

Active Learning while Physical Distancing

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9/11/2020



bit.ly/cetl-alwpd

Goals

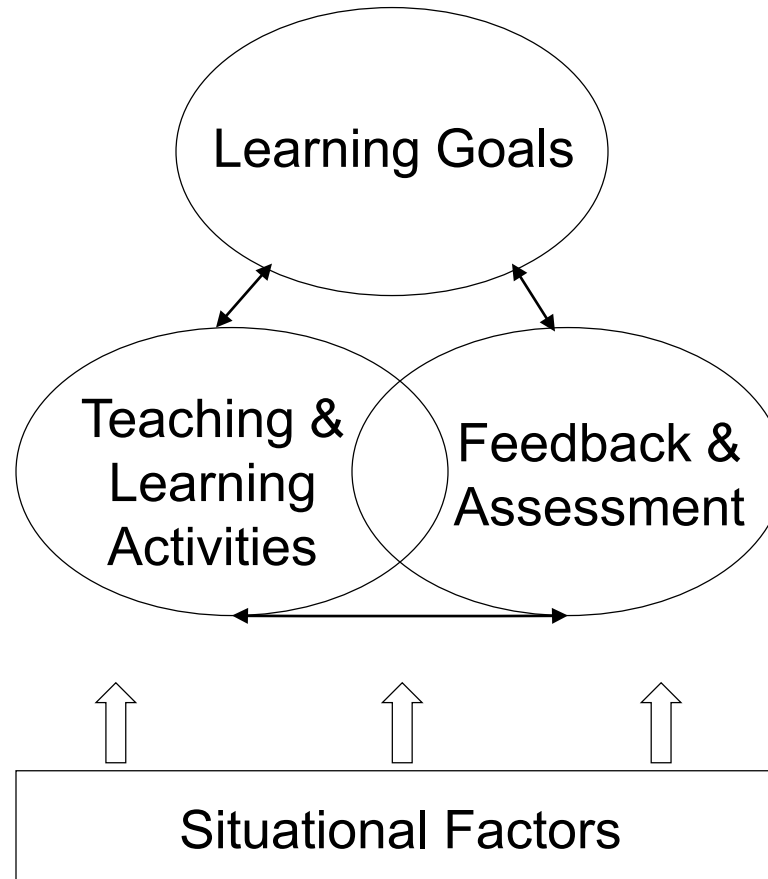
After successfully completing this workshop you will be able to:

- Describe the benefits of interactive learning
- Identify strategies to increase student engagement and learning
- Plan interactive learning strategies while physical distancing
- Prepare for student resistance



Benefits of Active Learning

Designing Learning Experiences



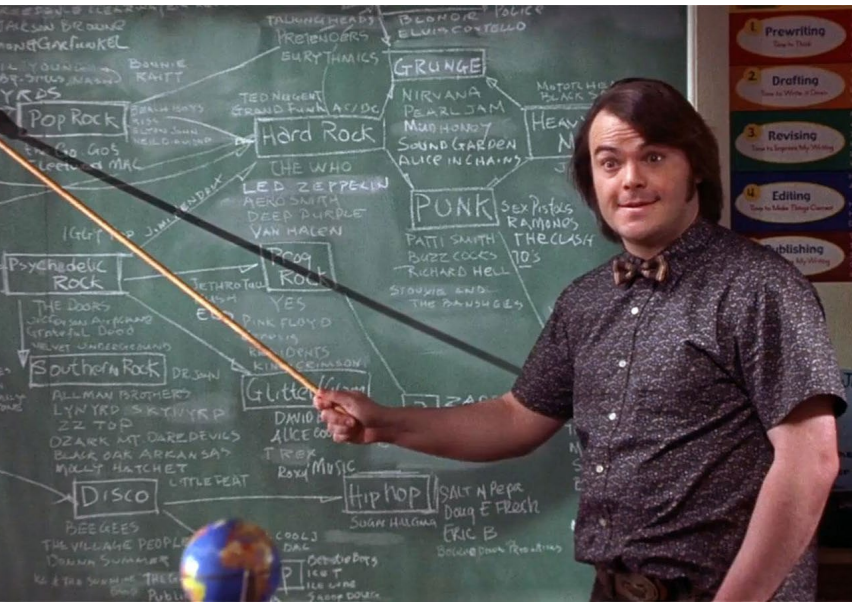
Modified from
Fink, 2003, 2013



zoom

Traditional Lecture Method

First exposure
In class



Process
Student's own time



Response
Instructor's own time



How effective is communication in this model?



