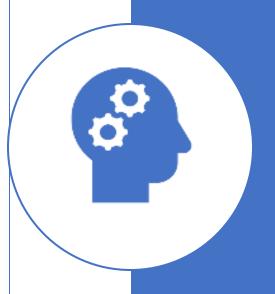
Engaging Students for Better Learning: Making Evidence Work in the Classroom

Cathy Roy
(Physiotherapy Technology)
&

Johanne Rabbat
(Religion)

In partnership w/ Einat Idan (OAD)





HELLO MY NAME IS

I teach in the ... Department,

and what I like about winter is...



Answer the question: "How do students learn?"



Think

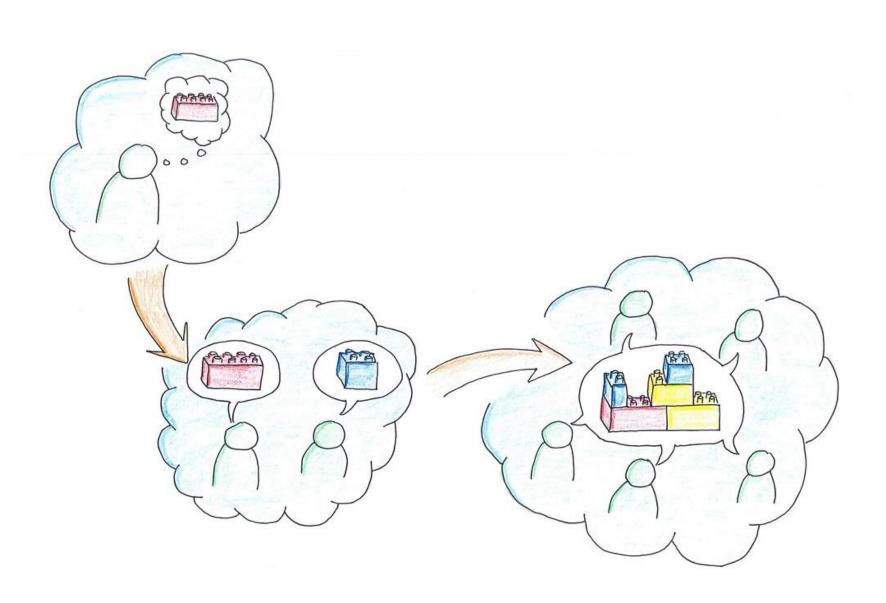


Pair



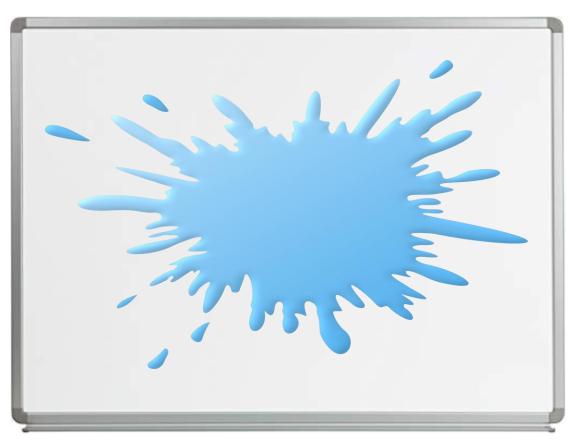
Share

Why Think / Pair / Share?



Whiteboard Splash!

Now, w/ your grp (at table) visually represent how students learn.



5 minute timer:

Assigning Group Roles



Each group, please choose a <u>presenter</u> to present your "creation".

(For other activities, note-takers, organizers, peace-makers may also be useful.)

What is Active Learning (AL)?



What is Active Learning (AL)?

"Active Learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to **do** meaningful learning **activities** and **think** about what they are doing." (Prince, 2004)

"Active learning has become a way to describe instruction rooted in constructivist and social constructivist learning theories. Active learning shifts teaching practices away from a transmission of knowledge model to a student-centered model. It focuses on **designing** for student participation and engagement, and it takes into account the cognitive, social and emotional aspects of learning."

