Active Learning Spaces - May 17, 2016.2
All runs (last updated May 18, 2016 1:39pm)

Polls | Participants | Average responses | Average engagement
---|---|---|---
8 | 82 | 59 | 59%

Have you used active learning in your classroom?

<table>
<thead>
<tr>
<th>Response options</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>58</td>
<td>82%</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>18%</td>
</tr>
</tbody>
</table>

87% Engagement

71 Responses

https://www.polleverywhere.com/reports/91193
What academic subject areas do you teach/support?

- Second year medical school: 91%
- I cover the waterfront: 107 Responses
- Science-Business: 1%
- Child_support: 3%
- Information: 3%
- Informatics: 3%
- Technology: 3%
- Economics: 3%
- Public health: 3%
- Social work: 3%
- Computer science: 3%
- Leadership: 3%
- Technology: 3%
- Human ecology: 3%
- Technology: 3%
- Systems: 3%
- Soft skills: 3%
- Policy: 3%
- Childsupport: 3%
- Landscape: 3%
- Entrepreneurship: 3%
- Medical_school: 3%
- Finance: 3%
- Ecology: 3%
- Water shed: 3%

Have you received training or instructional support from one or more of the following units?

- OIRT: 0 Count, 0% Engagement
- Office of Instructional & Research Technology: 36 Count, 36% Engagement
- COHLIT: 1 Count, 1% Engagement
- Center for Online and Hybrid Learning & Instructional Technologies: 22 Count, 22% Engagement
- Camden: 1 Count, 1% Engagement
- Newark: 1 Count, 1% Engagement
- None of the above: 39 Count, 39% Engagement

Do you plan to take advantage of the Active Learning Spaces at Rutgers?

- Yes: 48 Count, 68% Engagement
- Maybe: 20 Count, 28% Engagement
- No: 3 Count, 4% Engagement

https://www.polleverywhere.com/reports/91193
Please share ideas about making your content more active.

Responses

Jigsawing

Socratic method

Group problem solving to develop content.

Have students present lecture topic.

punctuate lecture with small group discussion, group summary presentations

Require viewing lecture content online beforehand.

Preclass preparation through online delivery

Bring students up to the board to solve math problems.

Use online tools to assess comprehension

at home, require students to answer a short question after each short video

Group students to work on reflective questions through Google doc

Have students deliver part of the lecture

Instead of Power Point use Nearpod – incorporate activities, polls

Provide topic framework. Have students enter content to fill it out citing source material.

Have students divide into groups and analyze a political cartoon together. Each group foc

uses on a different question.

Have students organize things or ideas.

Student groups can generate a short topical video

Community gardeners selected and prepared healthy recipes and translated them into the

different languages

Right materials. Wrong order. Need instruction earlier so it can be used on final presentat

ion.

read the book ahead of time and come to class to apply class concepts to the family that

was represented in the book.

I love active learning!

Have students develop assessment questions
Please share ideas about making your class activities more active.

Responses

Prepare their own questions
Role playing
Students interview each other and provide feedback on their interviewing skills.
Class activities video recorded and put into Sakai “Resources” for review
Working in groups and role playing
Students read an article together, discuss content and develop concept map or info graphic, then present it to the rest of the class
Group problem solving that substitutes for lecture
Group Decision making exercise, diagnosing org culture using RJ as the example
Clickers
Students bring in readings and propose that the one they found should be added to the syllabus, winning team gets points...
have students solve problems in groups, but more thought-provoking problems, which require some discussion to set up and solve
Having different stations for different topics and rotating groups
Jigsaw activities
Have students introduce another student to the class instead of students introducing themselves.
Create an in-class “game”
Students solve clinical cases that require them to contrast diseases that can present with similar symptoms
Watch a short video that expressed concerns about online education tools before class. When they arrive break into groups assign a tool (khan academy, oer, etc) have them work on a worksheet describing the tool, then also does the tool successfully address some of the concerns of the video
Take on the role of a team of recruiters. Judge resumes and advocate for best one.
Paper models to teach topology
In teams have presentation incorporate as many concepts, theories giving crisp examples from their interactions
leave
Albootcamp

Please share ideas about making your assessments more active.

Responses

Got it
Group exams and quizzes; studying collaboratively to prepare for exams
Take an active lab assignment and take measurable components from it to form a portion (or the whole) of a graded assessment.
Collaborative projects
No
Hi
Use Kahoot for immediate feedback and game like approach.
Yes
Yes
Phone number 22333
Any questions or concerns?

Responses

Engagement

2 Responses