zoom

Interactive Method

First exposure
Student's own time



Process & Response
In class

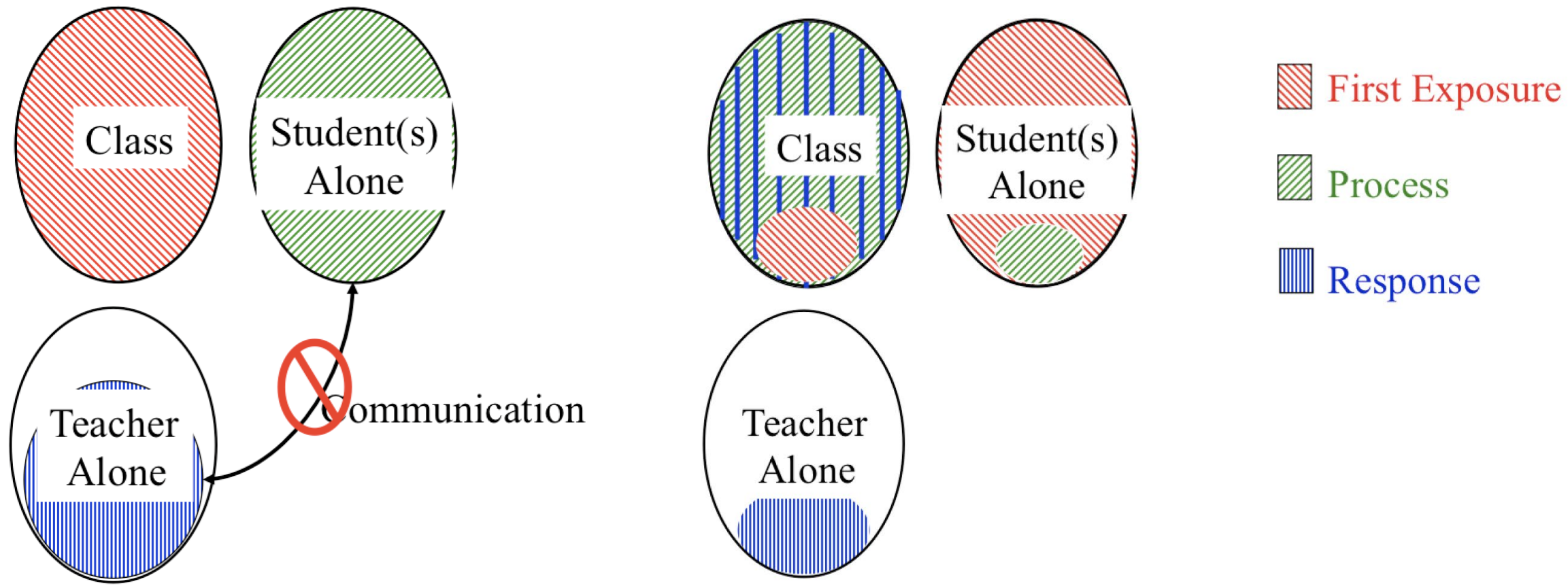


Selected response
Instructor's own time





Traditional Lecture vs. Interactive Method





Traditional Lecture vs. Interactive Method

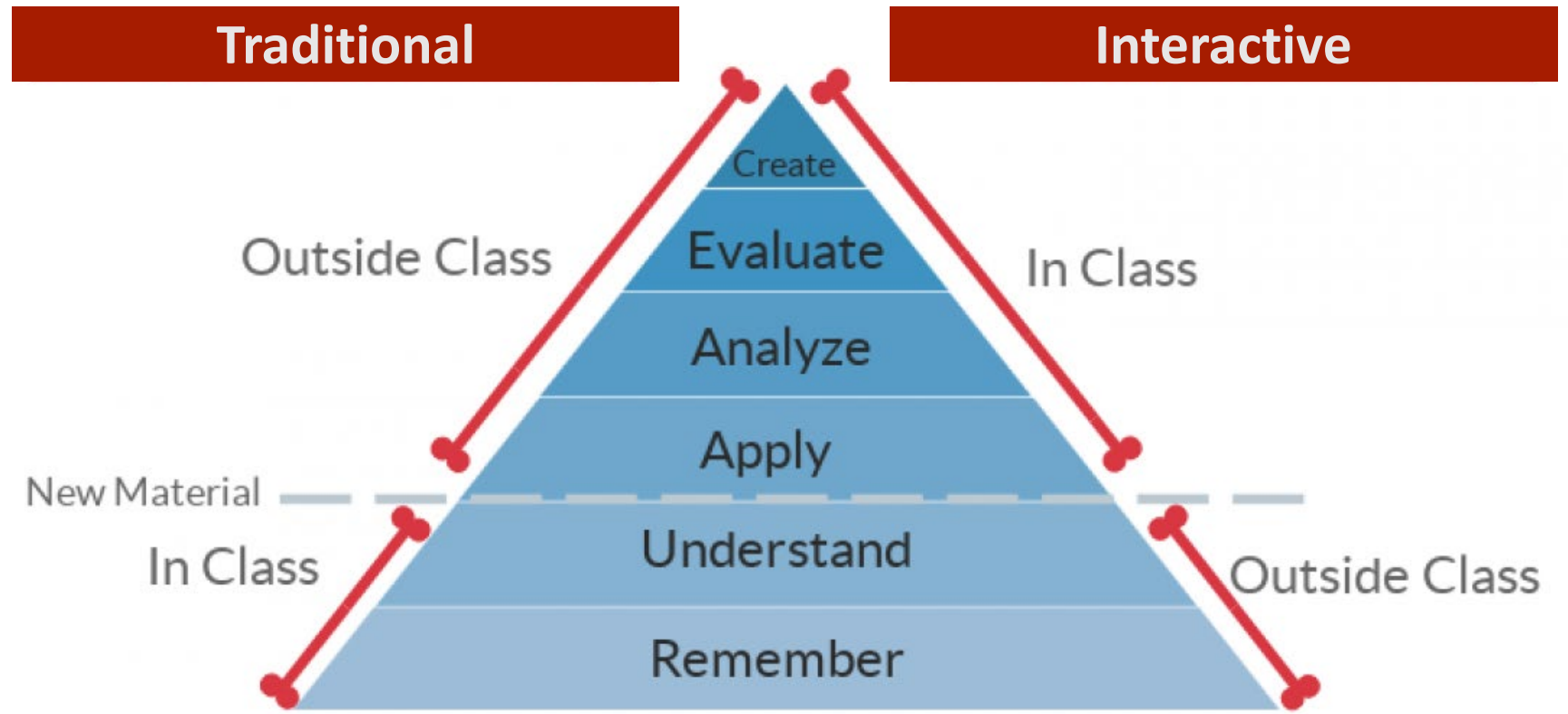


Image adapted from "Using ClassPace™ in a Flipped Classroom." Odysseyware, 6 July 2018, www.odysseyware.com/blog/using-classpace-flipped-classroom.



Advantages of Interactive Method

- Makes students accountable
- Increases time on task
- Invests teacher time in the most difficult aspects of learning
- Enhances and expands student engagement
- Uses peers appropriately



zoom

Breakout Rooms Activity: Identify Space For Interaction

- 2-3 min: Consider a class that you teach and free write about:
 - How have you created, or could you create, space for in class interaction?
 - What first exposure could happen outside of the classroom?
- 5 min: Share ideas.
 - Discuss.
 - Take notes on next few slides (one person per line/row).