(Charles et al., 2015)



What is Active Learning (AL)?





Active Learning

1:30 - 1:50: Introductions, Think/pair/share, and Whiteboard splash ✓ DONE!

1:50 - 2:20 AL activity in four parts

2:20 - 2:25 Student perceptions

2:40 - 2:50 Paper Tear Snow Flake Activity

2:50 - 3:20 Jigsaw (ergonomics)

3:20 - 3:35 Snowball strategy

3:35 - 3:45 One minute paper

3:45 - 3:55 Do's & Don'ts

3:55 - 4:00 RESOURCES

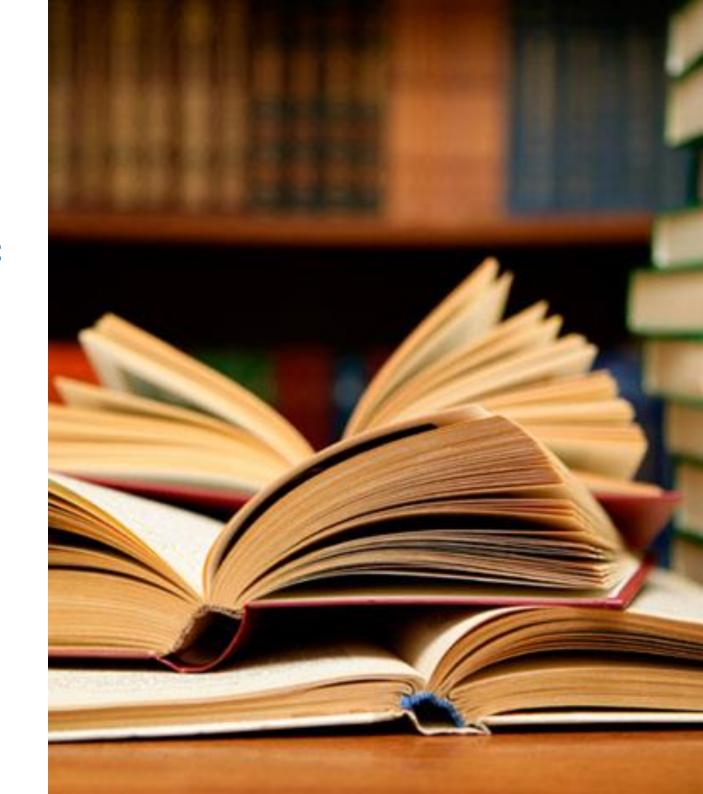


Towards a Definition of



Our approach to the study of RELIGION:

-> purely academic







RELIGION

Activity to help us understand what Religion is/entails

PARTS:

- 1. Brainstorm
- 2. Game
- 3. Grouping
- 4. Composing preliminary definition

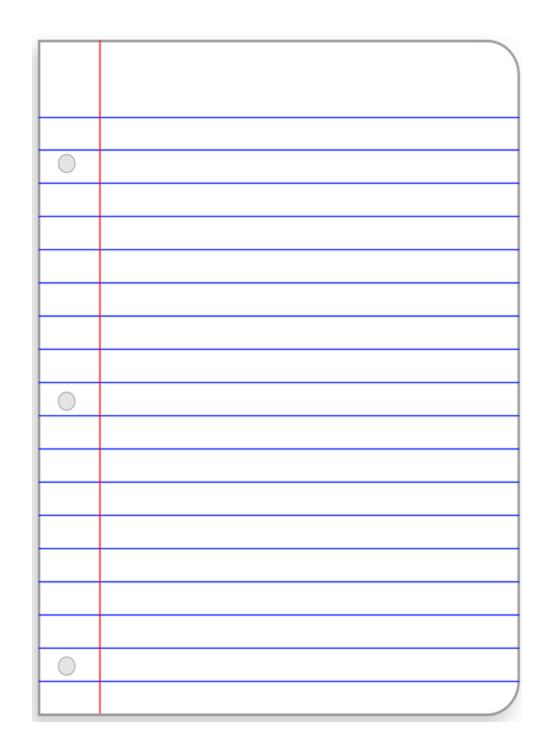
Keywords related to RELIGION





Learning Activity

You will now use a sheet of paper



Learning Activity – Part 1

1) Find a partner \implies person sitting near you.



