

ACTIVE LEARNING “À la Carte” in a low tech environment

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1. WELCOME and JUMPING IN
1. WHAT IS ACTIVE LEARNING?
1. CONSTRUCTING our TEACHING CHALLENGES
1. ORCHESTRATION
1. SHOW-AND-TELL

AGENDA





Let's jump in



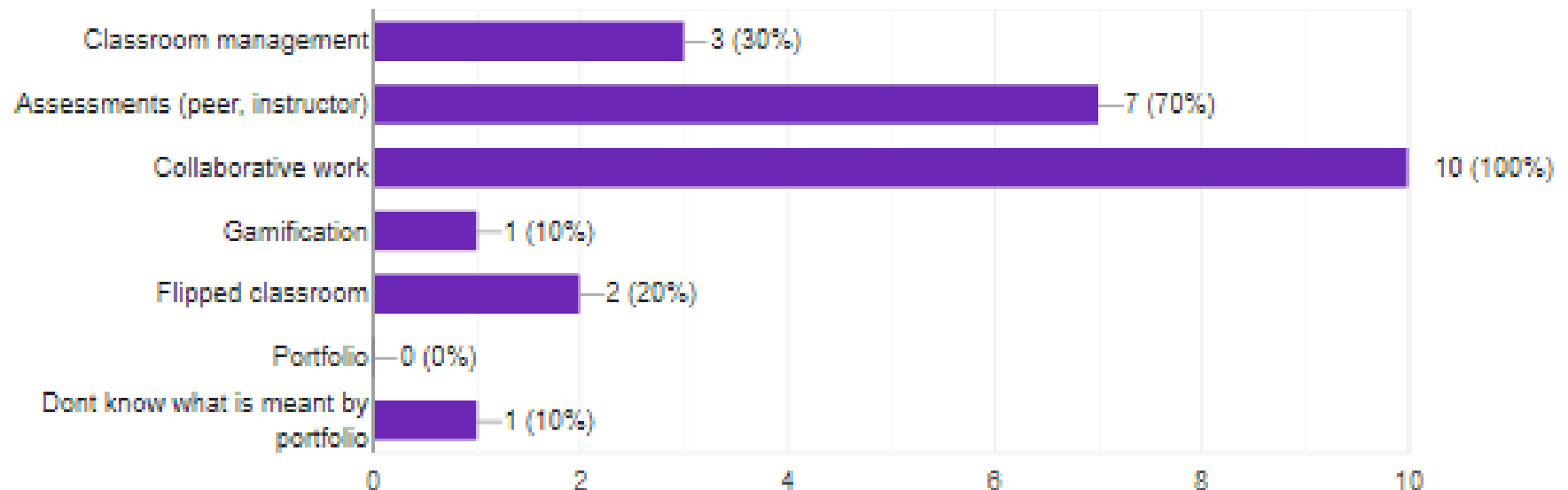
1. challenge(s) that needs attention



DALC à la carte

what challenge in your classroom would help you take your active learning classroom to another level for you? (choose as many as you wish)

10 responses



What is active learning?

What is the DALC? Why?

What is active learning?

**the long more
formal answer....**

What is active learning?

“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?

for today....

What is active learning?

Engaging
↓
(Involving) students in (doing things) and
purposefully thinking about the things they are doing.

domain-specific activities
↓

What is active learning?

the lingo....

What is active learning?