Group #1

Courses

- Hist 2111
- Intro to Criminal Justice

- HiST 2112

How Have/Could Create Space for In-Class Interaction

- Breakout Rooms, Review
- Group Activity

- GROUP ACTIVITY
- PRIMARY SOURCE EVALUATIO

Content for 1st Exposure outside of Class

- Readings & Homework
- Miranda v. Arizona

- READING AND HOMEWORK ACTIVITIES



Group #2

Courses

- Math 1113
- Chem 1211

How Have/Could Create Space for In-Class Interaction

- Projects, group work, packets
- Remote: Multiple-choice questions (Polls), breakout rooms

Content for 1st Exposure outside of Class

- Video lectures, linked to textbook, interactive programs/apps, checklists
- Primer (interesting video relating to real life)



Group #3

Courses

-

How Have/Could Create Space for In-Class Interaction

-

Content for 1st Exposure outside of Class

-



Strategies to Increase Student Engagement and Learning



Poll Everywhere

Pollev.com/rachelruppre297

OR

Text “RACHELRUPPRE297” to 37607 once to join.



Strategy

Identify
Desired
Results

Big Ideas
and Skills

Determine
Acceptable
Evidence

Culminating
Assessment

Plan
Instruction

Learning
Events



Identify
Desired
Results

Big Ideas
and Skills

“Upon successful completion
of this class, you will be able
to...”





Strategy

Identify
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Big Ideas
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Determine
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Culminating
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Determine
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Culminating
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How will students
demonstrate their learning?





Strategy

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Big Ideas
and Skills

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Plan
Instruction

Learning
Events



Plan
Instruction

Learning
Events

What will happen in the
class?





Active Learning Definitions

- “Getting **all** students to do something course-related in class other than just watching and listening to the instructor and taking notes.”
 - Felder and Brent (2016). Teaching and Learning STEM: A Practical Guide.
- “... in the context of the college classroom, active learning is anything that "involves students in doing things and thinking about the things they are doing."
 - Bonwell, C., & Eison, J. (1991)

Active Learning Definitions

- “Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves.”
 - Chickering and Gamson, (1987)

Active Learning Definitions

- **ICAP Definitions**

- **I**nteractive – learners engage in dialogues that meet two criteria: (a) both partners' utterances must be primarily constructive, and (b) a sufficient degree of turn taking must occur.
- **C**onstructive – learners generate or produce additional externalized outputs or products beyond what was provided in the learning materials.
- **A**ctive – learners undertake some form of overt motoric action or physical manipulation that cause focused attention
- **P**assive – learners being oriented toward and receiving information from the instructional materials without overtly doing anything else related to learning.

The ICAP Framework

Category	INTERACTIVE	CONSTRUCTIVE	ACTIVE	PASSIVE
Characteristic	Dialoguing	Generating	Manipulating	Receiving
Definition	Generating additional inferences and information via dialoguing with a peer	Generating new inferences or information beyond what is presented	Manipulating learning materials to focus attention	Merely paying attention to receive the learning material
Knowledge-change processes	Co-Infering (taking turns, mutual benefit)	Inferring, connecting, comparing, reflecting	Integrating, activate prior, assimilate new	Storing isolated, encapsulated info
Expected cognitive outcomes	Co-Creating, inventing new products	Transferring to new contexts, interpret	Applying in similar contexts	Recalling verbatim in the identical context
Learning outcome	Deepest understanding	Deep understanding	Shallow understanding	Minimal understanding
Examples of learning activities	<ul style="list-style-type: none"> • Defend a position in a group • Ask and answer in pairs • Debate justification with a peer 	<ul style="list-style-type: none"> • Reflect out loud • Summarize in new words • Compare to another video 	<ul style="list-style-type: none"> • Take verbatim notes • Highlight key information • Pause or replay 	<ul style="list-style-type: none"> • Listen to a lecture • Read an article • Watch a video
Hypothesis	I >	C >	A >	P

Source: Chi, M. T., & Wylie, R. (2014). The ICAP framework: Linking cognitive engagement to active learning outcomes. *Educational Psychologist*, 49(4), 219-243.

