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Last Chance to "Acti-vate" Your Teaching!

University of Alberta Libraries Workshop, March 14, 2018

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"uplifting the whole people"
— HENRY MARSHALL TORY, FOUNDING PRESIDENT, 1908

Our plan for today

1. Welcome (5 minutes)
2. Review of Active Learning strategies (25 minutes)
3. Peer Editing/Feedback/Support (40 minutes – change partners after 20 minutes)
4. Sharing and Feedback (15 minutes)
   - Positives and “Even better ifs…”
5. Questions (5 minutes)

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Quick Review Time! – 10 minutes

Objective: To ACTIVATE YOUR PRIOR KNOWLEDGE by generating as many ideas as possible about prior session topics.

Instructions:

1. Find the file named: Brainstorming-Review-Chalkboard
2. Add as many ideas, concepts, or strategies as you can from previous sessions.
3. How? Create a new text box near one of the headings. Feel free to play around with the font and colour so that your contribution stands out!

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"Backwards Design"

Start with the end in mind!

Establish Learning Objectives/Outcomes

Lesson Hooks (or, "How not to lose a student in the first 10 minutes of class")

Odd One Out
"Happy Pi-rate Day!"

Polling and Surveying

C____uct__is_ learning

AAARRRRR!

The egg/Oval

Think, pair, share

Formative Assessment

Polls
Quiz

Icebreaker questions

Student lead

Flipped classroom

Active Learning

Think, pair, share

Kahoot

POLL Everywhere

What is Active Learning and why should I use it?

- "Active learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote **analysis**, **synthesis**, and **evaluation** of class content." – University of Michigan CRTL (http://www.crlt.umich.edu/tstrategies/tsal)
- Responsibility for learning is transformed from a **one-way** responsibility ("the teacher teaches me so I should learn") to a **two-way** responsibility ("the teacher teaches me but I also need to actively engage in order to understand and learn.")
- Promotes **higher-order** thinking (beyond content memorization)

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Pedagogical Benefits of Using Active Learning Strategies

- When done at the beginning of a new unit of study/course, this **activates** students' prior knowledge of a topic or concept (VELCRO)
- By revealing students' prior knowledge, instructor can **assess students' thinking** – areas of strength, but also misconceptions, naïve conceptions
- Promotes **meta-cognition**: students' thinking about their thinking

“The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him [sic] accordingly.”

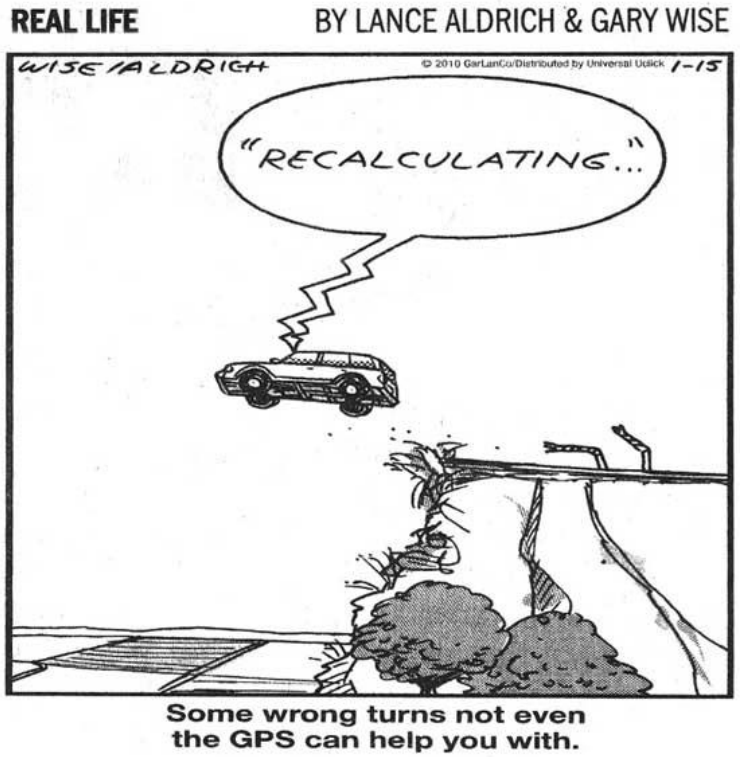
(Ausubel, 1968, p. vi)