Orchestration & Scripts:

Teachers **orchestrate** learning opportunities through a **script** of diverse & flexible activities that include:

- *Modeling*
- *Coaching* (classroom management)
- *Scaffolding*

Design:

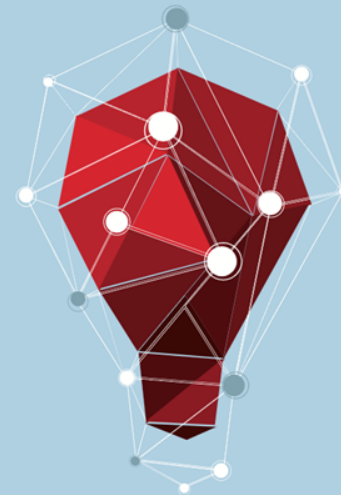
- **Activity** (creating artifacts)
- **Classroom**

SALTISE: from strategy to activities

[Community](#)[Projects](#)[Resources](#)[News & Events](#)[Conference](#)

Supporting Active Learning &
Technological Innovation in
Studies of Education

DISCOVER SALTISE →



The DALC

<https://www.dawsoncollege.qc.ca/active-learning/>



EVERY GROUP PROJECT



**DOES 99%
OF THE WORK**

**HAS NO IDEA
WHAT'S GOING
ON THE
WHOLE TIME**

**SAYS HE'S
GOING TO
HELP
BUT HE'S
NOT**

**DISAPPEAR
AT THE VERY
BEGINNING AND
DOESN'T SHOW
UP AGAIN TIL
THE VERY END**

CONSTRUCTING TEACHING CHALLENGES



Remember what you wrote earlier ...

STEP 1: CONSTRUCTING TEACHING CHALLENGES

“...too much
grading”

instead...

“I have my students
write many one-minute
papers in my class, but I
find it is too much
grading. I feel bad
asking them to do work
that I don’t look at.”

STEP 1: CONSTRUCTING TEACHING CHALLENGES

“...passive or no
reading”

instead...

“I have worked hard at providing a variety of texts in my class, but I do have a few important textbook chapters that I need my students to read. The chapter is long with a lot of content. How do I motivate students to read this important content more actively?”

STEP 1: CONSTRUCTING TEACHING CHALLENGES

“... ‘seemingly’
low engagement
from a few
students...”

instead...

“Students are using in-class time to work in groups on a collaborative research project. In one group, you notice at least one student sitting back watching the others do the work. In another group, two students chat off topic.”

CONSTRUCTING TEACHING CHALLENGES



Revise the formulation of
your own challenge.

CONSTRUCTING

TEACHING CHALLENGES

AL ORCHESTRATION:

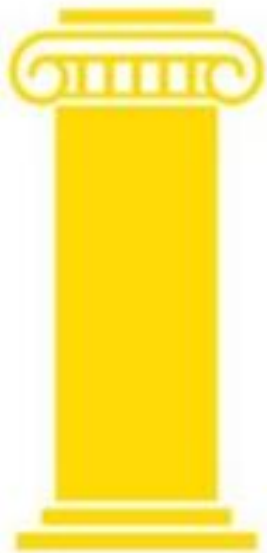


- **group formation and composition**
- **group coaching:** monitoring, giving feedback & direction
- **alternating between group & whole class interactions**
- **assessing group work**

