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Active learning strategies for hybrid online lessons

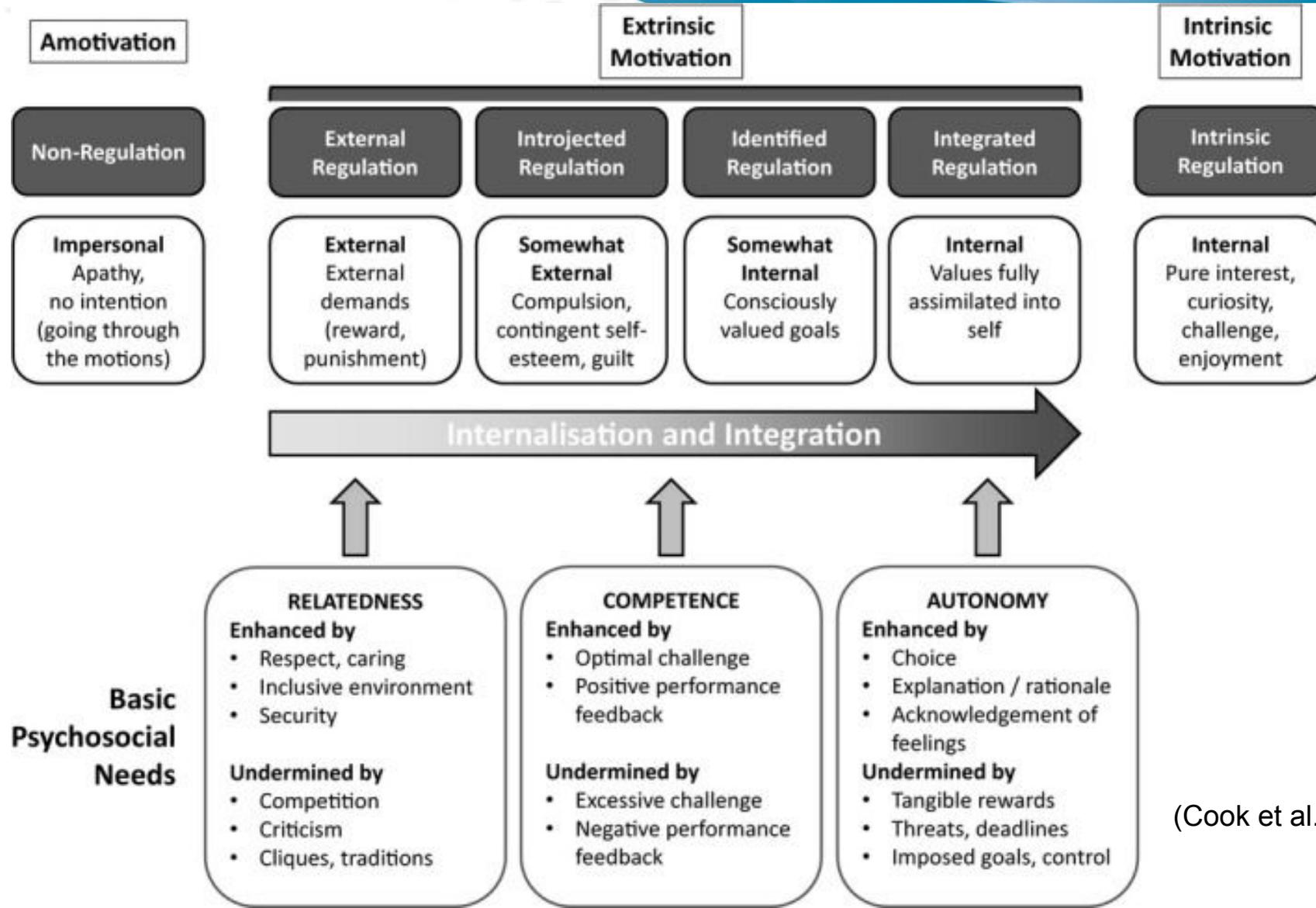


What is Active Learning?

- “Active learning is anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes.” (Felder & Brent, 2009)
- “[Active Learning utilizes] instructional activities involving students in doing things and thinking about what they are doing” (Bonwell and Eison, 1991).

Self-determination Theory (Ryan & Deci, 2000)

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(Cook et al., 2016)

Think-Pair-Share (Felder and Brent, 2009)

- Assign a task to be completed individually.
- Form pairs, compare answers.
- Call on pairs to report their answers to the class.
- Short time limit.

Relatedness

- ✓ Pair-work
- ✓ Effective communication
- ✓ Discussion
- ✓ Mutual appreciation

Competence

- ✓ Optimal challenge
- ✓ Positive feedback
- ✓ Shared accomplishment
- ✓ Individual accomplishment

Autonomy

- ✓ Endorsement of competence
- ✓ Endorsement of POV
- ✓ Improved appreciation of task value

Think-aloud Pair Problem Solving (Felder and Brent, 2009)

- Pair-work activity, one student is the “explainer” and the other is the “solver”.
- The “explainer” explains the task, the “solver” produces an answer.
- Pairs report back to class.
- Shown to improve proficiency.

Relatedness

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- ✓ Effective communication
- ✓ Cooperative problem solving
- ✓ Mutual appreciation

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Concept Tests (Felder and Brent, 2009)

- Works well with Google Forms and Zoom.
- Give MCQ'S to the class to be completed individually.
- Display answers as pie chart.
- Form pairs and reconcile answers.
- Display reconciled answers as pie chart. Discuss corrections.

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Concept Maps (Novak and Cañas, 2006)

- Use MS WORD, Google Docs, etc. to demonstrate how to make concept maps.
- Form groups, monitor progress and display results to the class.
- Allows students to benefit from each other's ideas and the dynamic of the group.
- Allows students to visualize ideas and make new inferences.
- Integrates well with online conferencing platforms.

Relatedness

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Structured Problem Solving (Barkley, et.al., 2014)

- Separates complex tasks into small steps.
- Allows students to identify, analyze and solve problems.
- Useful for higher level cognitive tasks.
- “(a) Identify the problem; (b) generate possible solutions; (c) evaluate and test the various solutions; (d) decide on a mutually acceptable solution; (e) implement plan, and (f) evaluate the results.” (Blended Learning Toolkit, n.d.)

Relatedness

- ✓ Group-work
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- ✓ Mutual appreciation

Competence

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- ✓ Mastery of complex tasks

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Case Studies (Barkley, et.al., 2014)

- Present a scenario to groups, either factual or fictitious, along with a short case history and a dilemma.
- Bridges the gap between theory and practice.
- Tailored to suit the proficiency level of the class.
- Either given alternative answers or construct their own.
- Collaborate, express opinions, discuss alternatives, critique and reach consensus.

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Three Step Interviews (Blended Learning Toolkit, n.d.)

- Perform interviews in pairs, swapping roles.
- Pairs report back to class.
- Encourage interesting or entertaining answers.
- Breakout Room function of Zoom, etc. useful.

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Common Concerns About Active Learning

(Felder and Brent, 2009)

- Will Active Learning tasks slow the course down?
- Does it take a lot of time to prepare Active Learning tasks?
- Do students enjoy the activities?
- What if students refuse to participate?

Thank you for your attention. I look forward to hearing about your own experiences with Active Learning, or any questions or comments that you might have.

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