Maximizing the Effectiveness of the "One Shot" Workshop

University of Alberta Libraries Workshop, February 25, 2016

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

Agenda

1. **If one-shot workshops are here to stay, how can we maximize their effectiveness?**
2. **Three key principles:**
    1. Clearly identify goals and expectations (or, don't try to do too much)
    2. Plan active learning strategies
    3. Provide time for personalization
3. **How does assessment fit in?**

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If one-shot workshops are here to stay, how can we maximize their effectiveness?

- **Make two columns:**
  - What successes have you had during “one shot” workshops?
  - What frustrations have you experienced during “one shot” workshops?

[Teaching strategy: Activating & assessing prior knowledge]

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The “Nightmare Scenario”

Professor: This is the major assignment for the course so there’s quite a lot involved. Let’s see… Well, the students will need to be able to develop search strategies, generate keywords, and use the databases. I really like the MLA International Bibliography, so show them that, and make sure they know how to use all of the features. Actually, they should probably also know how to use Scopus, Academic Search Premier, CQ Researcher, EconLit, EEBO, SciFinder Scholar, Web of Science, Factiva, and Lexis-Nexis. They are writing an annotated bibliography that will be due the following day, so please don’t forget to talk about how to evaluate information. Last semester, they had trouble with that. They will also need to know how to construct an annotation; we don’t go over that in class. And citations! Citing is important. They’ll be using a hybrid of APA and MLA, so be sure to cover both. Ah, I almost forgot the books. I love books, and I know the students do too, so talk about the library catalog! Why don’t you show them around the stacks too? My students say they love books but can’t seem to ever find them. Actually, a tour in general would be great. You do that right? Right. Oh, and the students won’t know their topics when they arrive and likely won’t have any idea why they are there.

Librarian: [Incredulous silence.]

Professor: You still there?

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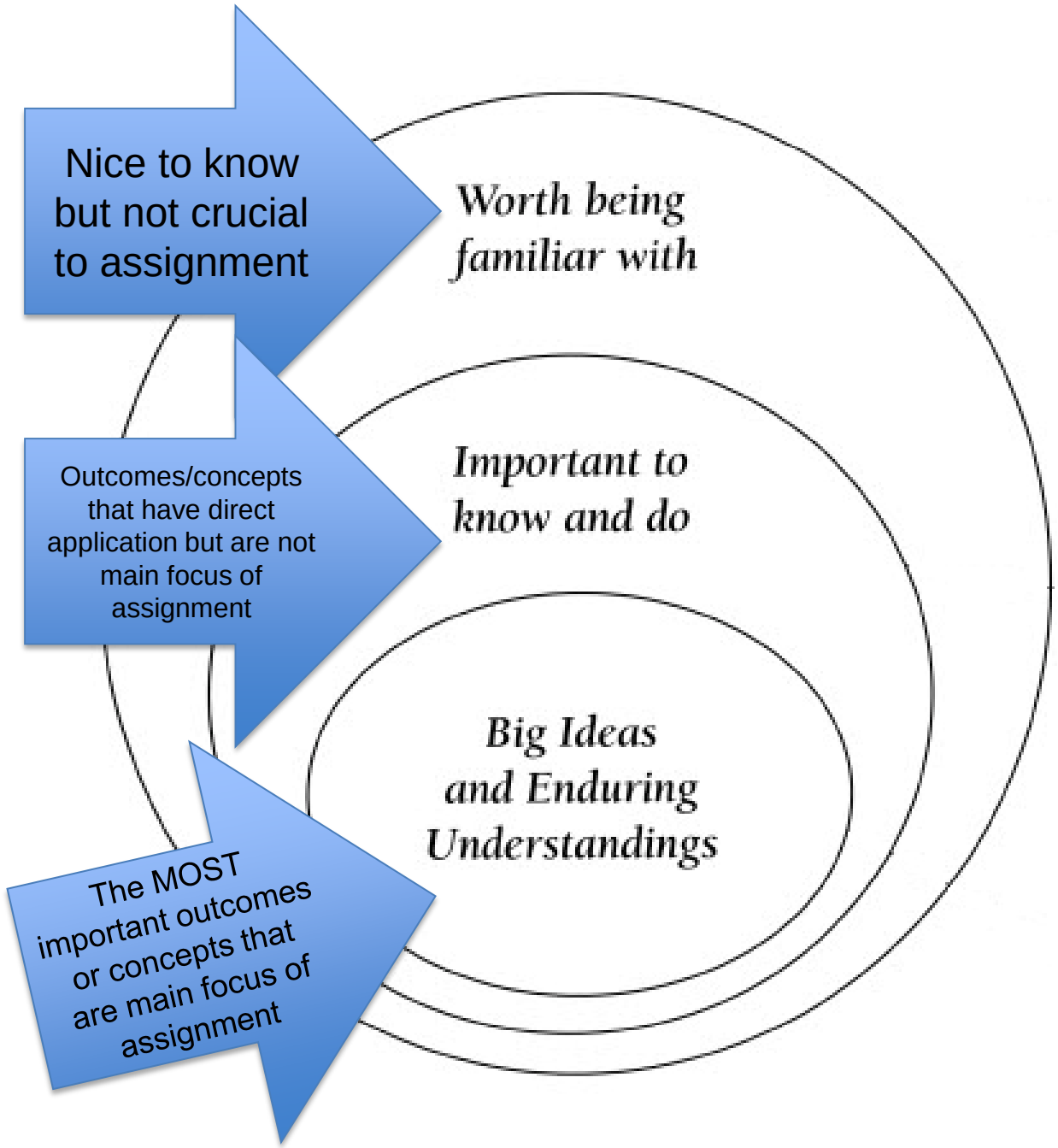
Principle 1 – Clearly identify goals & expectations



