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

Welcome!

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Section 1: Active Learning Across Modalities

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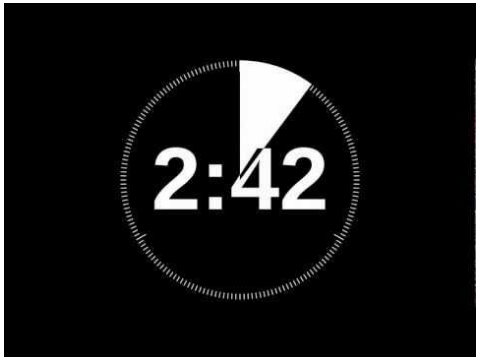
Activity: Think-Pair-Share

- 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?

What say you?

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.

Fiorella, L., & Mayer, R.E. (2015). *Learning as a Generative Activity: Eight Learning Strategies that Promote Understanding*. New York, NY: Cambridge UP.

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Learning is Generative

Engages three cognitive processes:

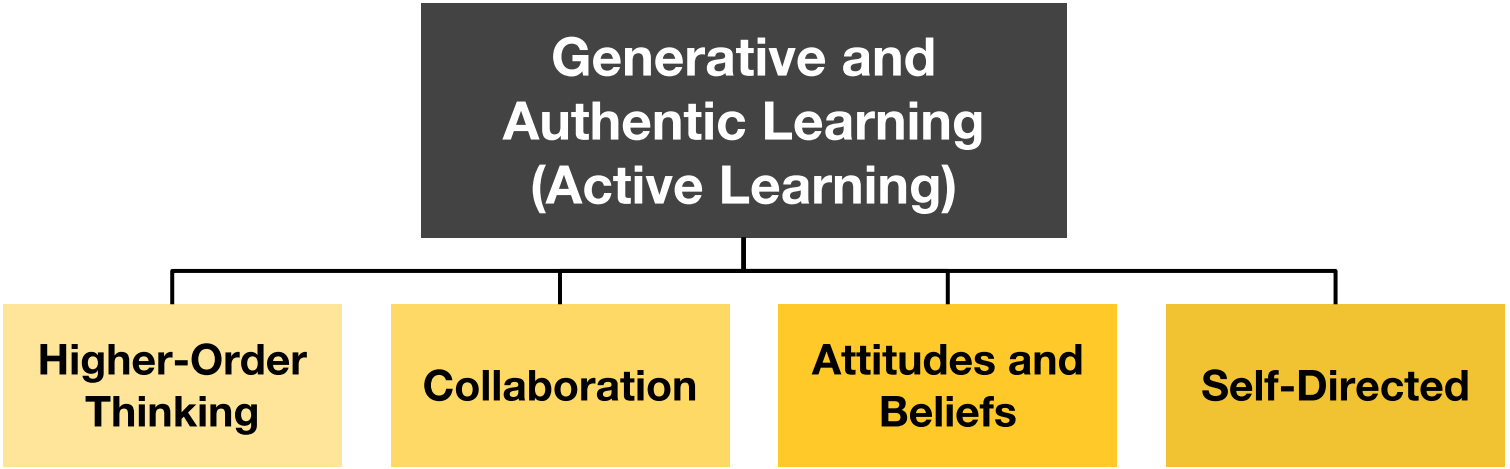
1. Selecting relevant material for attention

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

3. Integrating material with relevant prior knowledge

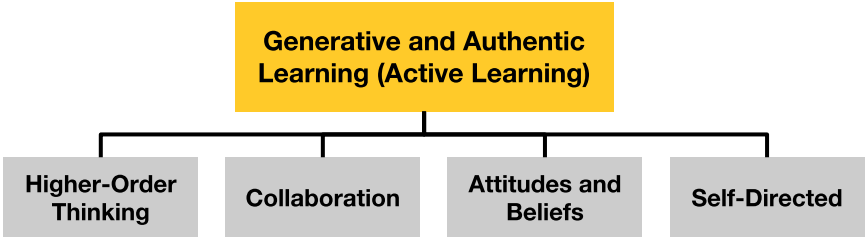
Section 2: Active Learning Characteristics