2) Introduce yourself! ⇒ 'Hi, my name is...'

Learning Activity – Part 1

You will now have
5 mins
to brainstorm
&
write at least
15 key words
related to religion!



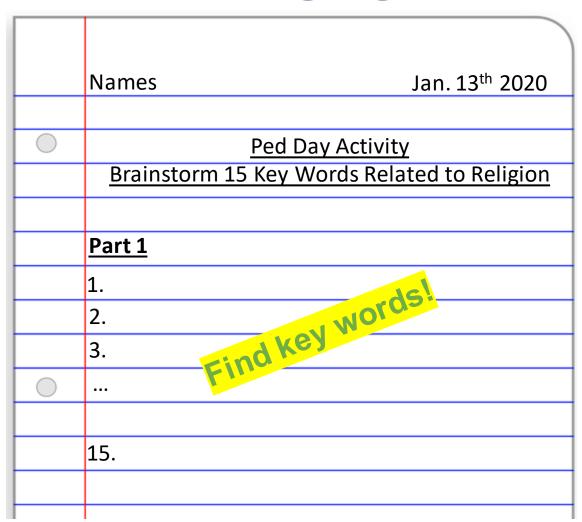


Learning Activity – Part 1

RELIGION...



Pls clearly indicate
each part of the activity

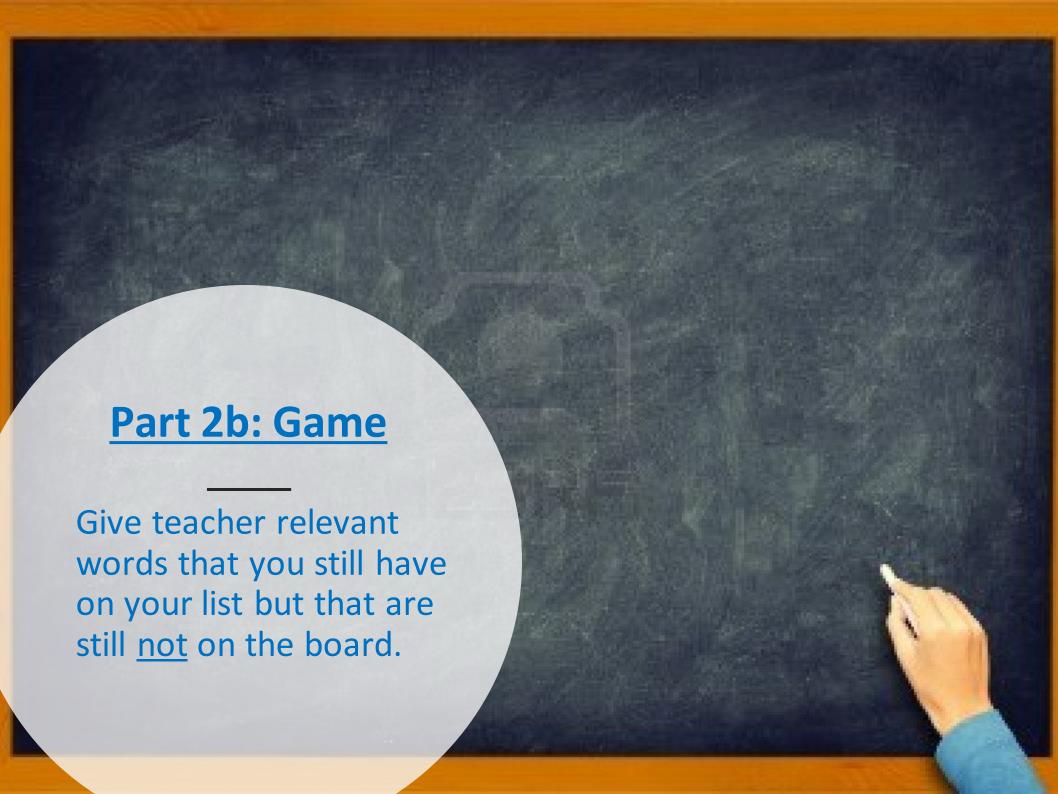


5 minute timer:

Learning Activity - Part 2a

Game!