Use Understanding By Design to determine priorities:

- Identify goals
- Develop clear and specific learning objectives/outcomes
- Determine acceptable evidence of learning
- Design effective learning activities

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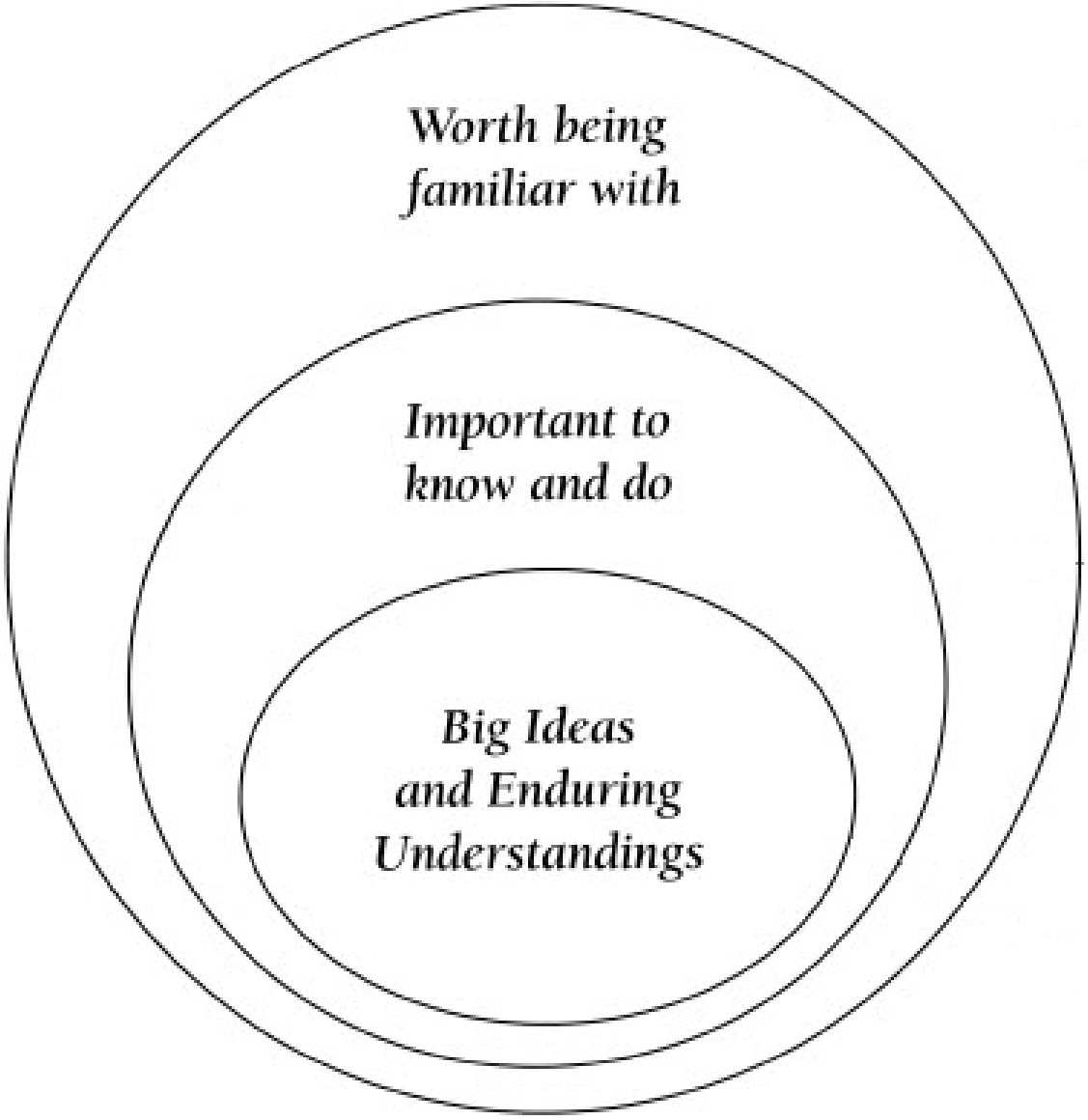

Task:

Based on the "Nightmare Scenario" identify the three parts of the UBD Egg.

