Active Learning Spaces
(Reshaping your Course with an Instructional Designer)

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Center for Teaching & Learning with Technology
The Office of Instructional & Research Technology
What we will cover today…

• TLT Team
  – Who We Are and Our Services

• Faculty Development Approaches

• Active Learning Pedagogy - Starting Points
  – Part 1: Course Content
  – Part 2: Learning Activities
  – Part 3: Assessments
Charlie Collick, Manager

**Ed Tech**
- Will Pagan, Lead
- Shakira Willoughby Little
- Jen Obando

**Course Dev**
- Sharla Sava, Lead
- Ismael Lara

**Media Prod**
- Laura Transue, Lead
- Josh Gould
Teaching & Learning with Technology Areas

- Ed Tech
- Training & Faculty Development
- Video & Media Production
- Course Design & Development
TLT Services

• Educational Technology
  – Workshops
  – Certification in Online Learning

• Course Development
  – Consultations with faculty
  – Course reviews and strategies for improvement

• Media Production
  – Low-cost Professional Studio and post-production services
  – Mobile video crew for events
  – Training for solo video production
PollEverywhere - how to respond

To respond via web browser, go to:

PollEv.com/sharlasava859
PollEverywhere - how to respond

To respond via mobile, text:

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to

Phone Number **22333**
Active Learning through Course Planning (with ID support!)

**FIGURE 2**

Expected versus actual grades (BIOL 1003). Students in the ALC earned significantly higher final grades than their ACT scores predicted (****p < .0001).

![Graph showing comparison between expected and actual grades in traditional classroom and active learning classroom.]
Adapting a Course to Active Learning

• What Stays the Same?
  – Course Description
  – Course Learning Outcomes
  – Student Credit Hours (time spent)

• What Changes?
  – Delivery Format
    • Assignments
    • Grade Breakdown
From Lecture Format to Active Learning

- Course Content
- Learning Activities
- Assessments
Section 1

COURSE CONTENT
Traditional PowerPoint Lecture Model

• Emphasizes role of professor as source of content
• Professor role in the class is to deliver content
• Student role in the class is to learn, record, take in content
Active Learning Model

- Emphasizes role of student as responsible for attaining content outside of class
- Professor role in class is as facilitator, mentor, coach
- Student role in class is to explore and apply concepts and key ideas
IS
Google
MAKING
US
Stoopid?

WHAT THE INTERNET IS DOING TO OUR BRAINS
BY NICHOLAS CARR

PLUS:
WHY CRIME IS COMING BACK—
AND WHY NO ONE WANTS TO TALK ABOUT IT
by HANNA ROSIN

THE RACE FOR THE ELECTRIC CAR
by JONATHAN RAUCH

FEMINISM’S DIRTY LITTLE SECRET
by SANDRA TSING LOH

THE 11½ BIGGEST
IDEAS OF THE YEAR
Example (Active Learning)

• Watch this short video summary of Carr’s argument:
  – [http://youtu.be/cKaWJ72x1rI](http://youtu.be/cKaWJ72x1rI)

• Annotate sections 1 and 2 from the article
  – identify thesis and reasoning and evidence
  – find one premise and think of a counter-argument

• Prepare for a debate
Section 2

LEARNING ACTIVITIES
Traditional Activity as Class Discussion Model

• Emphasizes role of professor as expert
• Professor role in the class is to answer questions and prompt discussion
• Student role in the class is to ask questions and join in dialogue
Active Learning Model

- Emphasizes student-centered learning
- Professor role in class is as facilitator, mentor, coach
- Student role in class is to learn through team-work, guided exploration and problem-solving
Example: talk through a list (traditional)

- Google Drive
- GoToMeeting
- Kaltura Media Space
- Photospheres
- Sakai
- Screencast-O-Matic
- VoiceThread
Example (Active): have students find/share
Section 3

ASSESSMENTS
Traditional Assessment as Final Exam

- Tests student knowledge of content area
- Professor provides “study guide” a week before the final exam to help with student preparation
Active Learning Model

- Can keep assessment the same, update preparation
- Have students prepare throughout semester using low-stakes rapid quizzes, practicing in class, asking and answering questions
Example (traditional)
Example (Active Learning)

Puppy Quiz

Part 1 of 1 -

Question 1 of 2
What is the cutest type of puppy?

- A. Shiba Inu
- B. Golden Retriever
- C. German Sheppard
- D. Collie

Reset Selection
References

- Brooks et al. “Pedagogy Matters, too: The Impact of Adapting Teaching Approaches to Formal Learning Environments on Student Learning” *New Directions For Teaching And Learning*, no. 137, Spring 2014
- Cotner et al. “It’s not you, it’s the room. Are the High-tech Active Learning Classrooms Worth it?” *Journal of College Science Teaching.* 42:6, 2013: 82-88
1 to 1 Appointments

Click on an available time slot to make an appointment.
(Use the arrow buttons to the left or right of the dates to move forward or backward in the calendar)

https://oirt.rutgers.edu/instruc/train/1to1/
How to Reach us

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