level that was previously attained by only the top 10% of the class (Kulik, Kulik, & Bangert-Drowns, 1990). Additionally, "low aptitude students may gain more" (Kulik et al., 1990, p. 286) from a course that uses mastery learning. Finally, mastery learning reduces variation in student learning and closes achievement gaps (Guskey, 2007).

Resources and where to find them:

1. Sal Khan's TED talk on mastery learning:
https://www.ted.com/talks/sal_khan_let_s_teach_for_mastery_not_test_scores - t-636096
2. Understanding by Design Template (McTighe & Associates, n.d.):
http://jaymctighe.com/resources/downloads/
3. Guskey, T. R. (2007). Closing achievement gaps: revisiting Benjamin S. Bloom's "Learning for Mastery." *Journal of Advanced Academics*, *19*(1), 8-31. Retrieved from
3. McGaghie, W. C. (2015). When I say. *Medical Education, 49*, 558-559.
doi: 10.1111/medu.12679
4. Kulik, C. L. C., Kulik, J. A., & Bangert-Drowns, R. L. (1990). Effectiveness of mastery learning programs: A meta-analysis. *Review of educational research*, *60*(2), 265-299.

How other UNLV teachers might adopt this practice

We recommend homing in on a key skill in your content area and working toward mastery. Example syllabus language: "In order to work toward mastery, I will allow students to revise and resubmit assignments on up to two occasions throughout the semester. However, before resubmitting, the student must meet with me to discuss revisions and edits. Otherwise, these revisions will not be accepted. The revisions must be completed within two weeks of receiving feedback, and the final unit plan cannot be redone."