Strategies to support active and collaborative learning in any learning space

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TLS

Burning challenges?

- Take 2 minutes for a quick write
  - Write down the top 3 burning challenges you have about using active strategies in your class.

- Present your questions to your group. Select the top burning question for your table and write it on your wall. (10 min)
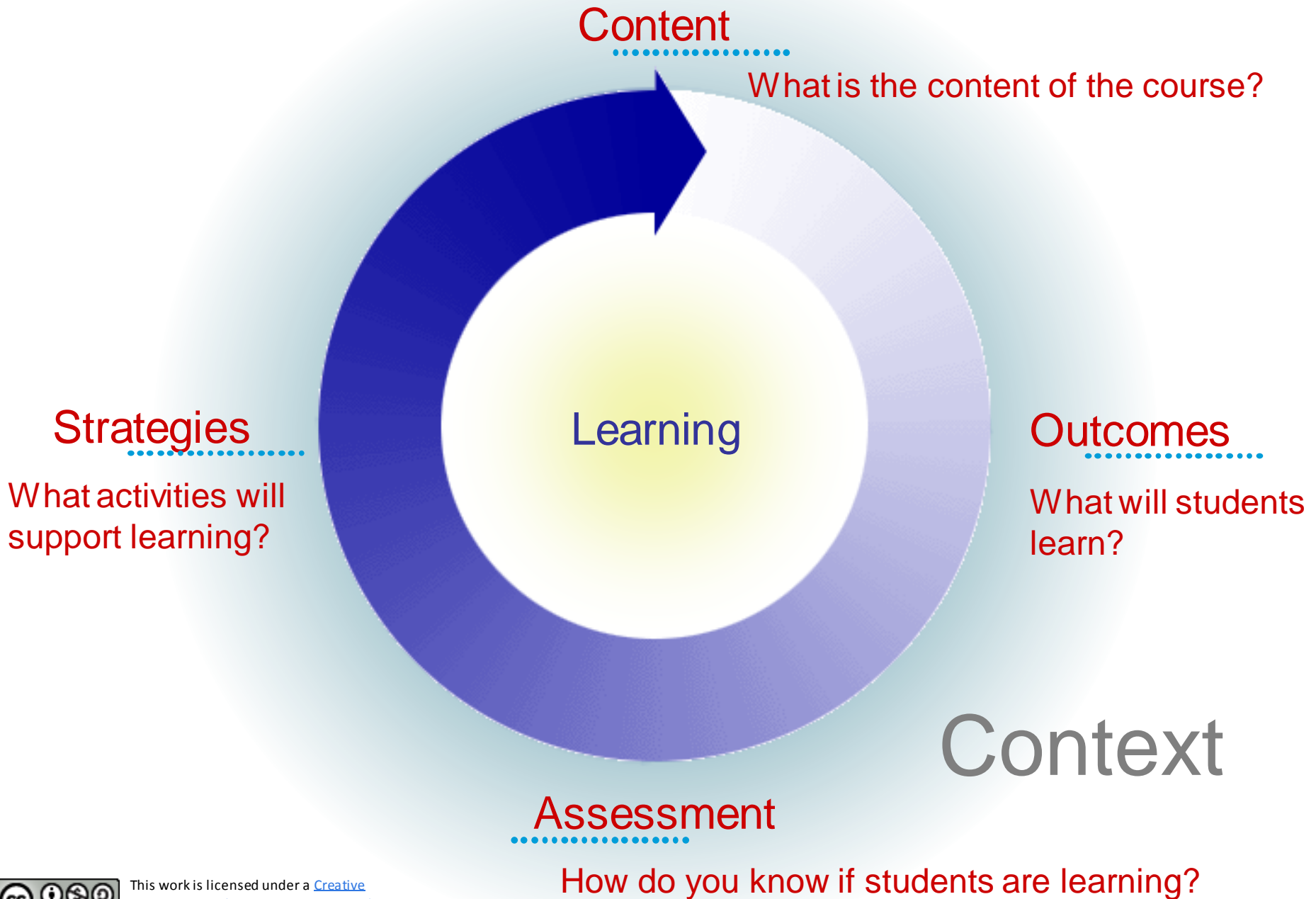
Goals for this session

- Explore and experience different active learning strategies

- Evaluate and select different active learning strategies that may be effective for your own teaching.

