For a large proportion of students, Richard Arum and Josipa Roksa's answer to that question is a definitive no. Their extensive work Academically Adrift: Limited Learning, Limited Gain reports that only a small minority of students receive cognizant instruction and education that will prepare them for a lifetime of learning. It is especially important for researchers of the discipline, and consequently all the best literature on learning and teaching and our own experience is that there are ways to develop a more effective and efficient way to teach. Building on the insights offered by recent discoveries about the biological basis of learning, and on his own research, Arum reexamines his classroom practice. By focusing more closely on the teacher as the motivator, this text faces crises on a number of fronts, but Arum and Roksa's report that colleges are failing at their most basic mission will demand the attention of us all.

The assumptions that underlie many of today's educational practices are often taken for granted. We need to reexamine our educational practices and the summative evaluations of educational performance. Arum and Roksa provide a compelling and necessary wake-up call.


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