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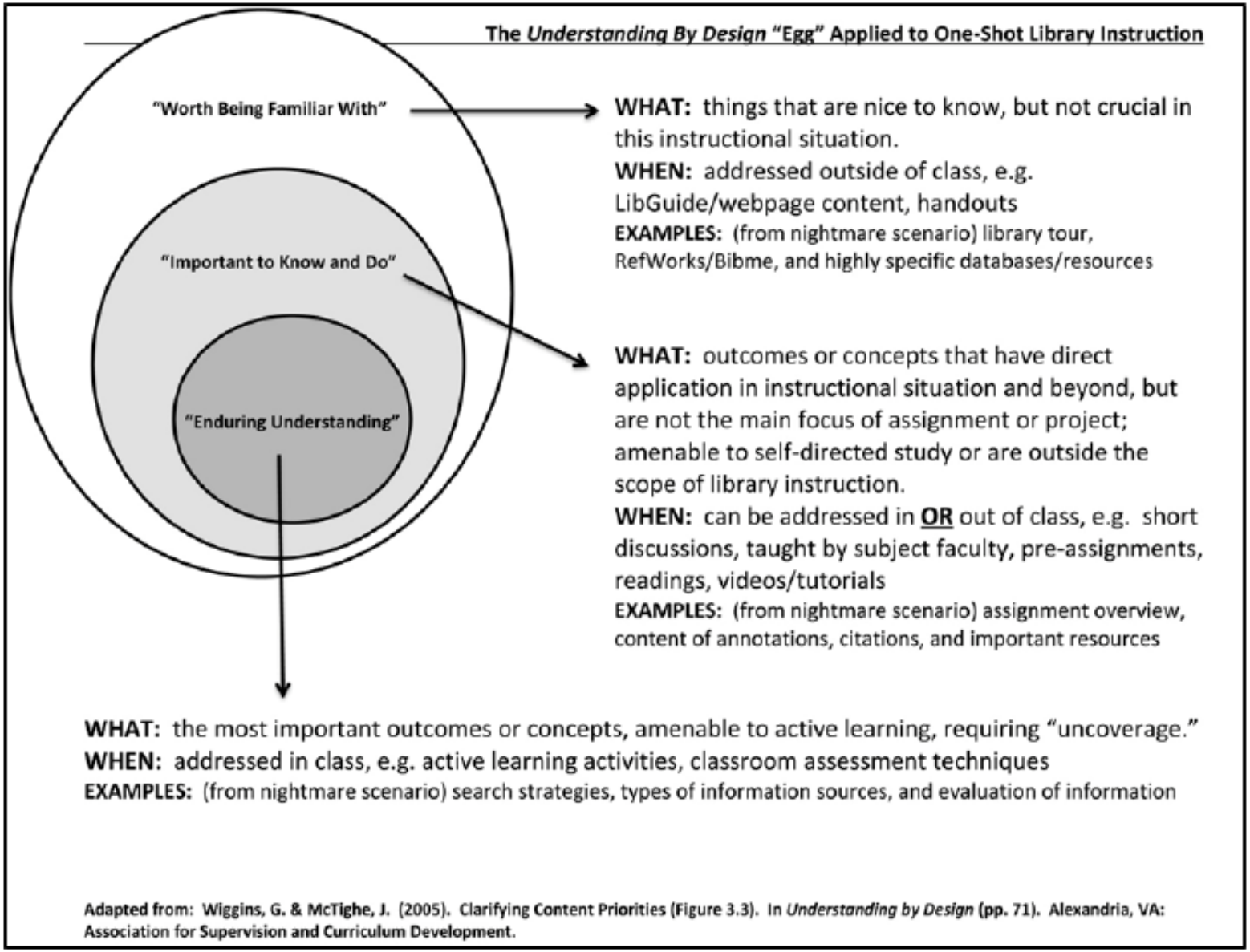

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How to talk to faculty about expectations

- “These are what I’ve identified as the key outcomes that will prepare students for the assignment. Other aspects will have to be done at another time/in other ways (flipped/eClass, pre-made video tutorials, handouts, another session, etc.).”
- “This is what is manageable in the time we have.”
- It’s ok to say no or, at the very least, “I will need more time to do this well.” (Can interpret this two ways: You’ll need more sessions with students or you’ll need more time to prep.)