"The one who does the work, does the learning." (Doyle, 2008)

Image source: https://flic.kr/p/mwxsyz

Content

What is the content of the course?

Strategies

What activities will support learning?

Learning

Outcomes

What will students learn?

Context

Assessment

How do you know if students are learning?

Types of learning activities

Least Active   Most Active

Passive
- Listening
- Reading
- Watching

Assistive
- Highlighting
- Questioning
- Clarifying

Interactive
- Joint dialogues
- Instructional dialogues

Constructive
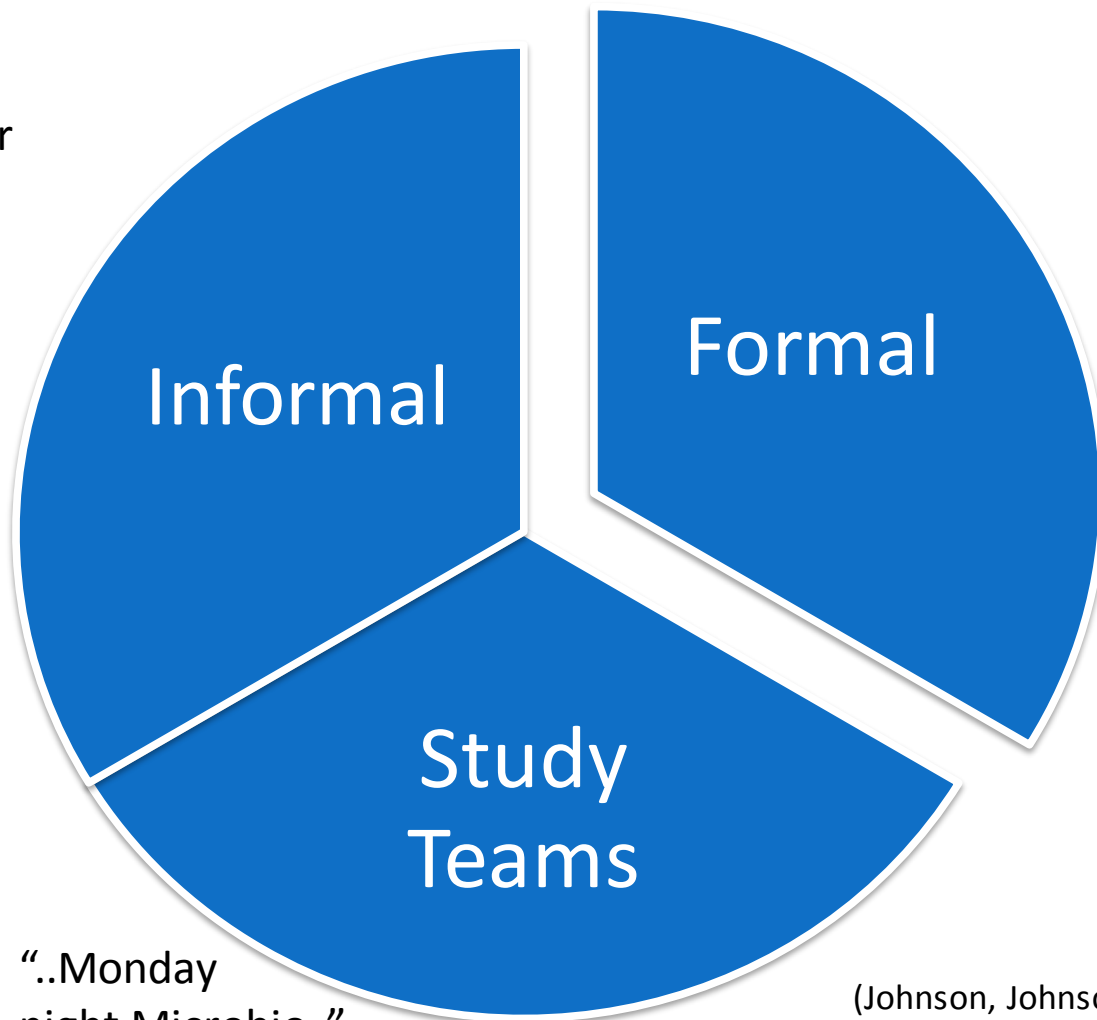- Creating representations of knowledge (eg, note taking, drawing