CONSTRUCTING TEACHING CHALLENGES

step 3

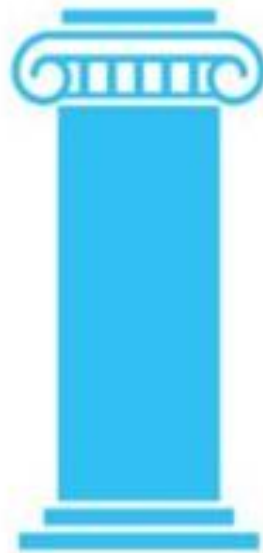
3 pillars of orchestration



design



coaching



assessment

Quickly
brainstorm
your own
challenge
through these
3 pillars

CONSTRUCTING TEACHING CHALLENGES



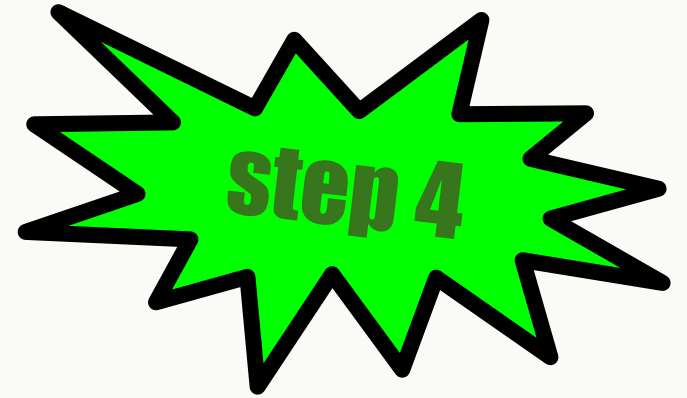
“I have worked hard at providing a variety of texts in my class, but I do have a few important textbook chapters that I need my students to read. The chapter is long with a lot of content. How do I motivate students to read this important content more actively?”

Design

Coaching

Assessing

CONSTRUCTING TEACHING CHALLENGES



- Introductions
- Share with your table
- Choose one challenge to address and apply the 3 pillars



CONSTRUCTING TEACHING CHALLENGES

step 5

Share with the room



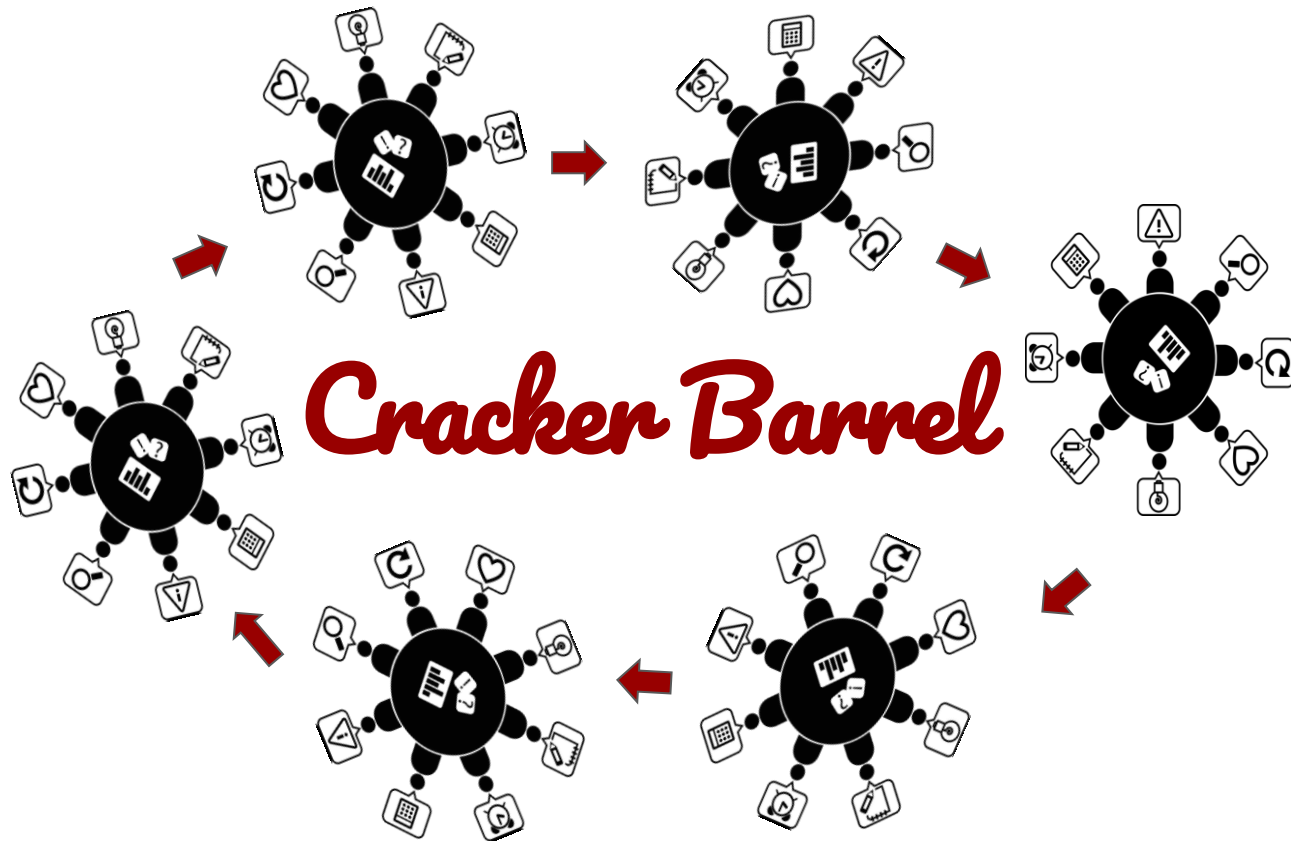
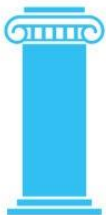
TEACHING CHALLENGES

