Adapt and Implement Active Learning Strategies in Your Remote Course

Presented by: CITL

Presenters

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Webinar Outline

1. Introduction
   - Define/describe active learning
   - Passive versus Active learning
   - Why do Active Learning
   - Active learning examples

2. How to decide which strategy is best
   - Not just any old learning activity
   - Before you plan an activity, there are key things to consider in order to make active learning worth while

3. Planning your activity
   - Fink's model revisited
   - What to plan: key components of an active learning activity

4. Implementing active learning in your remote course
   - Example: de Bono's Six Thinking Hats activity

5. Question period

Introduction

Learning Activity #1: One minute paper

To help you get started with active learning, take one minute to answer one or more of the following questions related to active learning. At the end of the minute, we will ask for volunteers to share with the group.

- How would you define active learning?

- Describe your experience, as a learner or instructor, with active learning. On a scale of 1-10, how would you rate the experience?

- Are you interested in using active learning in your course? Explain.

What is Active Learning?

"Anything that involves students in doing things and thinking about the things they are doing." (Bonwell and Eison 1991, p2)

"Active learning is the intentional inclusion of teaching strategies within a classroom setting that generate student activity and engagement in the learning process." (Prince, 2004).

Passive Learning versus Active Learning

Passive learning: students simply **receive** information from a source – the instructor, a book, a video

Active learning:

- students are **doing** something related to the content, and/or

- directly/purposefully **observing**, and

- **reflecting** (preferably with others) to make meaning

Why do Active Learning?

Research studies demonstrate the positive impact that active learning can have upon students' learning outcomes:

- Increased content knowledge, critical thinking and problem-solving abilities, and positive attitudes towards learning (Anderson et al, 2005)

- Increased enthusiasm for learning (Thaman et al., 2013)

- Development of graduate capabilities (Kember & Leung, 2005)

- Improved student perceptions and attitudes towards information literacy (Deltor et al., 2012)

Learning Activity #2: Brainstorming

Let's brainstorm activities that we can use in our active learning classrooms.

In the chat, you will see a link to a mentimeter. Click on the link and enter the code.

Enter activities that you know of or that you have used. You can enter more than one word in each text box.

After two minutes, we will display the results in a word cloud and have a brief discussion.

Example Activities

- Questioning and polling

- Concept mapping

- Minute paper

- Group discussions

- Brainstorming

- Gallery walks

- Role-play

- Reflections on the readings

- Mini-experiment; simulation

- Case study

- Self-assessment or quiz

- Problem-solving exercises

- Think-pair-share

- Tell a friend

How to Decide Which Activity is Best

Consider:

- What learning objective/outcome are you supporting with the activity?

- What concepts do students have difficulty with?

- At what point do students disengage?

- What are you trying to achieve?

  - Motivation, re-enforcement, assessment for learning, critical thinking, metacognitive skills, a break in a lecture, etc.?

  - Engage, reflect, practice

Consider:

Teaching strategy

- Problem Based Learning (T-P-S)
- Project Based Learning (Brainstorming)
- Flipped Classroom (Concept Mapping)
- Peer teaching (Group discussion)

- Lecture (1-minute paper)
- Guest Speakers (collaborative note taking)
- Experiential Learning (Role playing)

Consider:

Resources

- Time available:
  - To develop
  - For students to complete
- Technology tools, if required

Personal

- Your comfort level with the activity and technology
- Students may be overwhelmed with too many activities