Pedagogical Benefits of Using Active Learning Strategies

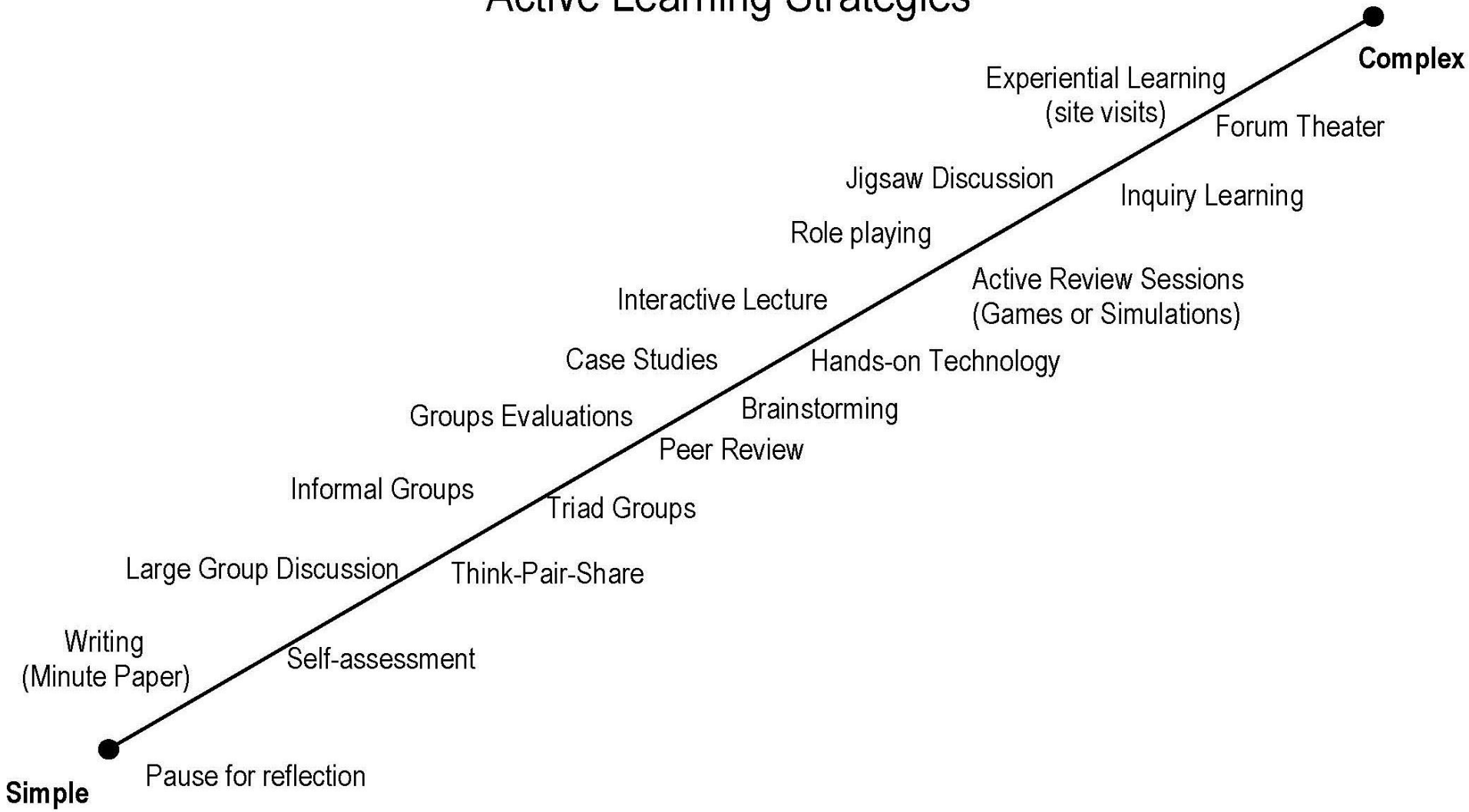
- When done at the middle of a lesson, active learning strategies can serve as ***formative*** assessment of students' understanding of major concepts/topics and help you **adjust** your teaching accordingly.

- When done at the end of a lesson, you can use active learning strategies as a ***summative*** assessment of student learning.

- Also encourages student **metacognition** and **application** – gets students to internalize their learning. How do I understand this? How/when can I use this? For what purpose?