- Other suggestions?

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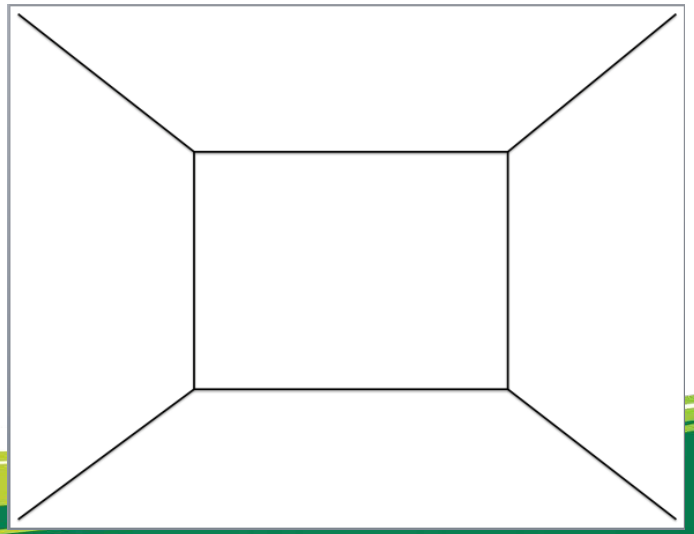
Principle 2 – Plan Active Learning Strategies

- Now that you've identified the most essential outcomes/goals for your session, the next step is to think about how you are going to teach these outcomes.
- Are there any that can be done outside of class time? How can you achieve this? (e.g., flipped/eClass, pre-made video tutorials, handouts, another session, etc.)
- Which ones require "uncoverage" – not easily picked up and require hands-on practice, discussion, and interaction for understanding to develop? These are the ones to focus on.