- Draw a thick line under your list of words.
- A member from each team will now come to the board & write one word from their list onto the main board.
- You must alternate team members at each round. You cannot repeat a word twice.
- When a classmate writes a word you already have on your list, cross it off your sheet (but so that you can still read it.)
- Under the thick line you drew, make a new list of words by adding words on the board that you did not already have on your initial list.



RELIGION

⇒ Complex



RELIGION ⇒ Complex

it is useful to come up w/ categories through which we can attempt to understand it.



Part 3: Grouping Terms

Identify <u>categories</u>, or themes to which various components of religion belong, & write them on your sheet. For example...



Part 3: Grouping Terms

Match the terms & concepts on the board w/ the category or group headings to which they belong. Write them down.

E.g.

onion burger fries banana carrot apple

blueberry broccoli pizza



Part 3: Grouping Terms

Match the terms & concepts on the board w/ the category or group headings to which they belong. Write them down.

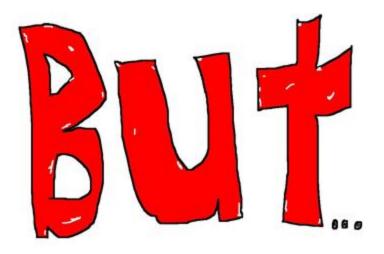
E.g. Fruits
banana
apple
blueberry

Vegetables broccoli carrot onion

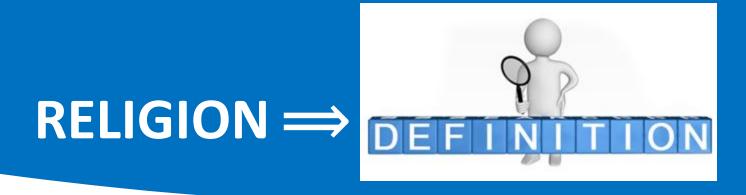
Fast Food burger pizza fries



RELIGION ⇒ Complex



...nonetheless possible to define it & to study it.



Learning Activity - Part 4

How would **YOU** define religion?



Learning Activity - Part 4



Compose a provisional*/preliminary definition of religion based on at least 5 terms (categories & keywords) fr. the previous parts of activity.

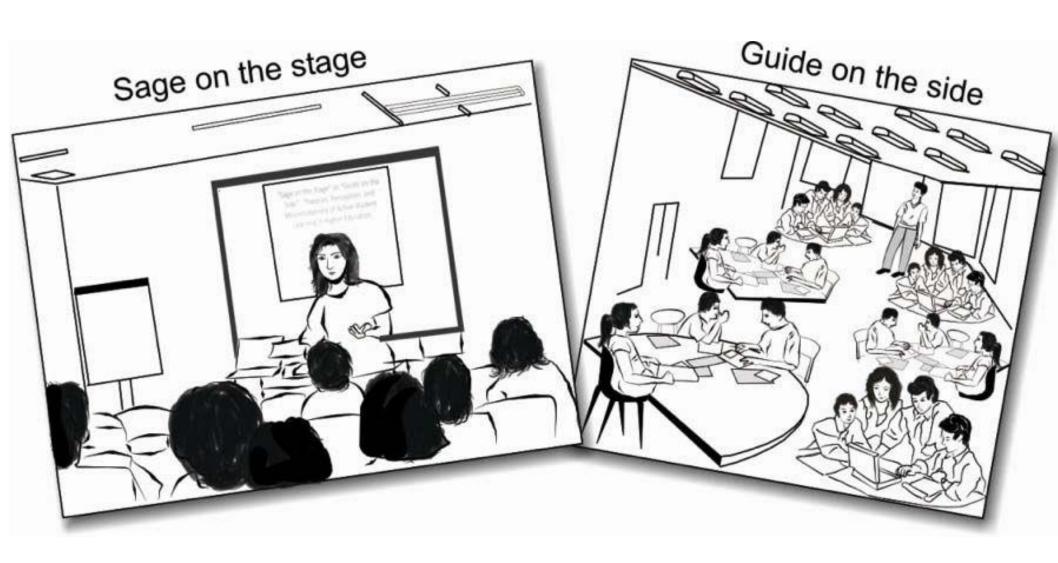
*provisional: arranged or existing for the present, possibly to be changed later.