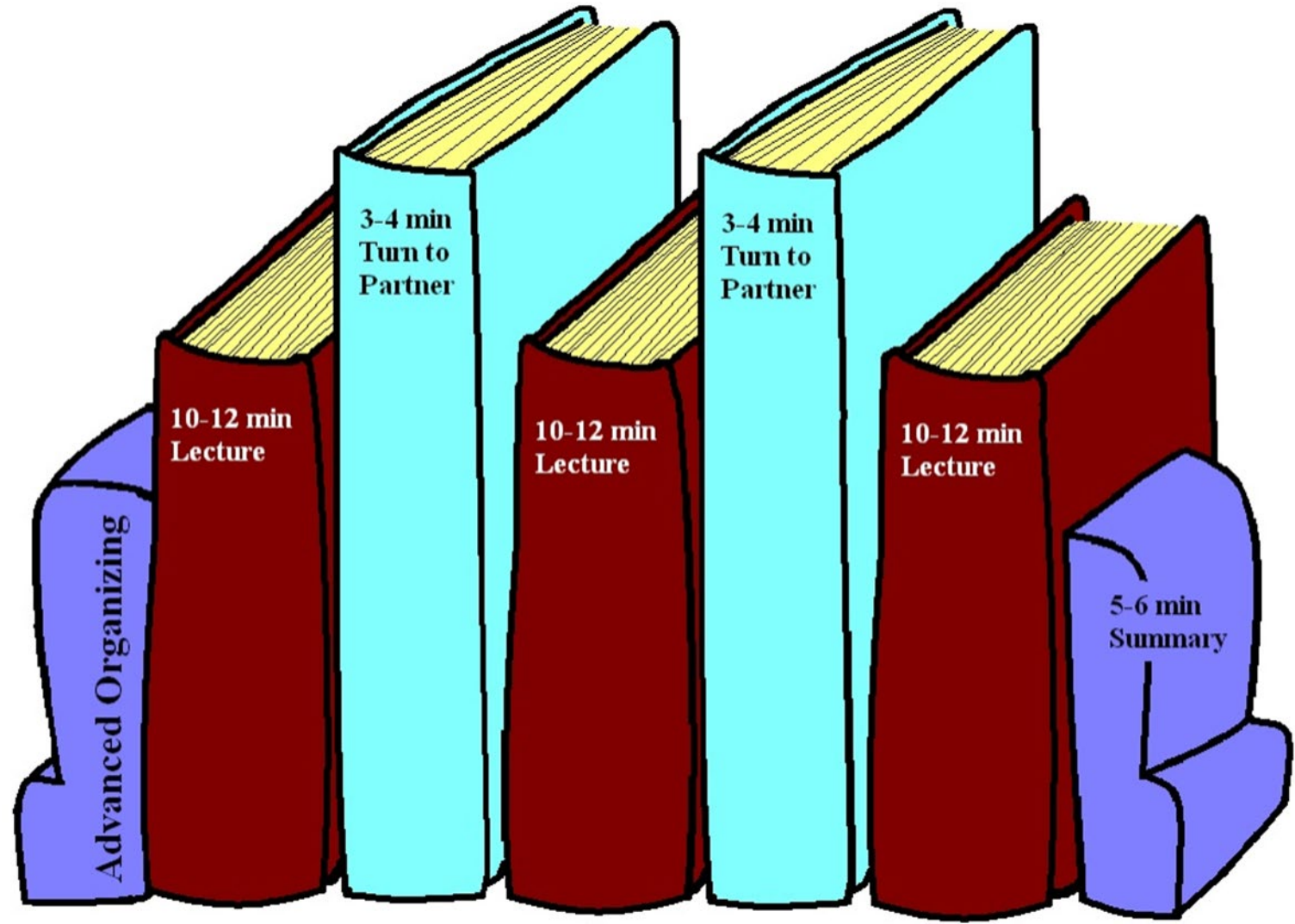
Active Learning Strategies



- Concerns on the Board
- Think/Write–Pair–Share
- Free Write
- Polling Software