What is “Active Learning”?

- **Placemat activity:**
  - Each group member writes their own definition of “active learning” in their space on the placemat. (1-2 minutes)
  - Collaboratively, and through discussion, the group agrees upon a definition of “active learning” and writes this in the middle space. (3-5 minutes)



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Active Learning

- “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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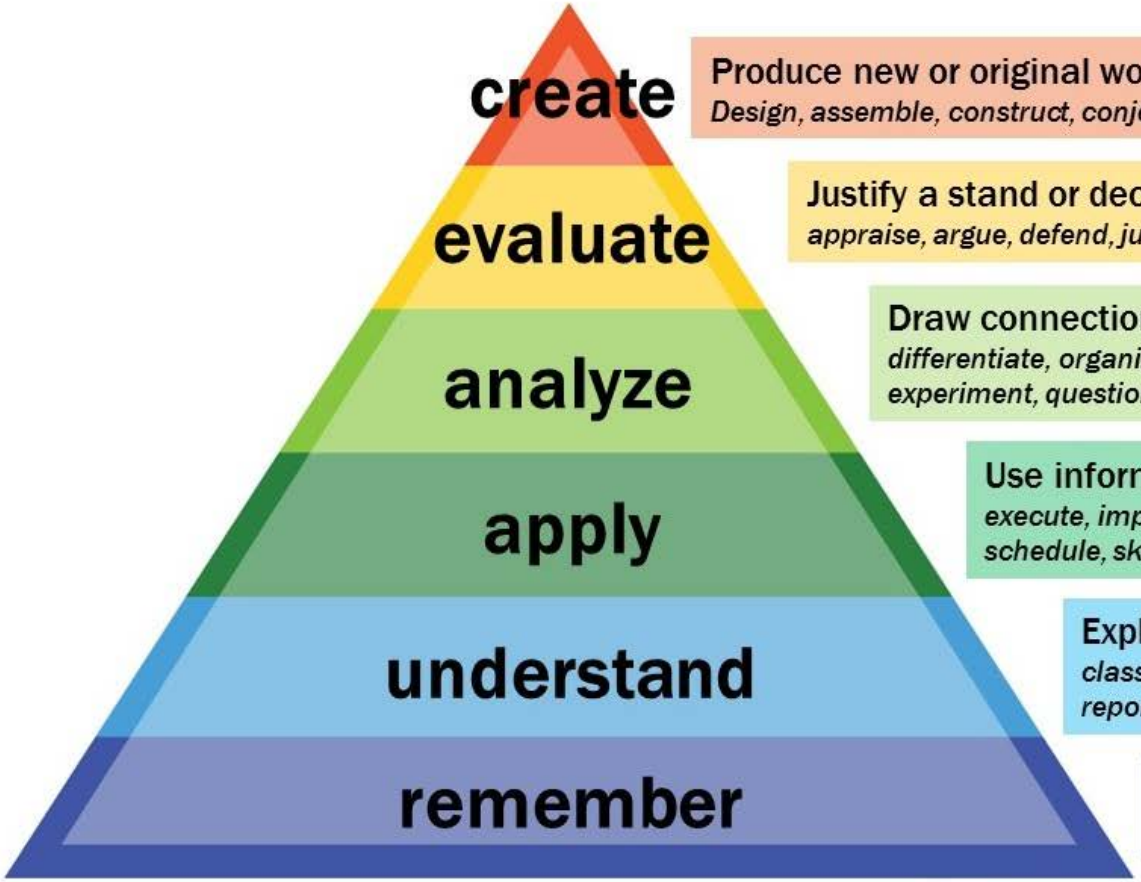
Bloom's Taxonomy



Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

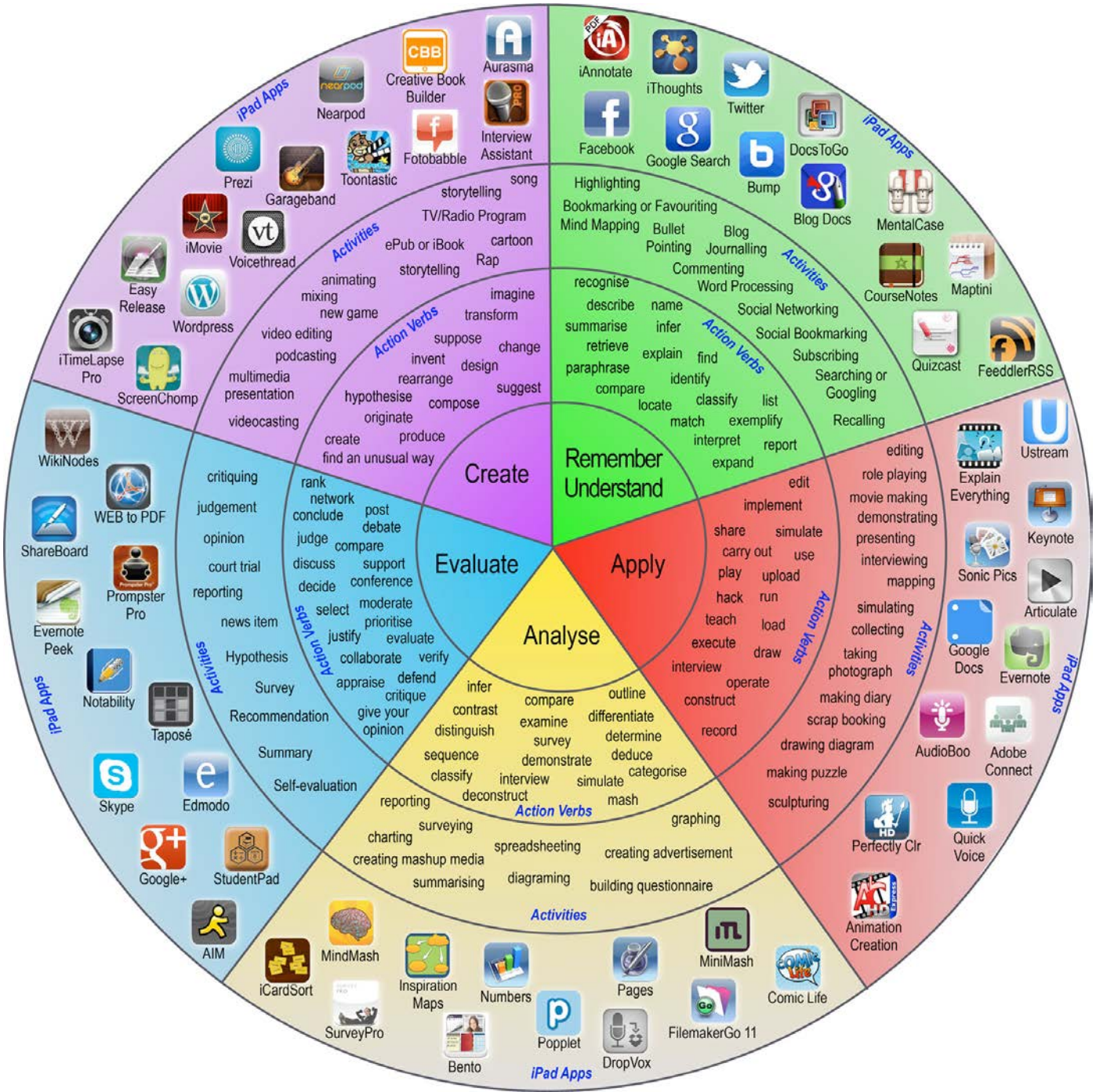
Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

