

Sea Change in Learning

5 Ideas for Effective Teaching in the Active Learning Center



LEARNERS

What are the unique needs of the learners in your class?

PEDAGOGY

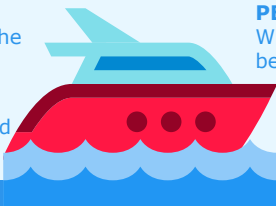
Which active learning strategies align best with learner needs?

TECHNOLOGY

How can technology be used to aid learning?

PHYSICAL SPACE

What is the best arrangement for the planned activities?



1

Finding Your Sea Legs



Question & Answer
Think - Pair - Share
Brain Dump & Free Write
Muddiest Point

1-Minute Paper, Focused Listing, & 1-Sentence Summary

2

Wading in and Getting Your Feet Wet



Muddiest Point
Misconception/Preconception Check
Student-Generated Questions
Application Activity

Formative Quizzes & Surveys
Personal Response Systems
Self/Peer Formative Assessment

3

Swimming Under the Surface



Small Group Presentations
Discussions Led by Students

Role Playing, Simulations & Games
Categorizing & Pro/Con Grids

4

Diving in the Deep End of the Ocean



Defining Features & Memory Matrix
Student Debates

Peer Teaching
Concept & Brain Mapping

5

Taking the Full Plunge



Individual & Cooperative Cases
Jigsaw Presentations

Cooperative Learning
Problem-Based Learning



Assessing Student Learning



Develop rubrics and checklists as guides for learning

Use formative and summative assessment techniques

Develop fair, consistent, and transparent grading practices

Provide useful feedback and reflect on student achievement

Building Learning Environments



Connect and build relationships

Motivate learners to persist and engage all students

Embrace diversity and civility

Planning for Learner Success



Align course activities assessments with learning outcomes

Identify clear learning outcomes and communicate to students

Plan effective class sessions focused on active learning



Active Learning Center

#WVUActiveLearning

SELECTED REFERENCES:

Association of College and University Educators (2019), Bulger, Mohr, and Walls (2002), Fink (2013), Harmin and Toth (2006), Mosston and Ashworth (2002), Steelcase Education (2016), Van Ambrugh et al. (2007)