Active Learning (AL) Characteristics



- 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**

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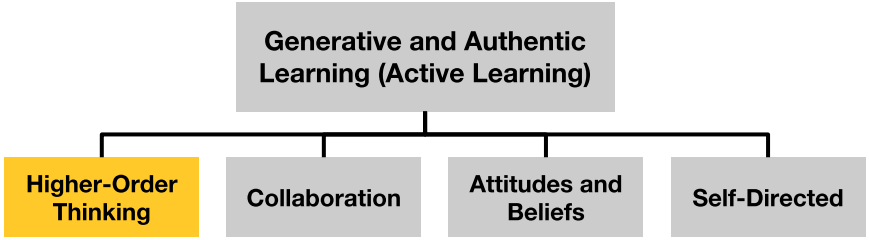
AL Characteristics



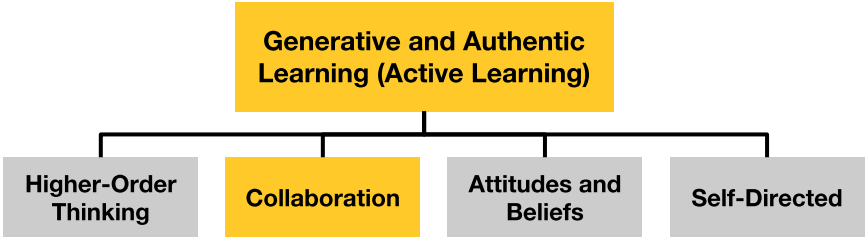
Bonwell and Eison (1991)

- 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

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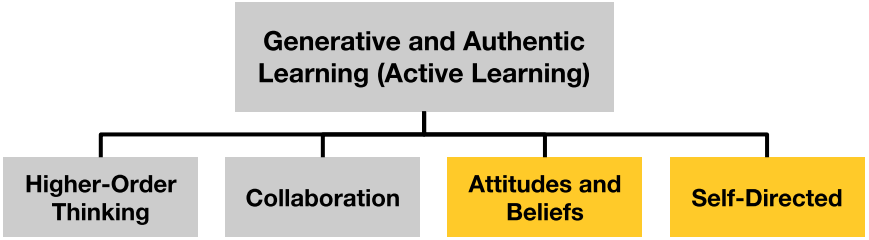
AL Characteristics



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**

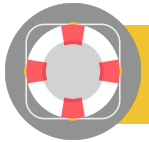
Five Characteristics of Active Learning

1 Higher-Order Thinking

2 Collaborative Learning

3 Affective Learning

4 Metacognitive Learning



5 Struggle, Challenge, and Risk-Taking

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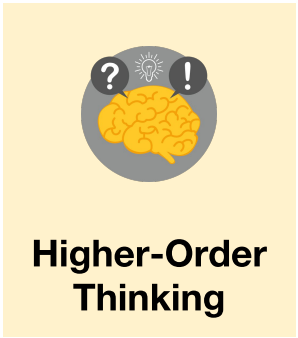
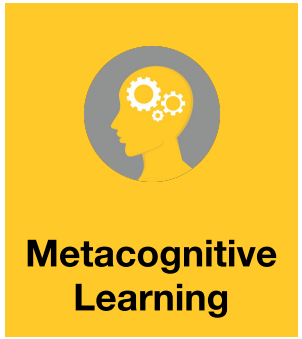
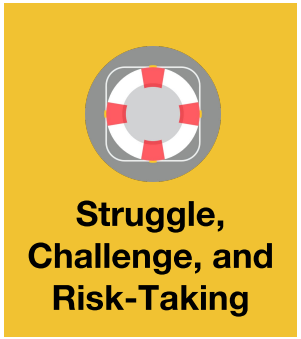
Activity: Characteristics to Enrich the Learning Experience

1. Contemplate one of the five characteristics:







2. Identify one way in which your chosen characteristic can help enrich the learning experience.

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Section 3: Project Basis, Implementation, and Lessons Learned

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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.

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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

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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

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Thank You!

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