MAKING ACTIVE LEARNING WORK

Taking an Intentional Approach to Active Learning in Fully or Partially Online First-Year Classes

Stephanie M. Foote, Ph.D. and Deborah Mixson-Brookshire

November 15, 2018
LEARNING OUTCOME

As a result of attending this session, the audience will:

- Leave with strategies they can use to adapt and intentionally incorporate active learning strategies into their fully or partially online first-year courses across the various disciplines.
I. Introduction

II. How We Used the Research to Identify Specific Active Learning Strategies and Approaches

III. How We Adapted Specific Strategies to the Online and/or Blended Environment

IV. Outcomes on Student Learning and Engagement

V. Lessons Learned and Key Takeaways
USING RESEARCH TO IDENTIFY LEARNING STRATEGIES & APPROACHES
ACTIVE LEARNING

- Engagement: Assessment, Evaluation, and Reflection
- Feedback
- Sense of community: Peer to peer, peer to instructor, and peer to course
- Experiential learning
- Collaborative learning
ACTIVE LEARNING

- Active learning involves students in doing things and thinking about the things they are doing (Bonwell and Eison, 1991).
- "I fear we've gotten too fixated on the activity and for the sake of the activity and aren't as focused as we should be on the learning. We're still obsessed with collecting teaching techniques--all those strategies, gimmicks, approaches, and things that we can do to get students engaged. But what kinds of engagement does the activity promote?" (Weimer, 2018, para. 1).
ACTIVE LEARNING

What is active learning?

Students that are engaged in more activities than just listening. They are involved in dialog, debate, writing, and problem solving as well as higher order thinking, e.g. analysis, synthesis, evaluation, and creating” - Bonwell and Eison, 1991

Retrieved from https://ion.icaew.com/academia/f/forum/5025/active-learning

ONLINE LEARNING CONSORTIUM (OLC) ACCELERATE CONFERENCE
DIMENSIONS OF ENGAGEMENT

• Behavioral engagement: Do students participate in the activity? Do they discuss with peers; are they attentive and present? Or are they off-task and distracted?

• Emotional engagement: Do students feel good about the activity? Is it fun, fulfilling, interesting? Or do they lack confidence, or feel anxious or board?

• Cognitive-emotional engagement: Do students value the activity: do they feel the time used on the activity is beneficial? Or would they rather listen to a lecture? Do they recognize that the activities could be beneficial for their major or career?

(Engle and Conant, 2002; Fredericks, Bluenfield and Paris, 2004; Chapman, 2003; Demonbrun et al., in press)
For a more productive approach to our discussions about active learning, we might consider re-framing the category as a system of pedagogical approaches that utilizes teaching strategies most aligned with and responsive to the ways in which people actually learn.

(Eyler, 2018, para 5)
MODEL OF ONLINE STUDENT LEARNING AND ENGAGEMENT

(Foote and Mixson-Brookshire, 2014)

ONLINE LEARNING CONSORTIUM (OLC) ACCELERATE CONFERENCE
ADAPTING ACTIVE LEARNING STRATEGIES
ABOUT US AND OUR CLASSES

Stephanie M. Foote

• Fully online graduate courses
• Hybrid transfer/first-year student seminar (community college)

Deborah Mixson-Brookshire

• Face-to-face, online, and hybrid first-year seminars
• Fully online leadership courses
ADAPTING ACTIVE LEARNING STRATEGIES

- Exam/assignment wrappers
- Collaborative learning
- Warm ups
- Think-pair-share
- Case studies
Exam & Assignment Wrappers

33-111 Physics Post-Exam Reflection

Name: __________________________

As with the first exam, this activity is designed to give you a chance to reflect on your exam performance and, more importantly, on the effectiveness of your exam preparation. Again, please answer the questions sincerely. Your responses will be collected to inform the instructional team; they will have no impact on your grade.

1. Approximately how much time did you spend preparing for this exam? ______

2. What percentage of your test-preparation time was spent in each of these activities?
   a. Reading textbook section(s) for the first time
   b. Re-reading textbook section(s)
   c. Reviewing homework solutions
   d. Solving problems for practice
   e. Reviewing your own notes
   f. Reviewing materials from blackboard
      (What materials? ____________________________)
   g. Other
      (Please specify: ____________________________)

3. What aspect(s) of your preparation for this exam seemed different from your exam 1 preparation? Did these changes have any effect?

4. Now that you have looked over your graded exam, estimate the percentage of points due to each of the following (make sure the percentages add up to 100):
   a. Trouble with vectors and vector notation
   b. Algebra or arithmetic errors
   c. Problem with force-body diagram

Test Reflection Sheet

Do you think that the problems on the exam fairly reflected the topics covered in class and recitation?

   Yes ___   No ___

Did the grader’s comments, together with the solutions, provide you with adequate feedback?

   Yes ___   No ___

What percentage of your preparation for the test was done alone, and what percentage with one or more persons?

   ___% Alone   ___% with other(s)

How much time did you spend reviewing with each of the following:

   Reading class notes ________
   Reworking old homework problems ________
   Working additional problems ________
   Reading the book ________
Lecture/Presentation Wrapper (3 Key Ideas)
Scaling HIPs Down: Creating High-Impact Learning Experiences Continued

Example: Global Village Group Project (KSU 1111)
One way to gain a valuable perspective on our world is to examine how people in different countries are affected by global issues and trends. The project described below provides an opportunity for class members to simulate being a “global village” that is in many ways representative of the over 7 billion people who currently inhabit the earth. This project originates in several efforts to describe the world as a global village of 100 people (e.g. the Miniature Earth Project: http://www.miniature-earth.com). This idea suggests that it is very difficult to comprehend data about the world’s population as a whole, but if one created a global village of 100 people, the numbers would make more sense. For example, if the world were a global village of 100 people, about 20 of those people would live in China, 13 of them would live in Africa, and about 5 would live in the United States. About 13 would be malnourished and about 15 would live on $1.00 a day or less.