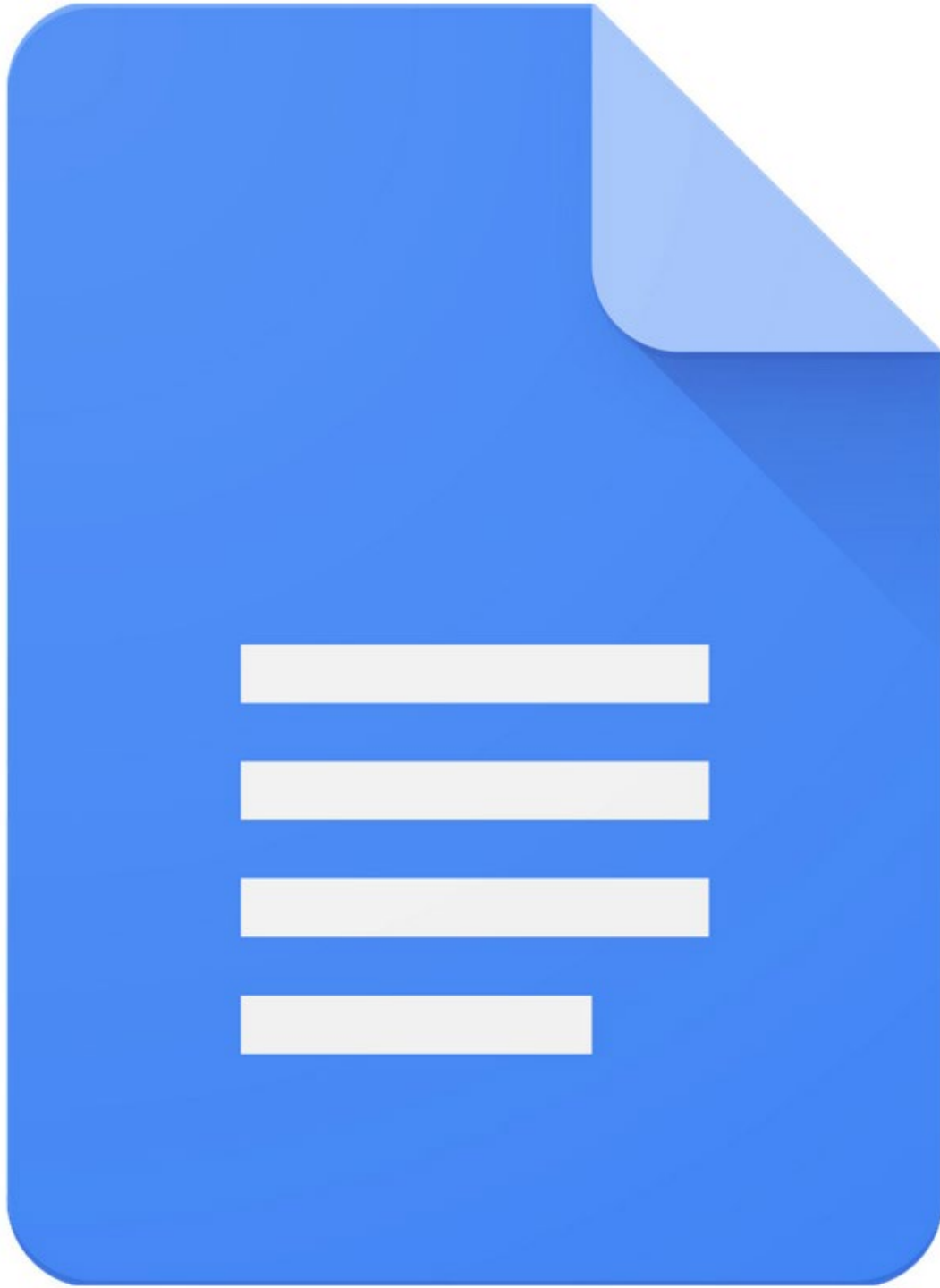
- Case Studies
- Problem-solving Tasks
- Pause to Discuss “why” or “how”
- Group Discussions with Assigned Roles