5 minute timer:



What would this mini-class have looked like if using a traditional lecture / sage-on-the-stage model?

Difference between this exercise & the traditional lecture model



GROUP DISCUSSION

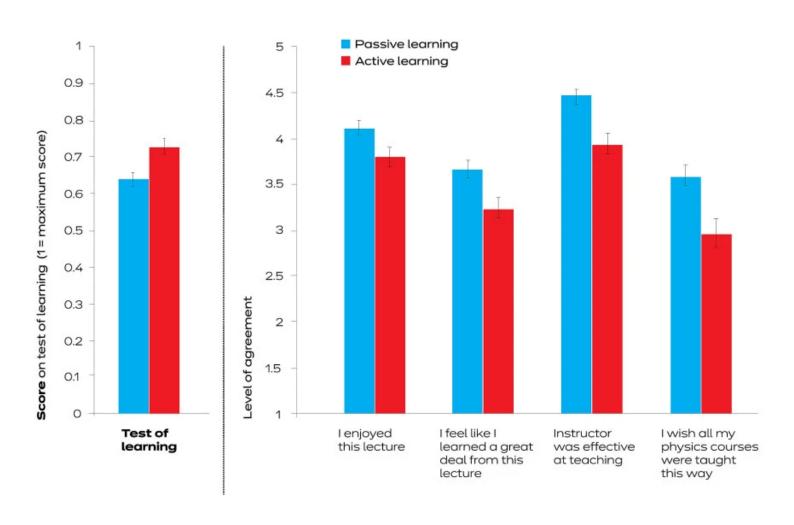


Help us name this activity!

- Is this an exercise you could apply to your own discipline?
- How could you <u>adapt it</u> to suit your needs as an instructor?

Student perception vs actual learning: research perspective...

Performance vs. perception



Does this mean students don't like active learning approaches? (Cathy's informal experiment)

"I liked the more dynamic presentations where we either did the actual techniques with them or they brought visual props to help us compared to those that talked at us and just overflowed us with information for three hours.

I personally think that theory heavy presentations are hard to tune in to even if they're interesting. I prefer interactive ones!

I enjoy more interaction, engagement and activities as opposed to only lecturing.

I enjoyed almost all the presentations. I'm not quite sure how accurate my ranking system is but if it was less interactive, it ranked lower.

I enjoyed it most when the presentation was interactive (not just a speaker presenting to the audience)"

BREAK TIME!! Pls be back in 10 minutes.



Paper Tear Snow-Flake Activity



- Take blank piece of paper
- Close your eyes
- Follow instructions!

Paper Tear Snow-Flake Activity



How does your snowflake compare to your colleague's?

How did it feel to follow instructions and not know if you were doing it "right"?

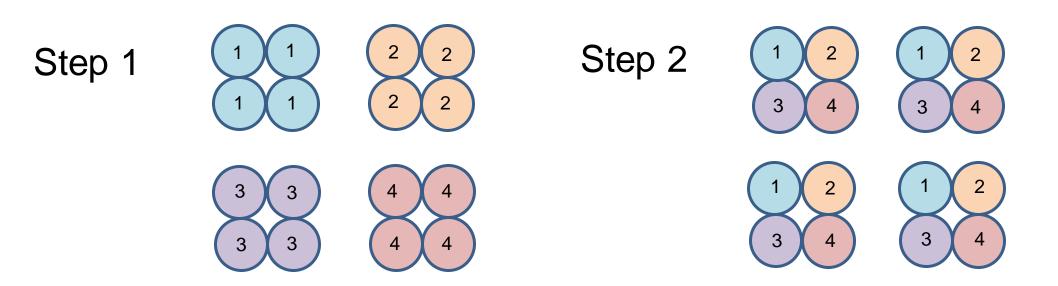
Take home messages?