For this project, each student will work in a team of three to take on the role of one individual from a specific country, but will in turn represent millions of people who have a similar background. The project has been created to have a proportionate number of people from the various continents and countries of the world, with half of the class being female and half male, and ages and residence (urban and rural) also being representative.

Ultimately, each team will:
1. Complete discussion board postings that describe the impact of each global challenge on the individual (see the course schedule for due dates for these postings).
2. Complete an annotated bibliography on research related to the individual and country in which he or she resides.
3. Prepare and present a poster session based on information in the team’s discussion board postings and annotated bibliography (see the course schedule for date, time, and location of presentation).

Discussion Board Postings
To begin the project, each team will be assigned a role in the global village and will then use Internet resources to more fully describe the characteristics of the person they will be in the global village. The
## COLLABORATIVE LEARNING

<table>
<thead>
<tr>
<th>Rubric for Global Village Discussion Board 1</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides clear and accurate information about each element in the introductory blog</td>
<td>Provides clear and accurate information for all 12 of the elements of the introductory blog.</td>
<td>Provides clear and accurate information for 9-11 elements in the introductory blog.</td>
<td>Provides clear and accurate information for 6-8 elements in the introductory blog.</td>
<td>Provides clear and accurate information for less than 6 elements in the introductory blog.</td>
</tr>
<tr>
<td>Cites sources of information in blog</td>
<td>Provides specific address for two or more web sites (or other source) of information presented in blog.</td>
<td>Provides specific address for one web site (or other source) of information presented in blog.</td>
<td>Provides general reference for source of information presented in blog.</td>
<td>Provides no reference for source of information presented in blog.</td>
</tr>
<tr>
<td>Appropriately identifies direct quotations</td>
<td>Places quotation marks around words used from another source and cites specific source.</td>
<td>Places quotation marks around words used from another source and generally cites source.</td>
<td>Generally indicates source of direct quotation.</td>
<td>Provides no source for direct quotation.</td>
</tr>
<tr>
<td>Presentation of information</td>
<td>Provides information in grammatically correct and well organized manner.</td>
<td>Provides information in grammatically correct or well organized manner.</td>
<td>Provides information in mostly grammatically correct or reasonably organized manner.</td>
<td>Provides information that is not grammatically correct or well organized.</td>
</tr>
</tbody>
</table>
WARM UPS AND THINK-PAIR-SHARE

Just in Time Teaching (JiTT) – Before Class

WarmUps
Prompt students to be ready to engage in class by responding to a few online questions before class.

GoodFors
Brief writing that connects class to the real world, used to spark classroom discussion; completed online before class and can be completed as a think-pair-share discussion board between pairs of students.
CASE STUDIES

• State learning objectives to tie in with course objectives
• Offer study questions
• Additional accompanying reading assignments
• Provide an overview of the case which can represent a road map for the class
• Pose discussion questions that engage the student
  • Have them think about action-oriented decisions
  • Record discussion highlights on a board
  • Transition them to additional questions to keep the conversation going
    • Keep the students focused on the case topic and resolutions and/or outcomes
• Conclusion
  • Summarize themes (manage and highlight 2-3)
  • Relate lessons learned to outcomes

ONLINE LEARNING CONSORTIUM (OLC) ACCELERATE CONFERENCE
CASE STUDIES

Short demonstrations followed by class discussions

- Engage students in a mini lecture about a topic
- Provide them opportunities to ask questions and create a short write-up reflection about the content (pose questions)
- Demonstrate the topic content through an experiential activity
- Group activity to collaborative solve the puzzle and/or activity
- Group consensus (recorded and prepared group share)
- Bring discussion and reflection back to the class as a whole
OUTCOMES AND LESSONS LEARNED
OUTCOMES

- Enhanced skill sets
  - Communication
  - Problem solving
  - Critical thinking
  - Writing
  - Creative thinking
  - Interpersonal

- Increased content knowledge
- Increased engagement/participation
- Enthusiastic learning environment
TAKEAWAYS/LESSONS LEARNED

- Be intentional
- Focus on high-impact assignments/activities and foster metacognition
- Provide frequent and early feedback, through active learning, that students can apply later

ONLINE LEARNING CONSORTIUM (OLC) ACCELERATE CONFERENCE
MODEL OF ONLINE STUDENT LEARNING AND ENGAGEMENT

(Coote and Mixson-Brookshire, 2014)

ONLINE LEARNING CONSORTIUM (OLC) ACCELERATE CONFERENCE
REFERENCES


REFERENCES


Thank you!

Stephanie M. Foote, Ph.D.
Assistant Vice President for Teaching, Learning, and Evidence-Based Practices
John N. Gardner Institute for Excellence in Undergraduate Education
foote@jngi.org

Deborah Mixson-Brookshire, MBA
Associate Professor of Management
Distance Learning Coordinator,
University College
Kennesaw State University
dmixson@kennesaw.edu
Session Evaluations & Drawing

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website