Active Learning in Face-to-Face Classes

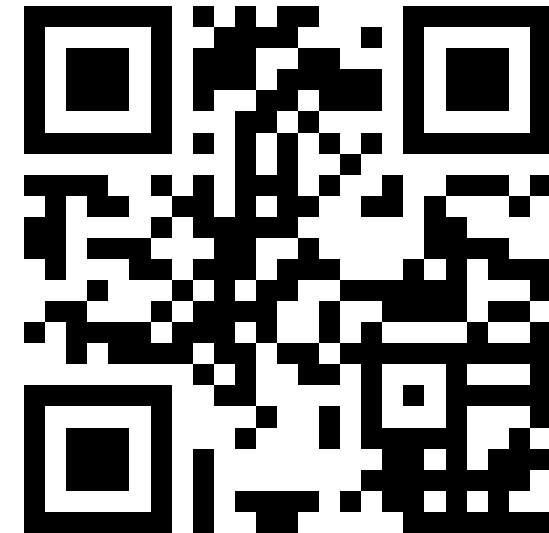




Interactive
Learning
Strategies while
Physical
Distancing



Active Learning while Physical Distancing



bit.ly/lisu-alwpd



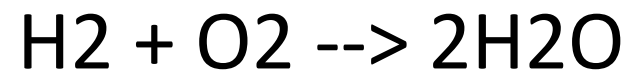
Group #1 Breakout Room Activity (15 min)

- Learning Goal: Explore criminal justice careers related to each week's module.
- Learning Format: F2F, synchronous online
- Learning Activity: Students suggest Criminal Justice careers and investigate them. Then the careers are discussed in class



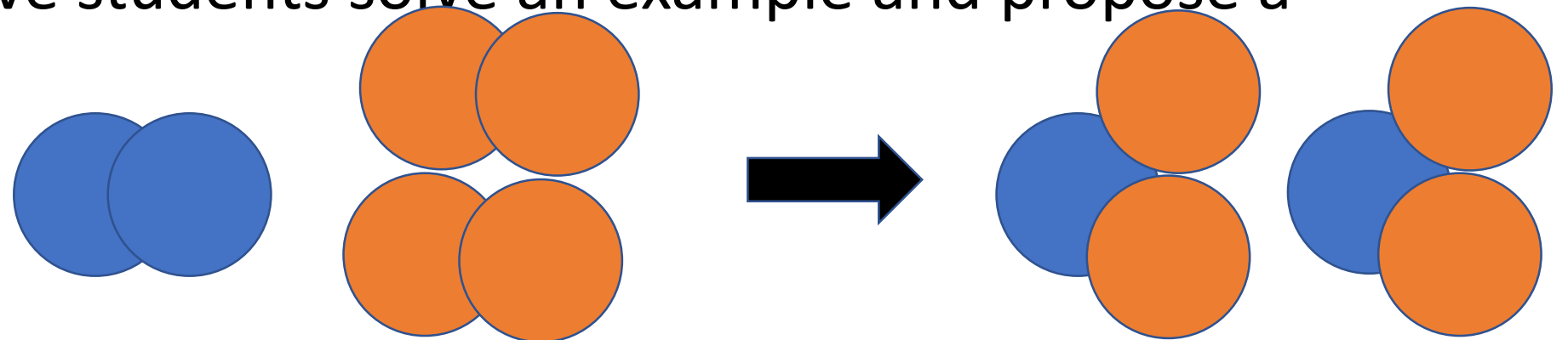
Group #2 Breakout Room Activity (15 min)

- Learning Goal: Balancing Chemical Equations



- Learning Format: Online Synchronous Instruction

- Learning Activity: Breakout rooms/small group discussion format; have students solve an example and propose a solution





Group #3 Breakout Room Activity (15 min)

- Learning Goal:
- Learning Format:
- Learning Activity:



Prepare for Student Resistance



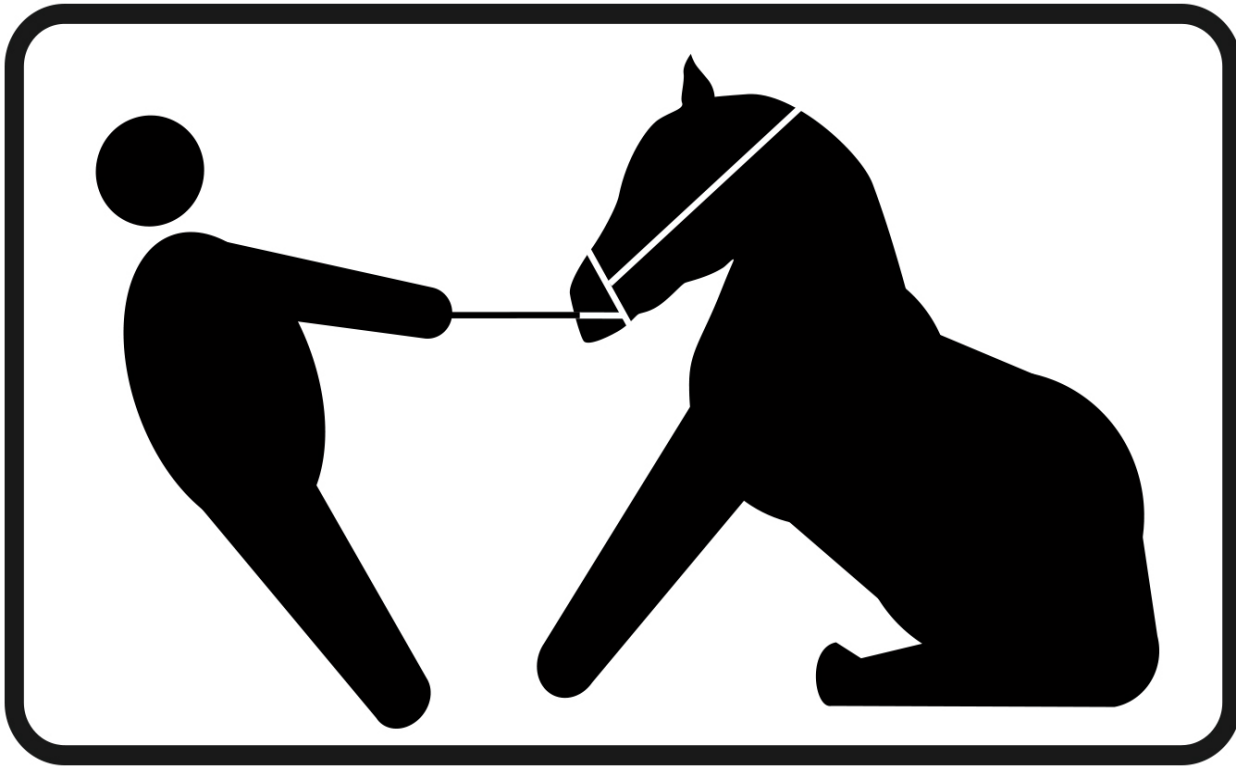
Poll Everywhere

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OR

Text “RACHELRUPPRE297” to 37607 once to join.

“We Never Said it Would Be Easy” –Richard Felder



bit.ly/rfelder



Stages of Grief as Students Take Responsibility for Own Learning

1. **Shock:** “I don't believe it—we have to do homework in groups and she isn't going to lecture on the chapter before the problems are due?”
2. **Denial:** “She can't be serious about this—if I ignore it, it will go away.”
3. **Strong emotion:** “I can't do it—I'd better drop the course and take it next semester” or “She can't do this to me—I'm going to complain to the department head!”
4. **Resistance and withdrawal:** “I'm not going to play her dumb games—I don't care if she fails me.”
5. **Surrender and acceptance:** “OK, I think it's stupid but I'm stuck with it and I might as well give it a shot.”
6. **Struggle and exploration:** “These other guys seem to be getting this stuff—maybe I need to try harder or do things differently to get it to work for me.”
7. **Return of confidence:** “Hey, I may be able to pull this off after all—I think it's starting to work.”

Goals

After successfully completing this workshop you will be able to:

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Questions?

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