- > Importance of instructions
- Importance of getting student understanding (& misconceptions...) "out there"

Jigsaw Strategy

Step 1: "Expert" groups: students become an "expert" in a particular topic.

Step 2: Learning groups comprising one expert from each topic are formed. "Experts" teach other students what they have learned.

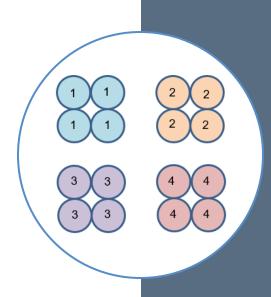


https://www.saltise.ca

Ergonomics Jigsaw

Step ONE:

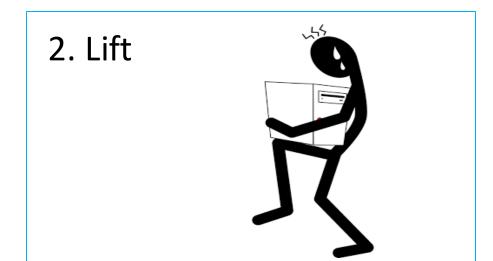
- "Number" (EXPERT) groups:
- a) Each group reads pamphlets at their table.
- b) As a group, develop expertise by:
- Summarize information on whiteboard in the form of DO's and DON'Ts
- Practice applying ideas using props and proper technique at station
- Ensure each member of group is able to explain concepts



Stations

1. Sit





3. Stand



4. Move!

15-20 seconds

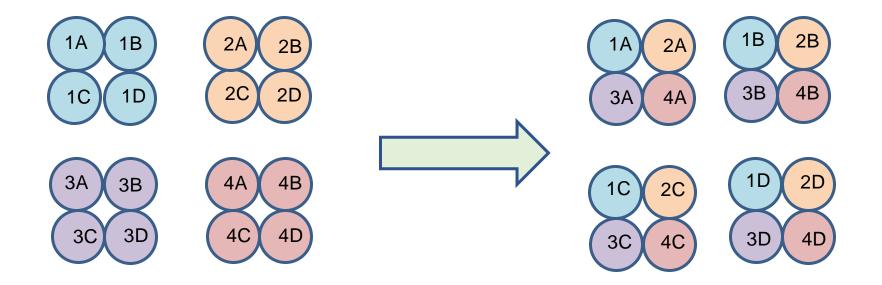
5 minute timer:

Transition

You will now be assigned a letter (A-D).

Re-group according to your letters.

You now have at least one "expert" in each topic.



Ergonomics Jigsaw

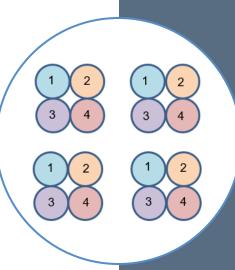
Step TWO:

Letter groups:

Rotate through stations (5 minutes per station):

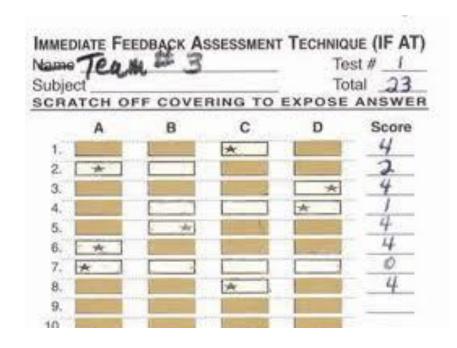
- Expert teaches other group members what was learned at their station of expertise.
- Be sure to "show" more than "tell" when you are explaining (e.g. use props)
- concepts to prepare for...

Ensure each member of group understands group quiz!