Learning Activity #3: Two-minute Paper

In the side chat, list one active learning strategy from slide 10 that you would like to learn more about and possibly use in one of your classes. Please, also provide a brief reason why you picked that activity.
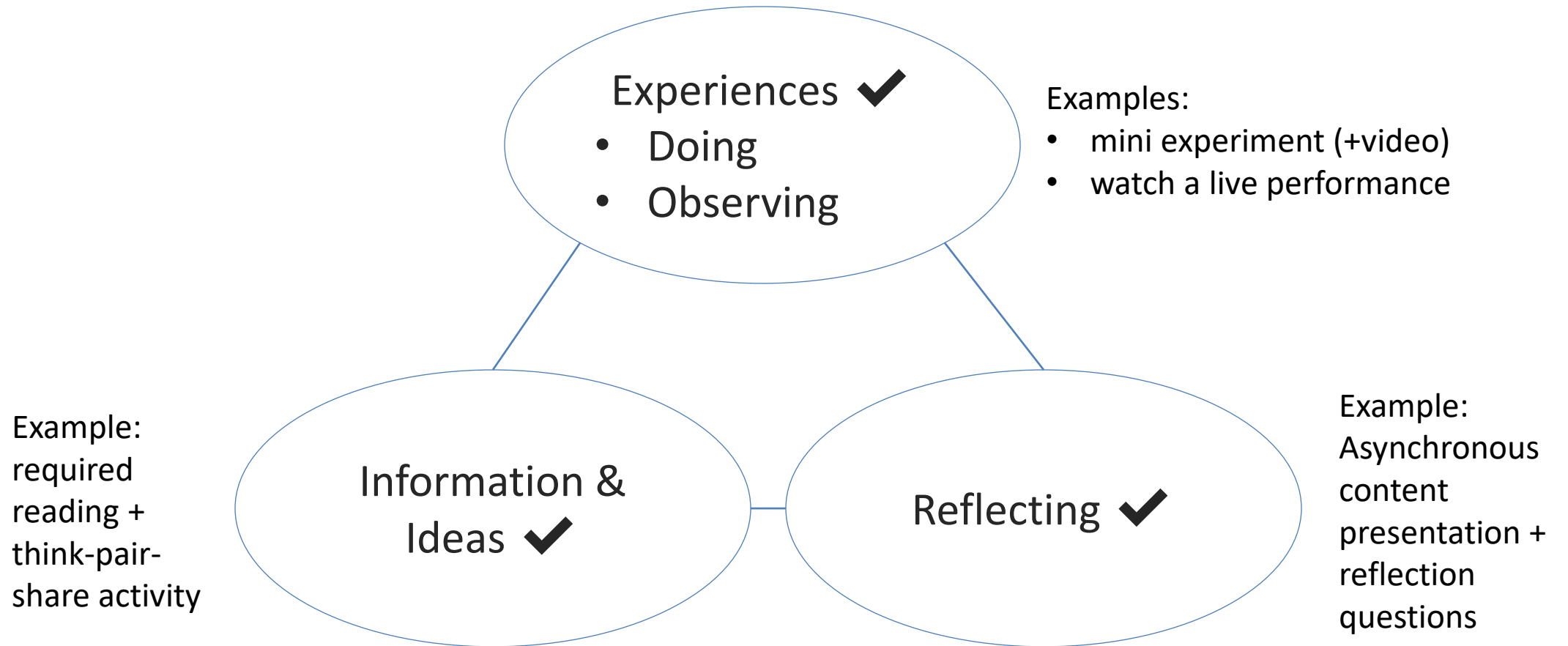
Planning Your Activity

Key Characteristics of Active Learning

Active learning

- Is student-centered

- Is aligned with learning outcomes and assessment

- Uses the principles of how students learn

  - COI – instructor, social and cognitive presence – collaboration and engagement for the purpose of constructing meaning and gaining deep understanding

    – Interactions – student:content; student:student; student:instructor

Using Fink's Model of Active Learning to Plan an Activity

Experiences ✔
- Doing
- Observing

Examples:
- mini experiment (+video)
- watch a live performance

Example: required reading + think-pair-share activity

Information & Ideas ✔

Reflecting ✔

Example: Asynchronous content presentation + reflection questions

Planning: Key Components

1. Revisit the goal to ensure that you can choose the right activity

2. Write the activity instructions and introductions

    • Create an open, welcoming, and safe environment

    • Set expectations and provide rationale

    • In the remote classroom, provide students with options and use small groups if possible