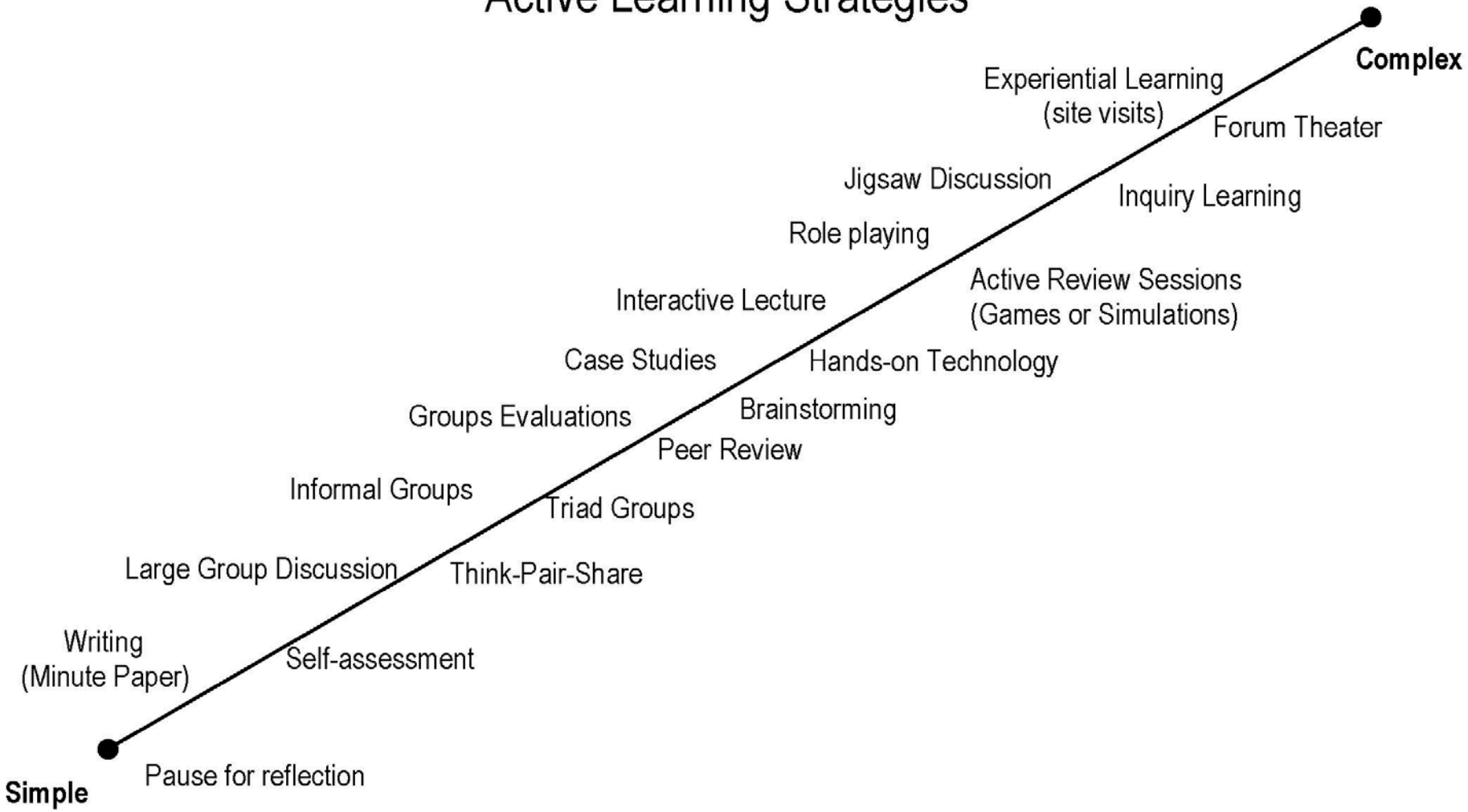
Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state


