Active Learning Across Modalities: A Model for Interdisciplinary Faculty Development

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Agenda

• Welcome and introduction
• **Activity:** What is active learning?
• Five characteristics of active learning
• **Activity:** Characteristics to enrich student experiences
• UCF’s Course Innovation Project (CIP) – basis, implementation, and lessons learned
• **Resources:** Open-licensed lesson plans, session PPTs, and online components
• Closing and questions
Section 1: Active Learning Across Modalities
Activity: Think-Pair-Share

- What is **active learning**?
- How does active learning **change** across modalities?
- What is **similar** about active learning in different modalities?
Debrief

• How do you and your partner define active learning?

• How does active learning change across modalities?

• How is active learning similar across modalities?
Active Learning: Common, but Dated Definitions

1. Not lecture

2. Collaborative learning strategies

3. “Involving students in doing things and thinking about what they are doing” (Bonwell & Eison, 1991)
Active Learning: A Cross-Modality Definition

Research shows that learning is an active process whereby we guide and organize our perceptions; we select and elaborate on what is perceived based on our learning goals; and we make meaningful connections to prior knowledge and tangible applications to new contexts.

Learning is Generative

Engages three cognitive processes:

1. Selecting relevant material for attention

2. Organizing material into a coherent cognitive structure in working memory

3. Integrating material with relevant prior knowledge
Section 2: Active Learning Characteristics
Active Learning (AL) Characteristics

- Higher-Order Thinking
- Collaboration
- Attitudes and Beliefs
- Self-Directed

- Bonwell and Eison (1991)
- Grabinger and Dunlap (1995)
AL Characteristics

Bonwell and Eison (1991)
- Less emphasis is placed on transmitting information and more on developing students’ skills

Grabinger and Dunlap (1995)
- Assess student progress in content and learning-to-learn within authentic contexts using realistic tasks and performances
AL Characteristics

Bonwell and Eison (1991)
- Students are involved in higher-order thinking

Grabinger and Dunlap (1995)
- Utilize dynamic, interdisciplinary, generative learning activities that promote higher-order thinking processes to help students develop rich and complex knowledge structures
AL Characteristics

Bonwell and Eison (1991)

- Students are *involved* in more than listening
- Students are *engaged* in activities

Grabinger and Dunlap (1995)

- Promote study and investigation in *authentic contexts*
- Cultivate *collaboration* among students and teachers
AL Characteristics

Bonwell and Eison (1991)

- Greater emphasis is placed on students’ exploration of their own attitudes and values

Grabinger and Dunlap (1995)

- Encourage the growth of student responsibility, initiative, decision making, and intentional learning
Five Characteristics of Active Learning

1. Higher-Order Thinking
2. Collaborative Learning
3. Affective Learning
4. Metacognitive Learning
5. Struggle, Challenge, and Risk-Taking
Activity: Characteristics to Enrich the Learning Experience

1. Contemplate one of the five characteristics:
   - Higher-Order Thinking
   - Collaborative Learning
   - Affective Learning
   - Metacognitive Learning
   - Struggle, Challenge, and Risk-Taking

2. Identify one way in which your chosen characteristic can help enrich the learning experience.
Section 3: Project Basis, Implementation, and Lessons Learned
The “Why” and “What”  
(Active Learning CIP @ UCF)

Impetus

• Not a lot of follow-up after formal faculty development
• A need for more active learning, especially online

Outcome

• Collaboration between Faculty Center for Teaching and Learning and the Center for Distributed Learning
• “Enhancing Active Learning using Webcourses@UCF”
  • 21 faculty across disciplines
  • 19 were credentialed to create online and blended courses
How We Did It

Project Overview

01 Frameworks
02 Strategies
03 Impacts
04 Next Steps
Course Innovation Project Framework

- Blended: 4 face-to-face sessions, rest online (Canvas)
  - Prior to **Session 1**, choose a track.
    - Prior to **Session 2**, find a similar use case to yours.
    - Prior to **Session 3**, draft the assignment/content for peer review.
    - Prior to **Session 4**, submit a draft with transparency in mind: *TILT*.
  - Produce Final Report.
Designed from Four Driving Questions:

1. How can I *facilitate* active learning across modalities?
2. What *strategies* can I use to implement active learning across modalities?
3. How does my active learning project *impact* students and other stakeholders?
4. What are my *next steps* in implementing active learning in my course/modality?
What We Learned

• From Canvas survey results (between sessions)
  • Wide variety of tool usage (with fairly standard approach)
  • Pockets of creativity (has impact at scale – how to get there?)

• From face-to-face cohort interactions
  • Quite receptive & eager to listen and share with each other
  • Changing up the room configuration and faculty pairings helped to energize the activities
  • More skeptical of internal (departmental) than external collaborations
Getting Started

- View the Online (Canvas) Course
- Download the Common Cartridge (.imscc)
- Access the lesson plans and PowerPoint slides

*All materials are openly-licensed CC BY-SA 4.0 unless otherwise stated.*
References


Thank You!

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