Adapted from Chi (2009)

INTERACTIVE LEARNING: LEARNING IN GROUPS

Types of working groups

"..turn to your neighbour.."

"..your project team is.."

Informal

Formal

Study Teams

"..Monday night Microbio.."

(Johnson, Johnson, and Smith, 1991; Davis, 1993)

Formal working groups

Be intentional, think about:

- Diversity of group membership

- Group size

- Continuity of group interaction

Dysfunctional groups

"The vast majority of dysfunctional student behaviors (e.g., social loafing, one or two members dominating the discussion, etc.) and complaints (e.g., having to carry the dead wood, the instructor isn't teaching, etc.) are the **result of bad assignments, not bad groups** "
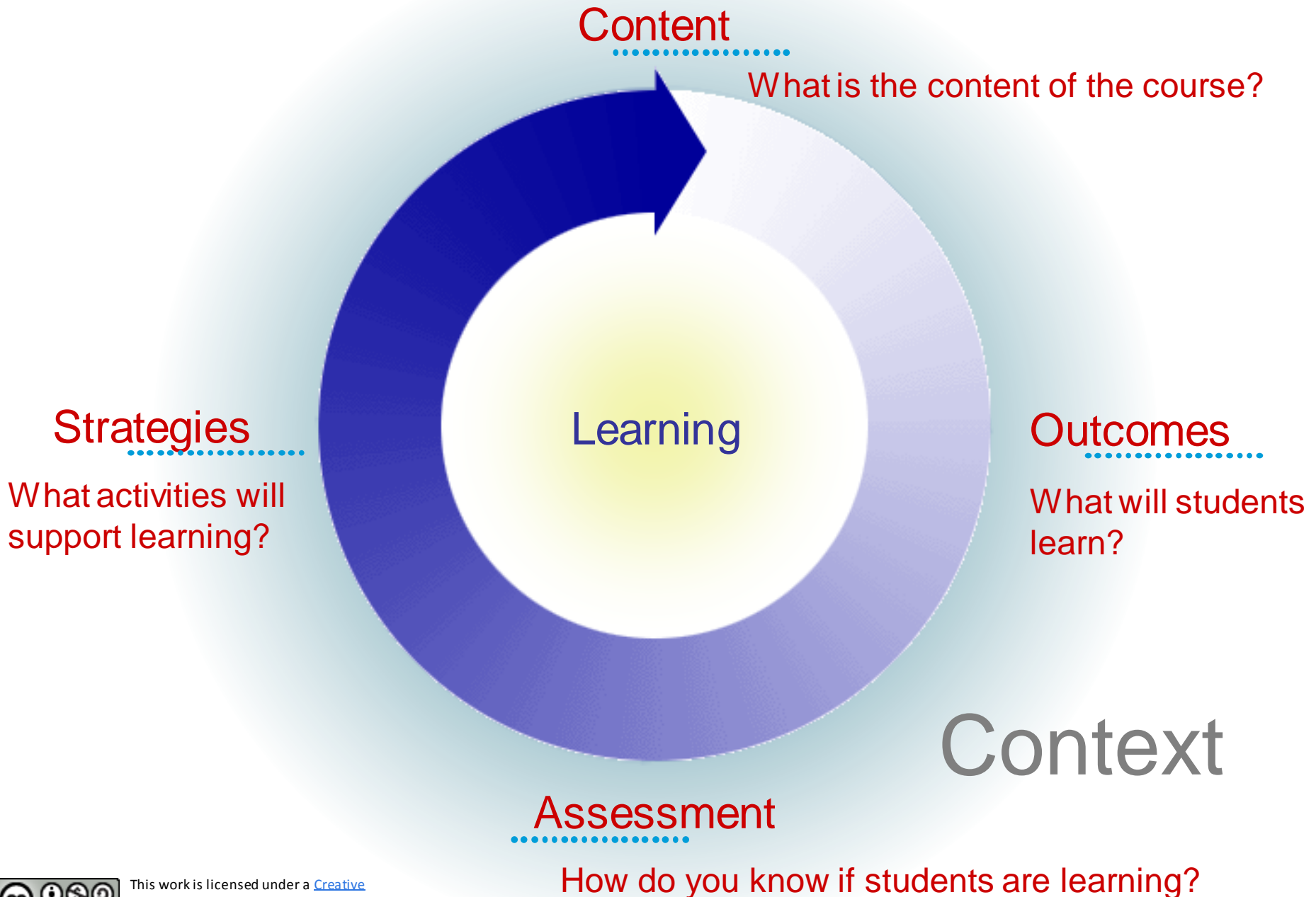
(Michaelsen, Fink and Knight 2004)