Active Learning Strategies



This is a spectrum of some active learning activities arranged by complexity and classroom time commitment.

Prepared by Chris O'Neal and Tershia Pinder-Grover, Center for Research on Learning and Teaching, University of Michigan

Key elements & questions to consider when planning – O SNAP!

Objectives/Outcomes – what are the essential learning objectives you will focus on?

Students' Prior Knowledge – how will you uncover what students already know (or misunderstand) about the topic/concept/skill?

INtroduction – How will you introduce and model the skill/concept?

Active Learning – How will you engage students?

Proof of Learning – What assessment strategies will you employ during and at the end of your lesson?

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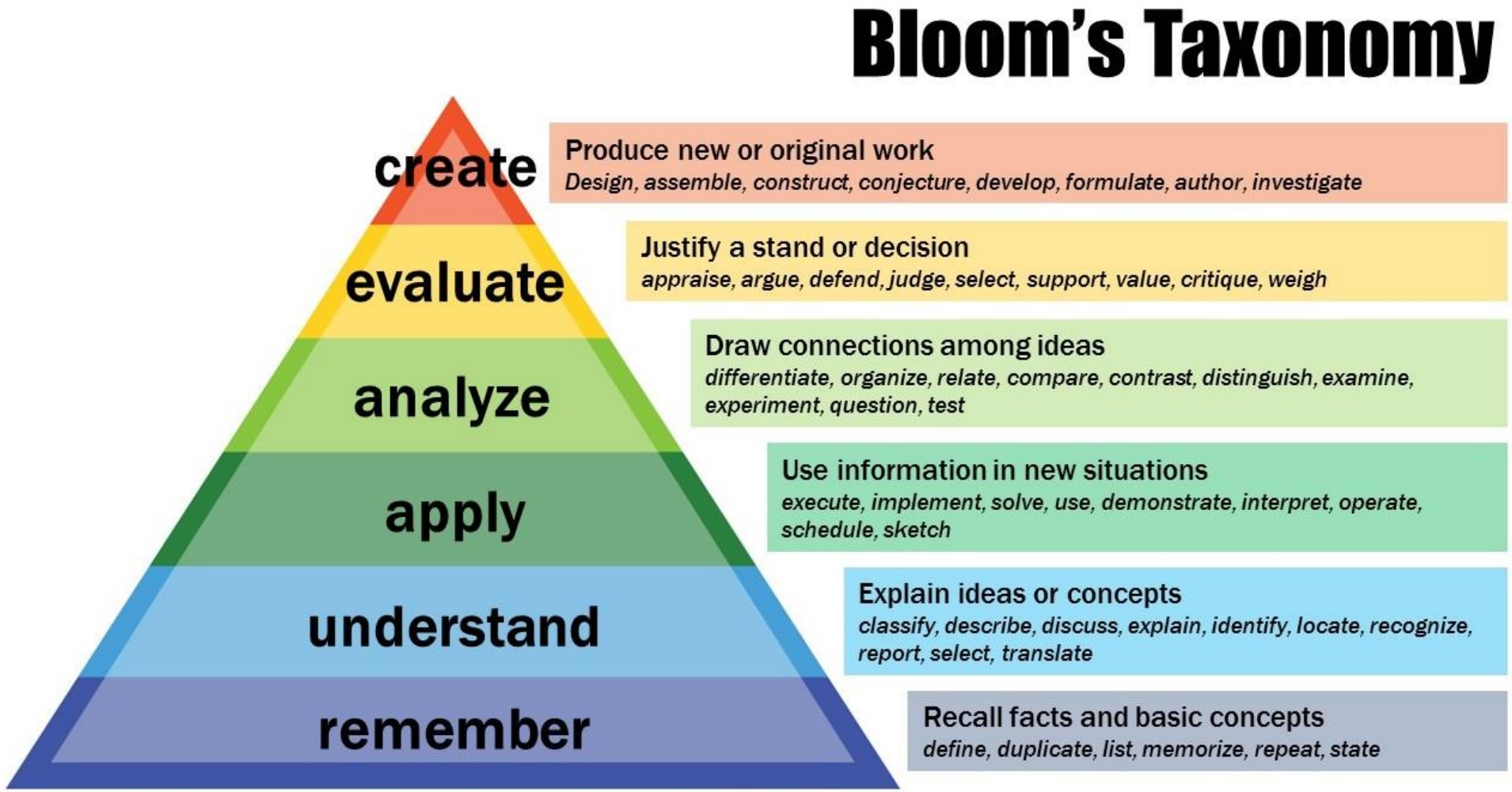
O SNAP: Learning Objectives



Planning Your 50 minute Session - O Snap!

