Active Learning Session Prep Worksheet

1. **Choose a Topic:** Think about a course you are currently teaching. What’s a topic that your students find challenging to understand in your course?

2. **Define a class period goal:** Is there a specific class period or lecture that students struggle with this topic? What concept is it that you are specifically trying to get students to learn?

3. **Pick a level:** Of the three groups of objectives presented (Remembering/Understanding, Applying/Analyzing, Evaluating/Synthesizing), where does your goal best fit?

4. **Pick an activity:** Of the activities presented in the workshop or in the workbook, choose one from your specific Bloom’s level that best meets your class period goal.

5. **Make a plan:** Given the activity you selected, how much preparation is required? What tasks will you need to accomplish before class? Note that some activities require little to no preparation.

6. **Assessment:**
   a. Does this activity need to be graded? Consider what you are hoping to accomplish by grading:
      i. Encourage participation/attendance
      ii. Measure student understanding
      iii. Help student self-assess progress or understanding
      iv. None of the above, this doesn’t need to be graded!
      v. Other:

   b. If so, what are your criteria? Will you be grading on participation, content, etc? Consider creating a rubric.
c. Will the grades be individual or group-based? Who will be doing the grading, you or the students?

7. **Develop a strategy for group work:** If your activity consists of group work, consider the following questions:
   a. How will you divide up the class into groups?
      i. Self-selected groups
      ii. Mixed ability groups
      iii. Ability-level groups
      iv. Random groups
      v. Other:
   b. How many groups will you need?____________
   c. How many students per group?_____________

8. **Plan your time:** How long will you plan for the activity to take? For multi-step activities, note the time allotted for each step of the activity. Without having a plan for timing, the activity could easily take double or triple the time you initially planned.

9. **Finalize your delivery:**
   a. How are you communicating instructions for the activity to students? Via paper handout or PowerPoint slide?
   b. When will you be giving the materials that you prepared? How will you deliver them? Paper handouts or via the Learning Management System?
   c. What technology will you need? Will students need to bring laptops? Projector? Microphones? Whiteboards?

10. **Conclude the activity:** How will you wrap-up the activity?
    a. Will students submit an assignment (e.g., a reflection) related to the activity?
    b. Will they submit that assignment as a group, as a class, or individually?
    c. Will these occur during class or after?