5 minute timer:

Tie up activity (group quiz)



- = consolidating new knowledge
- = student accountability (helps students take activity more seriously)
- = ensuring students all leave the room with the "right" information

IFAT = instant feedback assessment technique

5 minute timer:





In Class (Instructor)

In Class (Students)

Begin Here.

- 1. Instructor divides students into small groups of five or six students.
- 2. Instructor prepares an assignment and divides it into as many parts as there are students in each group. Each member of the group is assigned a portion of the assignment or research project to complete.







Research

Work in Groups



Present



Instruction

3. In groups, students:



- · research the material(s) pertaining to their section of the assignment and
- · prepare to discuss it with their classmates.
- 4. Students form temporary "expert groups" with others who have been assigned the same portion of the assignment and:



- · discuss the material they have covered and
- · prepare to present this material to their original "jigs aw" group.



5. Students return to their original "jigs aw" group and present the material they have covered.



6. Using their collective knowledge, students complete their assignment.



7. Instructor evaluates the completed assignment. OPTION: Additional assessment of students' knowledge (individual or group) can be

What did we just



In Class (Instructor)

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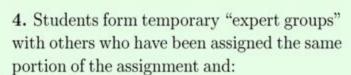


In Class (Students)

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Students return to their original "jigsaw" group and present the material they have covered.





Using their collective knowledge, students complete their assignment.



7. Instructor evaluates the completed assignment.

OPTION: Additional assessment of students' knowledge (individual or group) can be

added.

Jigsaw Activity Benefits: Discussion

 Allowing students to teach each other can give them a sense of responsibility and shared learning.

Challenges

- Students who have difficulty performing peerinstruction;
- Misconceptions or mistakes can make it confusing for students trying to learn from other students;
- If there is a weak group, the topic doesn't get covered as well as other topics.

References

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Mystery Activity



- 1. On a piece of paper, write down one challenge in implementing AL in your classrooms.
- 2. Scrunch the paper into a ball & throw it into the centre of the room.
- 3. Pick up a paper ball fr. the pile & read it.





- 4. Share the challenges on your sheet with your group/table.
- 5. Select two challenges, & write them on your white board.
- 6. Now, brainstorm solutions to those two challenges on the whiteboard.

5 minute timer:





Now,

let's see what each group came up with...

- 2 challenges...
- ❖ 2 solutions...

snapshots



You have just participated in the "Snowball" Strategy!



Snowball AL Strategy



- icebreaker activity
- to review content fr. a previous lesson
- as preparation for a test
- ...?

Snowball AL Strategy: Rationale

- Encourages <u>classroom discussion</u> & <u>grp cooperation</u> providing students opportunity to <u>share knowledge & info w/</u> <u>classmates</u>
- Strategy can be instructor led, w/ a question or prompt, but ultimately, the <u>students drive</u> the discussion focus

Snowball AL Strategy

Beauty of this strategy:

Applies to...

- All levels
- All disciplines
- All class sizes
- No specific classroom setting required
- No technical requirements



ONE Minute Paper

On index card, pls indicate:

1. Your department

2. The activities reviewed today you most see yourself using in your classroom.

3. Why?



Don'ts of AL

- immediately tell the students the answer and/or explanation
- leave activities unresolved
- forget to make students accountable
- have an activity that is not clearly targeting specific learning goals
- give too many instructions at once
- make the activity too easy or complicated
- lock into a rigid timeline
- wait for every student or grp to finish
- attach high stakes to activities
- expect things to go perfectly the 1st time





Do's of AL

- Give students insight into why you are teaching this way
- Set the tone early
- Create a classroom where it's safe to explore & fail
- Show that you value student's pre-class work
- Consolidate
- Model
- Provide scaffolding
- Have backup/extra activities
- Circulate around the room

SALTISE: From Strategies to Activities

https://www.saltise.ca/

Conference 2020: June 8 – 9



DALC Schedule of Activities

- DALC Schedule of Activities New schedule coming soon!
- > DALC on Dawson Website
- > DALC Book Club
- Mentorship program! Contact Selma Hamdani shamdani@dawsoncollege.qc.ca

Questions or Comments ?



thank you!