Objectives/Outcomes – 5 minutes

Students' Prior Knowledge – 5 minutes

I**N**troduction – 10 minutes

Active Learning – 20 minutes + 5 minutes formative assessment

Proof of Learning – 5 minutes

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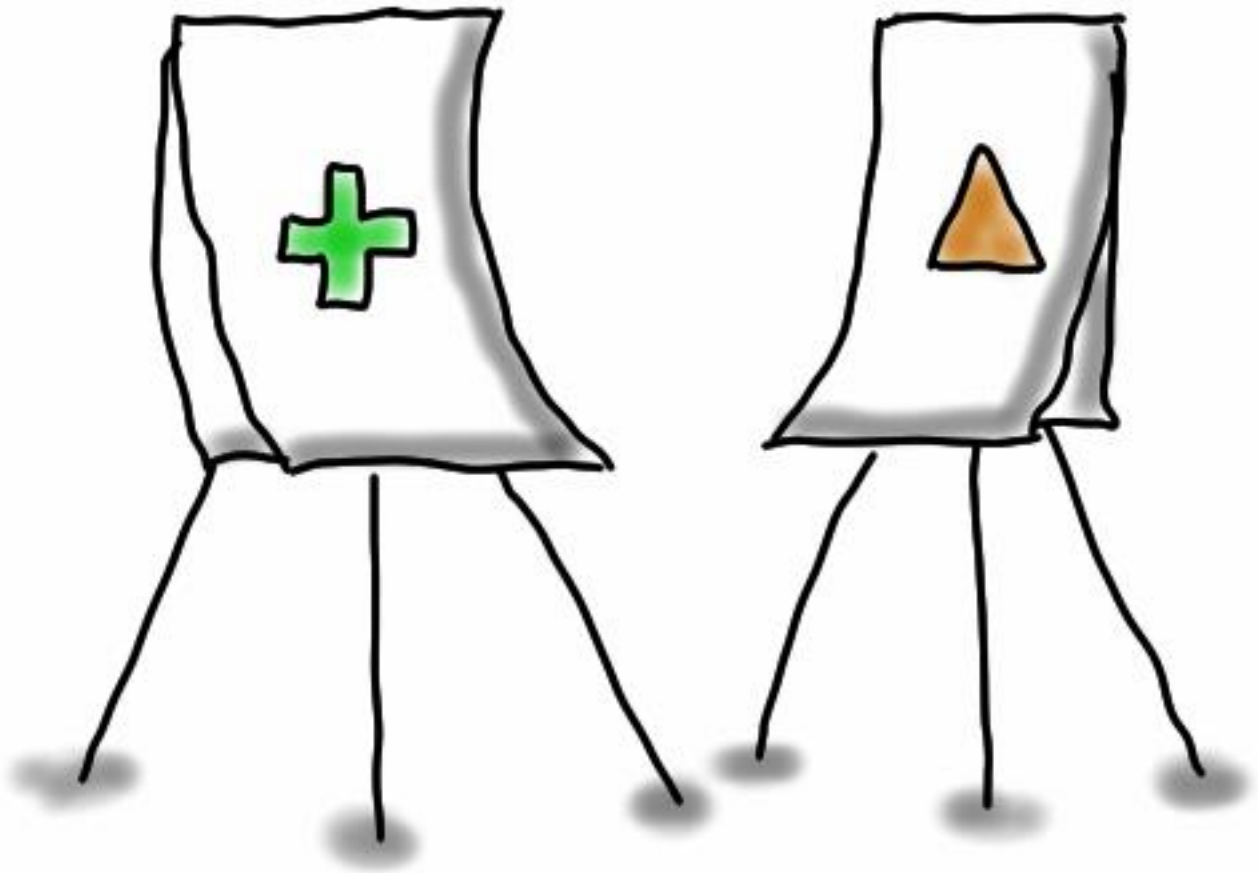
Sharing and Feedback



- We'll begin with strengths and positives!
- Then we'll move to "Even better ifs…"

(BTW, this is a great strategy to use in your own sessions!)

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