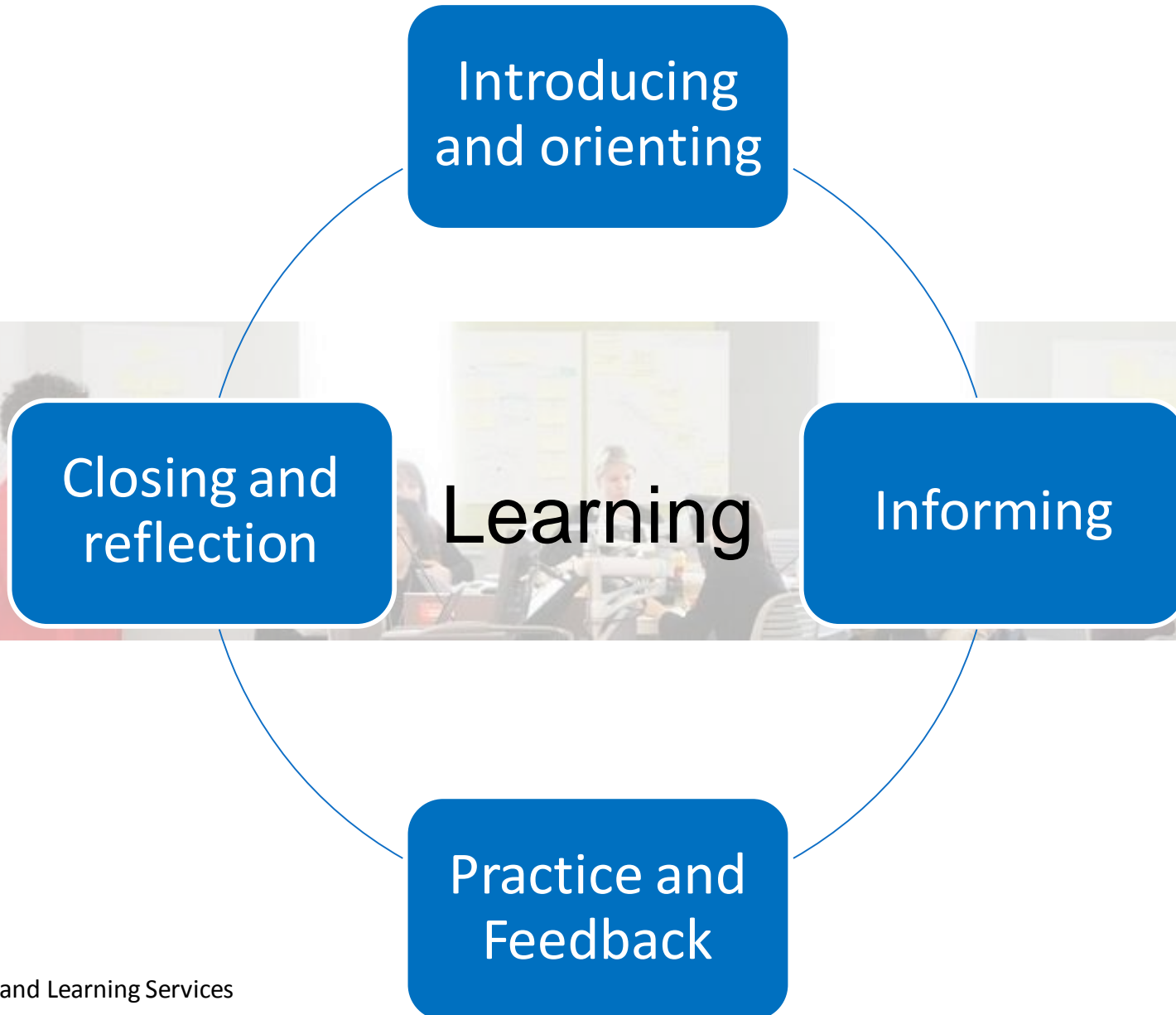# Characteristics of well designed interactive learning activities