Remember
Understand
Apply
Analyse
Evaluate
Create
Action Verbs
Activities
iPad Apps
recognise
describe
name
summarise
infer
retrieve
explain
find
paraphrase
identify
compare
locate
classify
list
match
exemplify
interpret
report
expand
Recalling
Highlighting
Bookmarking or Favouriting
Mind Mapping
Bullet Pointing
Blog Journalling
Commenting
Word Processing
Social Networking
Social Bookmarking
Subscribing
Searching or Googling
edit
implement
share
simulate
carry out
use
play
upload
hack
run
teach
load
execute
draw
interview
operate
construct
record
editing
role playing
movie making
demonstrating
presenting
interviewing
mapping
simulating
collecting
taking photograph
making diary
scrap booking
drawing diagram
making puzzle
sculpturing
infer
compare
outline
contrast
examine
differentiate
distinguish
survey
determine
sequence
demonstrate
deduce
classify
interview
simulate
categorise
deconstruct
mash
reporting
graphing
surveying
charting
spreadsheeting
creating advertisement
creating mashup media
summarising
diagraming
building questionnaire
critiquing
judgement
opinion
court trial
reporting
news item
Hypothesis
Survey
Recommendation
Summary
Self-evaluation
rank
network
conclude
post
debate
judge
compare
discuss
support
decide
conference
select
moderate
prioritise
justify
evaluate
collaborate
verify
appraise
defend
critique
give your opinion
storytelling
song
TV/Radio Program
ePub or iBook
cartoon
Rap
storytelling
animating
mixing
new game
video editing
podcasting
multimedia presentation
videocasting
imagine
transform
suppose
change
invent
design
rearrange
suggest
hypothesise
compose
originate
create
produce
find an unusual way
iAnnotate
iThoughts
Twitter
Facebook
Google Search
Bump
DocsToGo
Blog Docs
MentalCase
CourseNotes
Maptini
Quizcast
FeeddlerRSS
Ustream
Explain Everything
Keynote
Sonic Pics
Articulate
Google Docs
Evernote
AudioBoo
Adobe Connect
Quick Voice
Perfectly Clr
Animation Creation
Aurasma
Creative Book Builder
Interview Assistant
Nearpod
Fotobabble
Prezi
Toontastic
Garageband
iMovie
Voicethread
Easy Release
Wordpress
iTimeLapse Pro
ScreenChomp
WikiNodes
WEB to PDF
ShareBoard
Prompster Pro
Evernote Peek
Notability
Taposé
Skype
Edmodo
Google+
StudentPad
AIM
MindMash
iCardSort
SurveyPro
Inspiration Maps
Numbers
Bento
Popplet
DropVox
Pages
MiniMash
FilemakerGo 11
Comic Life

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

Application: Active Learning Strategies

- Identify a typical activity you have students do. How could you make it more “active”?
  - Could they work in pairs?
  - Could they move around to see and discuss what others have done?
  - Could they provide peer feedback?
  - Where are opportunities for small and large group discussions?
  - Other ideas? Think outside the box and your comfort zone.

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Principle 3: Provide time for personalization

- “All students learn better when information is presented in different ways and when they interact with the information and concepts in different modes” (Oakleaf et al, 2012, p. 9).
- Need to provide a wide variety of experiences and opportunities for students to engage with concepts, practice skills, and develop understanding.
- Think about how you can step back and let students take charge of their learning.
- Thinking and doing go hand in hand – don’t fall back on “I need to frontload all this information before students can do anything.” **Small doses + time to practice usually works best.**

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How does assessment fit in?

- “You’re not really teaching if you aren’t also assessing.”
- Assessment can happen during active learning time, it can happen at the end of the session, and it can even happen once students have left (instructor does some assessment during next class, etc.)
- Most powerful and obvious opportunities for assessment are during the active learning segments of your session. Walk around- what do you see and hear students doing?
- You need to be clear on what you are assessing – remember the UBD Egg.
- Students need to produce something to assess – could be spoken or written work, or an artifact from the session.

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Our next session:

Formative assessment strategies

April 4th, 2016

10:00 – 11:30am

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