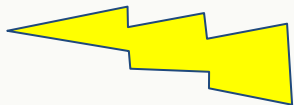
step 6

DESIGN

COACHING

ASSESSING





let's count off!

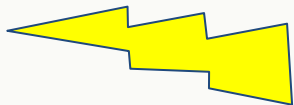
-2

+1

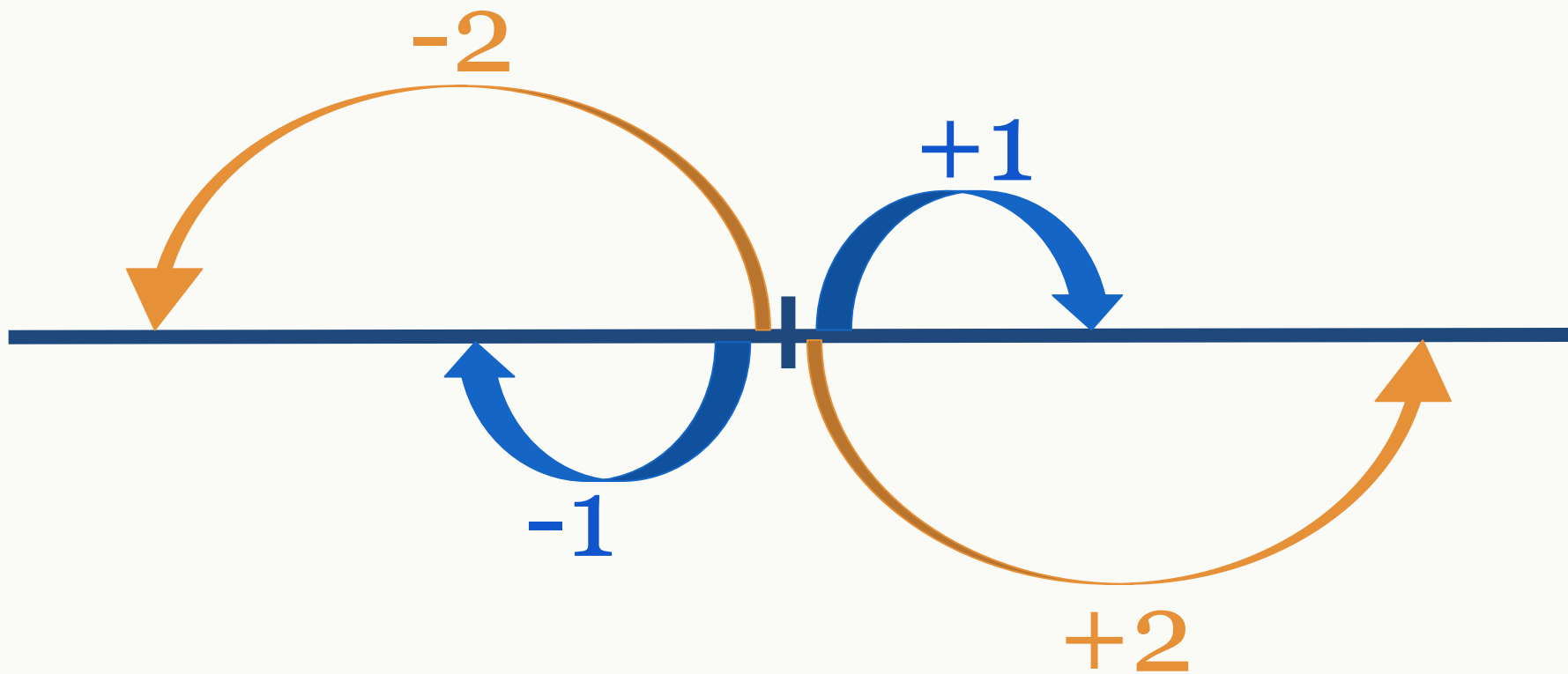
count off in
your group:
+1, +2, -1, -2

-1

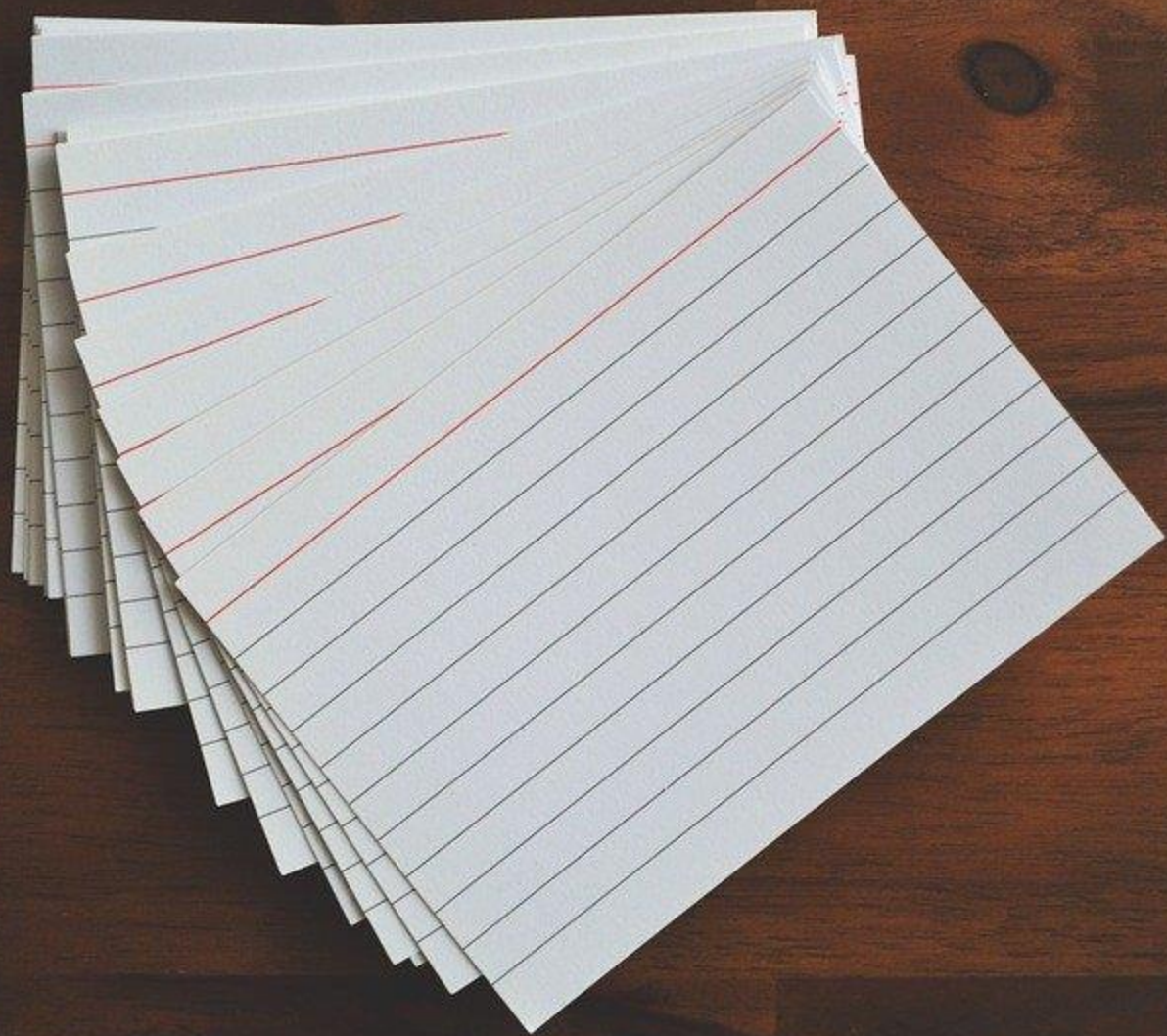
+2



let's shuffle!







side dishes

more stuff

Collaborative Work

- Group size (full class, ½ class, smaller groups)
- Timing and duration of activities
- Collaborative writing in class & out of class
- Technology can help with out of class work (google docs, SLSO, Workspan etc.)



COACHING GROUPS IN THE CLASSROOM – *AL ORCHESTRATION.*

a few example tools



PLEASE SIT
ACCORDING
TO YOUR
ASTROLOGICAL
SIGN



Cancer



Aries



TABLE 1



Aquarius



Pisces



TABLE 2



Leo



Taurus



TABLE 3



Capricorn



Scorpio



TABLE 4



Virgo



Sagittarius



TABLE 5



Libra



Gemini



TABLE 6

Share with others in Drive, Docs, Sheets ...





Collaborating with Apps

COPING WITH HITCHHIKERS AND COUCH POTATOES ON TEAMS

BY BARBARA OAKLEY

You will usually find your university teammates as interested in learning as you are. Occasionally, however, you may encounter a person who creates difficulties. This handout is meant to give you practical advice for this type of situation.