- Linked to course goals and engaging
- Promote interaction and interdependence among group members (e.g., concrete decision based on the analysis of a of a complex issue)
- Provide individual and group accountability
- Help students develop team work skills
- Provide meaningful feedback
- Provide opportunities for joint dialogue

STRATEGIES FOR LEARNING

Content — What is the content of the course?

Learning

Strategies — What activities will support learning?

Outcomes — What will students learn?

Assessment — How do you know if students are learning?

Context

Strategies for Learning

Introducing and orienting

Closing and reflection

Learning

Informing

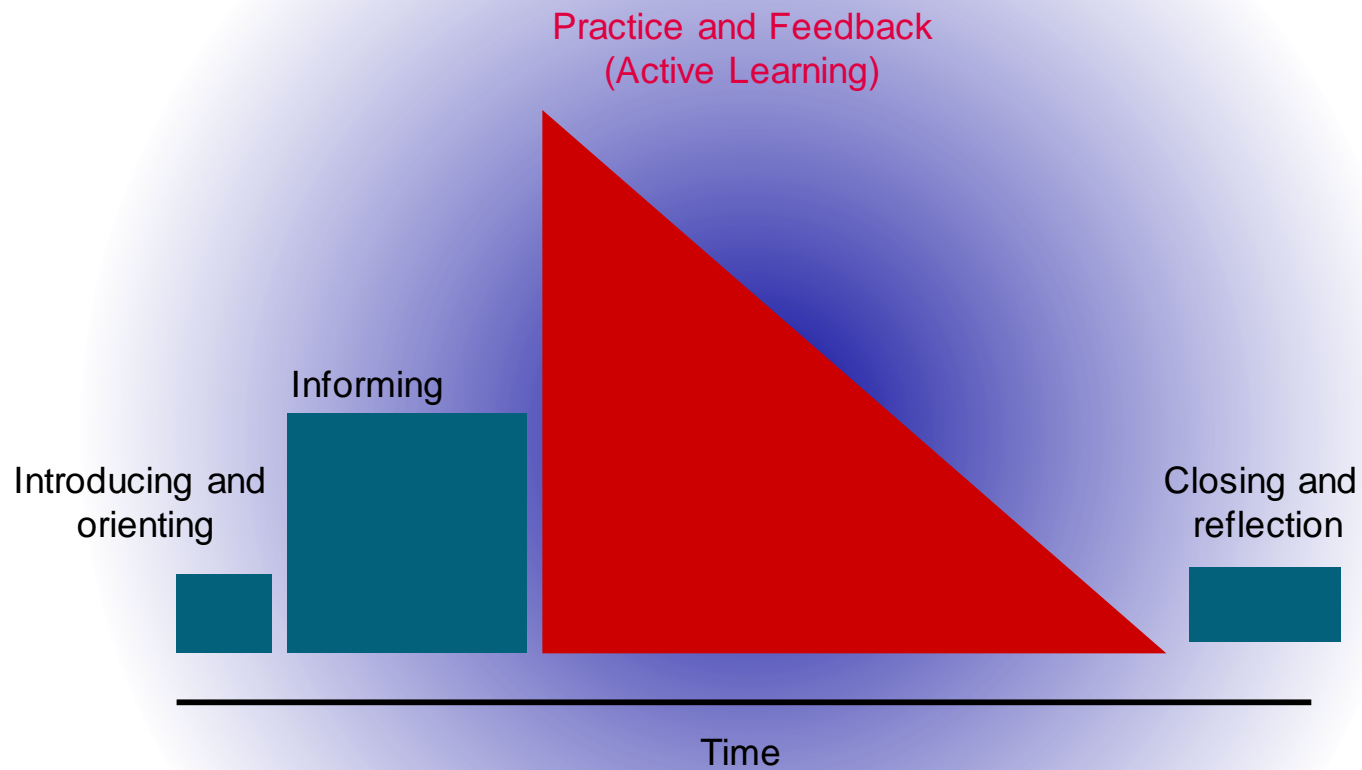Practice and Feedback

Activity – 4 Corners

- List effective strategies that group members have used as instructors or experienced as learners

  1. Introducing and orienting (8 min)

  2. Informing (8 min)

  3. Practice and feedback (8 min)

  4. Closing and Reflection (8 min)

- When I signal move to the next corner - expand examples. You can only add or ✔ ideas you support.
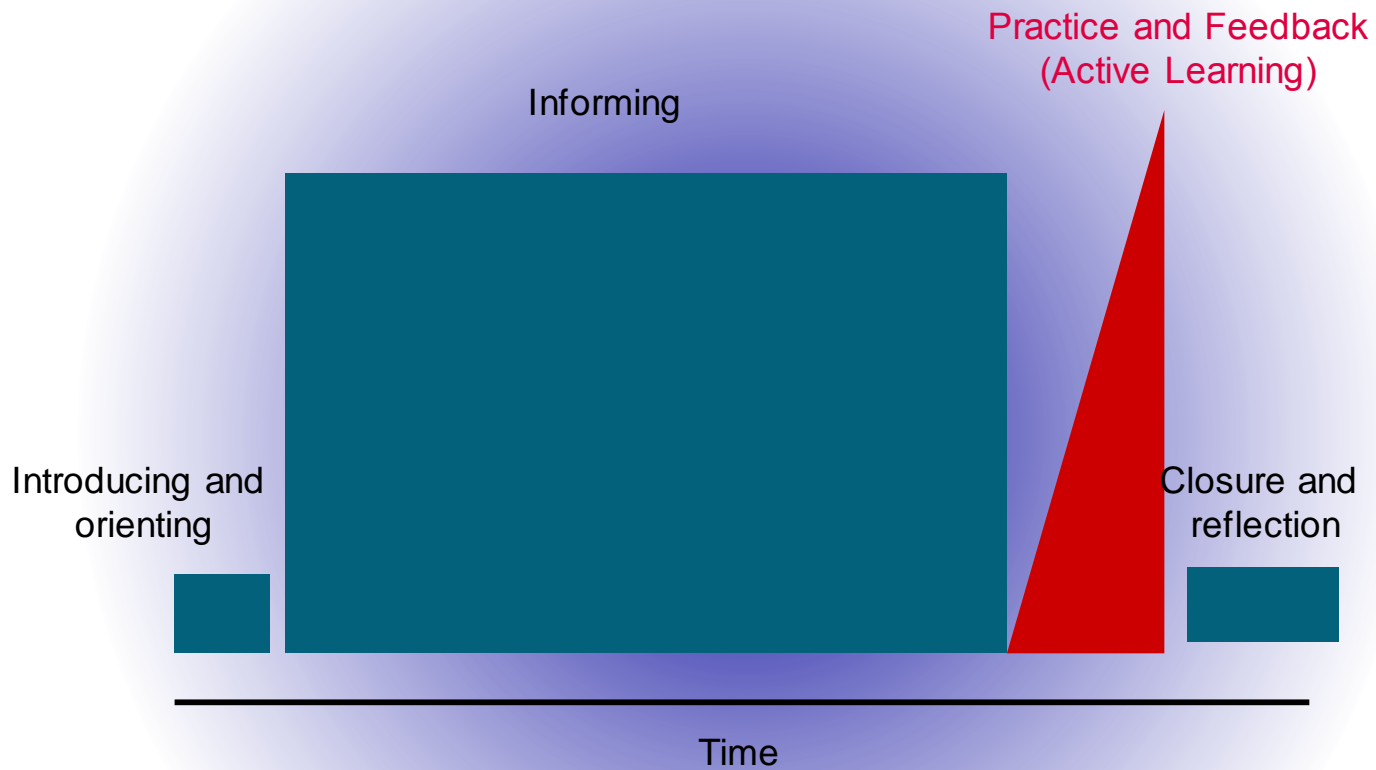
Activity – Virtual 4 Corners