3. Plan logistics such as length of time, required software, assignment drop boxes etc.

4. Plan evaluation components

5. Just do it – it may not need to be perfect, do what you can; expand later

Implementing Active Learning

Edward de Bono's Six Thinking Hats®

- Project Brainstorming

- Group Decisions

- Preparation for Debates or Discussions

- Structuring and Facilitating Discussions

- Thinking about Controversial Issues

- Challenging Perspectives

- Developing Critical Thinking
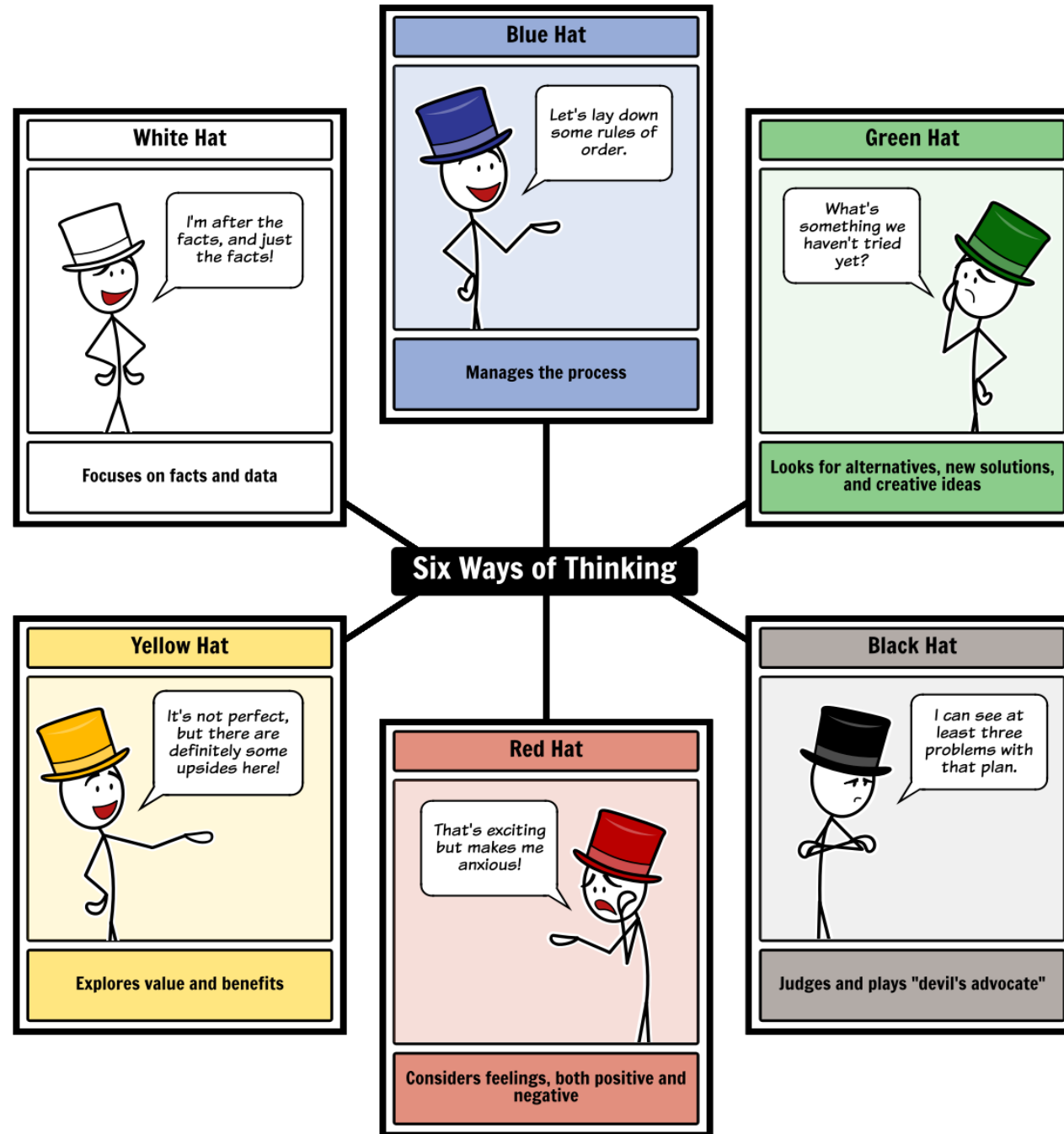
- Developing Innovative Thinking

- Problem Solving

Sample Activity Introduction

For the upcoming semester you have 100 students in your class. You want to use de Bono's six hats to facilitate a discussion between your students and you need to decide whether to do it synchronously or asynchronously. Let's use de Bono's six hats to help you evaluate the synchronous option.

Sample Activity

Use your yellow hats to consider the benefits and value of implementing the activity synchronously. Please share your ideas in the side chat! You have one minute.
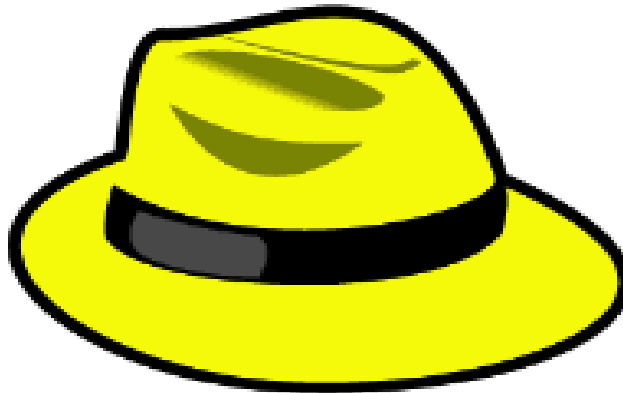
Yellow – Positive

Sample Activity

Use your black hats to consider the problems you foresee of implementing the activity synchronously. Please share your ideas in the side chat! You have one minute.

Black – Identify Problems

Sample Activity

Use your red hats to consider your emotions and how you feel about implementing the activity synchronously. Please share your ideas in the side chat! You have one minute.

Red – Emotions

Applying de Bono's Six Hats

Adapting the activity

- Examining wooden-based high-rise construction vs. concrete construction (Engineering, Architecture, Environmental Science)

- Eliminating standardized testing in K-12 education

- Providing all Canadians with a guaranteed basic income (Humanities & Social Sciences, Health, Social Work)

Apply synchronously vs. asynchronously

- Synchronously – Full class activity / Breakout rooms / Debate

- Asynchronously – Written assignment / PowerPoint presentation / Video presentation / Online discussion

References

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