To begin with, let's imagine you have been assigned to a combined homework and lab group this semester with three others: Mary, Henry, and Jack. Mary is okay-she's not good at solving problems, but she tries hard, and she willingly does things like get extra help from the professor. Henry is irritating. He's a nice guy, but he just doesn't put in the effort to do a good job. He'll sheepishly hand over partially worked homework problems and confess to spending the weekend watching TV. Jack, on the other hand, has been nothing but a problem. Here are a few of the things Jack has done:

- * When you tried to set up meetings at the beginning of the semester, Jack just couldn't meet, because he was too busy.

- * Jack infrequently turns in his part of the homework. When he does, it's almost always wrong-he obviously spent just enough time to scribble something




- * Jack has never answered phone messages. When you confront him,



COACHING GROUPS IN THE CLASSROOM – *AL ORCHESTRATION.*



- There is **no single right way** to form groups;
- To monitor groups you need **access to the students and their artifacts**;
- to give timely feedback and direction you need to **monitor group actions and interact with their products**;
- to focus the attention of the whole class on an artifact, you must be able to get their (collective attention) and the artifact must be accessible to all students – **technology can help.**

MANAGING GROUPS BEGINS WITH EFFECTIVE ACTIVITY DESIGN:

[ABOUT](#)[CONTACT](#)



Active Learning Activities

Active learning activities are tailored to specific learning outcomes and content. They incorporate one or more of the evidence-based strategies. Structured to expose their theoretical underpinnings, the activities can be used by practitioners and researchers alike.

[HOME](#) > [RESOURCES](#) > ACTIVE LEARNING ACTIVITIES

Filters

ALL 70

DISCIPLINE 70

- ARTS 1
- DESIGN 1
- ENVIRONMENTAL SCIENCE 3
- GEOGRAPHY 2
- SOCIAL SCIENCES 7
- INDIGENOUS STUDIES 1

Activities

- CHEMISTRY - DO YOU KNOW YOUR STEREOCHEMISTRY? (MODEL-BASED LEARNING, TWO-STAGE EXAM, COOPERATIVE LEARNING)
- SOCIAL SCIENCES - MUSEUM TOUR (GALLERY WALK)
- CHEMISTRY - STEREOCHEMISTRY ACTIVITY (MODEL-BASED LEARNING, DISTRIBUTED PROBLEM SOLVING, TOOLKIT)
- CHEMISTRY - ORGANIC CHEMISTRY FLIPPED CLASSROOM (FLIPPED CLASSROOM, PORTFOLIO)
- SOCIAL SCIENCES - DEFINING A DEFINITION
- SOCIAL SCIENCES - TEACHER FOR A DAY: DEFINING A DEFINITION (JIGSAW)