- List effective strategies that group members have used as instructors or experienced as learners
  1. Introducing and orienting (8 min)
     http://padlet.com/adamfdotnet/UND_introduce

  2. Informing (8 min)
     http://padlet.com/adamfdotnet/UND_inform

  3. Practice and feedback (8 min)
     http://padlet.com/adamfdotnet/UND_practice

  4. Closing and Reflection (8 min)
     http://padlet.com/adamfdotnet/UND_closing

- Move to the next virtual corner - expand examples

Practice and Feedback
(Active Learning)

Informing

Introducing and
orienting

Closing and
reflection

Time

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Activity - Individual reading

- Read the handout http://bit.ly/ALCStrategies

- Mark strategies you could imagine using in your class with a "✓"

Activity - Buzz Groups

- At your tables

- Describe the situation in which you might be using the strategy

- Share your strategy and ideas for implementation
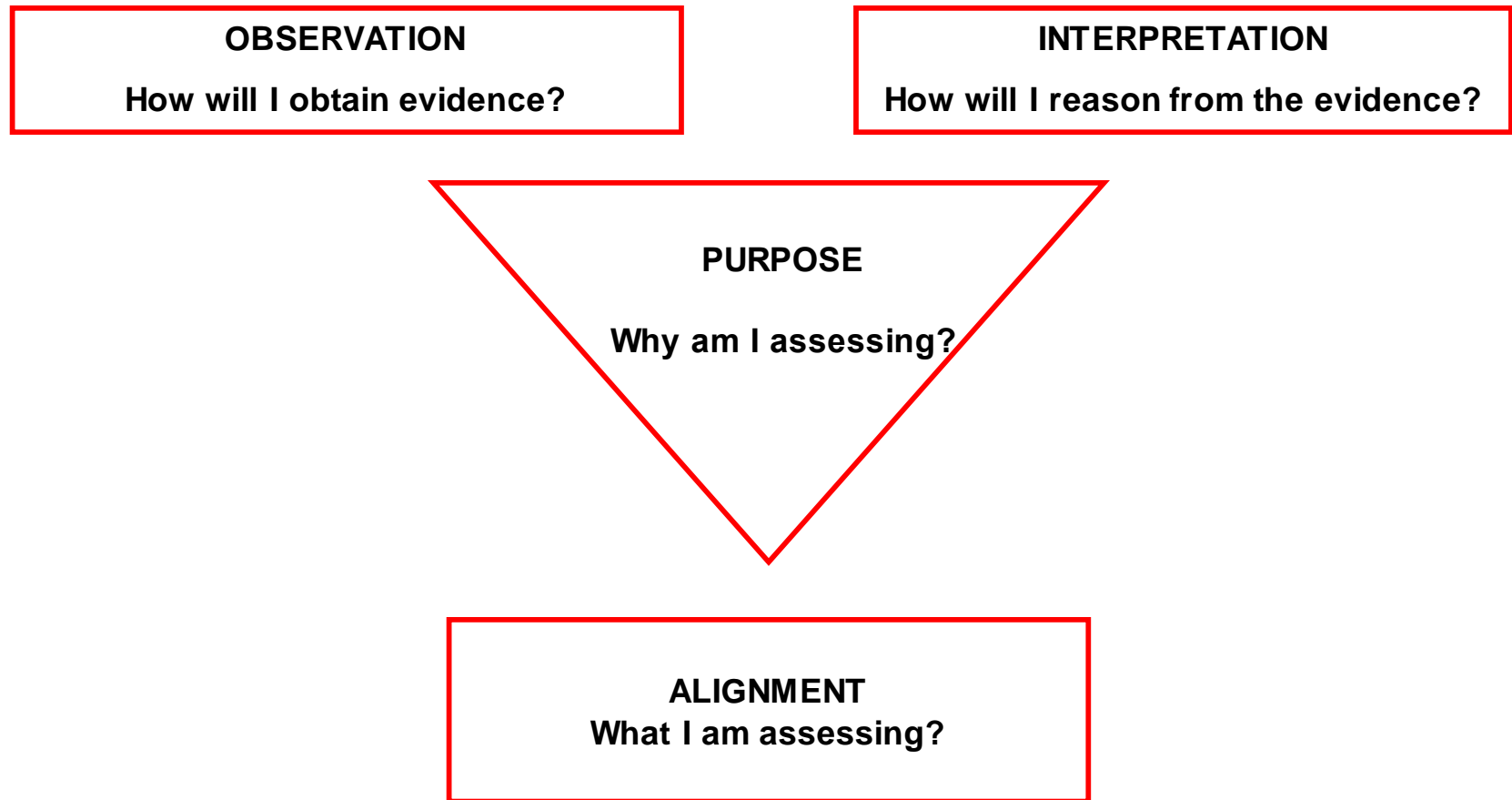
Activity: Popcorn Plenary

- Share your strategy and ideas for implementation

- What strategy will you try?

Why is assessment so important?

- Assessment has an overwhelming influence on what, how and how much students study (Gibbs and Simpson, 2005)

- Evaluation defines the actual curriculum from the students' point of view (Ramsden, 1992)

- What we evaluate signals what we want students to learn (Fenwick & Parsons, 2000)

Thinking about assessment

OBSERVATION

How will I obtain evidence?

INTERPRETATION

How will I reason from the evidence?

PURPOSE

Why am I assessing?

ALIGNMENT
What I am assessing?

Adapted from National Research Council (2001). Knowing What Students Know.
Washington, DC: National Academy Press, p. 44

Summarizing assessment

- Alignment with learning outcomes
  - Same kind of task
  - Same level of thinking
- A tool for learning
  - Done *for, with, even by* students
  - Process of coaching & help
- Ongoing formative assessment
  - Practice and feedback before summative
- Process of reasoning from evidence
  - Gathering evidence – assignments, projects, exams
  - Interpreting evidence – criteria and standards

Strategies used in this session

- Introducing and orienting:

  – Burning questions, goals of workshop,

- Informing:

  – Presentation of concepts, individual reading

- Practice and feedback:

  – Think pair-share, questions, buzz groups, virtual 4 corners

- Closing and Reflection:

  – Popcorn plenary, Closing questions

Closing Feedback

Please post as a group:

1. What are two new things you learned today?

2. What would you like to learn more about?

You don't have to change everything, you just have to start with one strategy.

Thank you!

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The one who does the work does the learning.

Thank you!

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