**coaching
techniques**

**coaching and
assessing**

Why CATs (Classroom Assessment Techniques)

- Takes “pulse” of the class
- Provide timely feedback about the teaching-learning process
- Students can monitor their own learning & progress



Different types

Broadly, can be used to assess...

1. Course-related knowledge and skills
2. Student attitudes, values, & self-awareness
3. Reactions to instruction methods

WHO?	CAT	Description	Resources
Yann Brouillette	“Blink”	An in-class application of myDalite using student cell phones - allows peer instruction and immediate feedback	www.mydalite.org https://www.youtube.com/watch?v=0tJVVy2ay7c&t
Cathy Roy	“Plickers”	Uses teacher cell phone app & QR codes (students) for anonymous formative quizzing - allows teachers to track individual students and whole class over the term	https://get.plickers.com/ https://help.plickers.com/hc/en-us
Vanessa Gangai	Study skills/teaching strategies survey	Using online surveys to encourage meta-cognition and improve classroom environment. Examples: study strategies survey and Stop-Start-Continue.	http://archive.wceruw.org/cl1/flag/cat/attitude/attitude1.htm https://online.uga.edu/node/4707
Marta Cerruti	1-minute paper	Short formative writing assignment to assess learner understanding, gauge class comprehension, and provide learners with the means to self-assess their own understanding.	https://www.saltise.ca/activity/eng-piece_of_paper_question/

Tips for successful implementation

Start with simple/familiar techniques

Timing: use before first major assignment

Allow more time than anticipated

Don't overdo it (too many → survey overload)

Do explain the purpose to students

“Close the loop”:

Act on what you find

Report findings to students

Learn More:

50 CATS by Angelo and Cross (Compiled by the University of Oregon Teaching Effectiveness Program from Angelo, T.A. and Cross, K.P. (1993). Classroom Assessment Technologies (Second Edition). San Francisco: Jossey-Bass Publishers.

https://wiki.ubc.ca/images/a/ad/50_CATs_Classroom_Assessment_Techniques.pdf

SALTISE

Active Learning Strategies: “Evidence-based sequenced tasks that engage students in cognitive, social and motivational mechanisms that promote learning”:

<https://www.saltise.ca/strategies/>

Active Learning Activities: “detailed examples of Active Learning instructions”:

<https://www.saltise.ca/resources/activities/>

**HEY, I JUST MET YOU
AND THIS IS CRAZY**

Let's work together
Peer assessment, maybe?

Instructions: Write the name of each group member in each of the columns below. Assign each member a score from 0 to 5 for each of the ten criteria. Include yourself in the evaluation. The total scores should differ since each group member has different strengths and weaknesses. Below, write any comments you wish to make.

	GROUP MEMBERS?		
criteria <input type="checkbox"/> names <input type="checkbox"/>			
Attends meetings regularly			
Is prepared for meetings			
Meets deadlines			
Listens to other members			
Shows respect for others			
Helps to reduce conflict			
Your overall assessment of this person's contribution			

GROUP, SELF AND PEER ASSESSMENT

On the line below, write down the name of each member in order of the marks you feel they deserve in relation to one another.

LOW MARK

☐

HIGH MARK

☐

Other Comments?

Assessment

- Clear purpose & criteria
- Meaningful Feedback
- Self assessment/reflection
- Peer assessment
- Group assessment
- Instructor assessment

