Workshop **Agenda**

Section	Time	Topic
1	5 min	Introduction
2	5 min	Self-Assessment Discussion
3	10 min	Strategies for Active Learning
4	10 min	Let's Design (Backwards)
5	5 min	Reflections

Self-Assessment of Current Professional Practices

	Yes	Partially	Not Yet
Develop an inviting environment for the students (acknowledge the students' arrival, encourage questions etc.)	☐	☐	☐
Provide regular written/verbal actionable feedback to your students about their progress	☐	☐	☐
Create course and program materials for a variety of learning styles and preferences	☐	☐	☐
Involve the students in multiple types of activities (project, discussion, presentation, exercises etc.)	☐	☐	☐
Provide opportunities for student collaboration and cooperation	☐	☐	☐
Draws non-participating students into activities/discussion	☐	☐	☐

Active Learning **Strategies**

Real World Application

Site Visits	Students see and experience practical applications of concepts in site visits
Case Studies	Students integrate their skills and knowledge to solve problems related to course
Application Activity	Students apply principles and concepts to real-life situation and examples

Role-Play

Role Playing	Students "act out" a position to deepen understanding of concepts and theories
Pair Problem Solving	Students take on roles of "explainer" and "questioner" to solve complex problems

Technology & Tools

Simulation Technology	Students use technology such as simulation programs to learn course concepts.
Concept Maps	Students work on diagrams that show the mental connections between concepts learnt
Flipped-Classroom	Students view instructional videos at home and work on "homework" on campus

Ideation

Brainstorming	Students respond to given topic, and their input are recorded and categorized
Question Generation	Students create quiz questions that are central to the themes of the course

Evaluation

Group Evaluations	Students work on problems in groups, show response to class and discuss differences
Peer Review	Students provide their work for their peers for critical review and feedback

Discuss and Report

Group Discussions	Students discuss course materials in group, based a list of questions
Jigsaw Discussion	Students work in groups but each takes charge of one sub-topic to lead discussion
Think-pair-share	Students write a response to task, discuss with paired partner and shared with class
Decision Making	Students discuss thorny issues in groups, and debate their decisions and rationale

Write It Down

Free Write	Students write down all they know about an announced topic
Minute Paper	Students work on a short writing task on a single concept or term
Muddiest point	Students write a response to prompt "What was the muddiest point for today?"

Questioning & Quizzing

Self-assessment	Students are given checklist or quiz to determine their understanding of subject
"Hit Pause"	Instructor/staff state a point, pause, and allow students to review information and issue
Visible Quiz	Students work in groups and display their response to a problem on an imprinted card
Misconception Checks	Instructor/staff gather information on what students perceive they know before class

Investigation

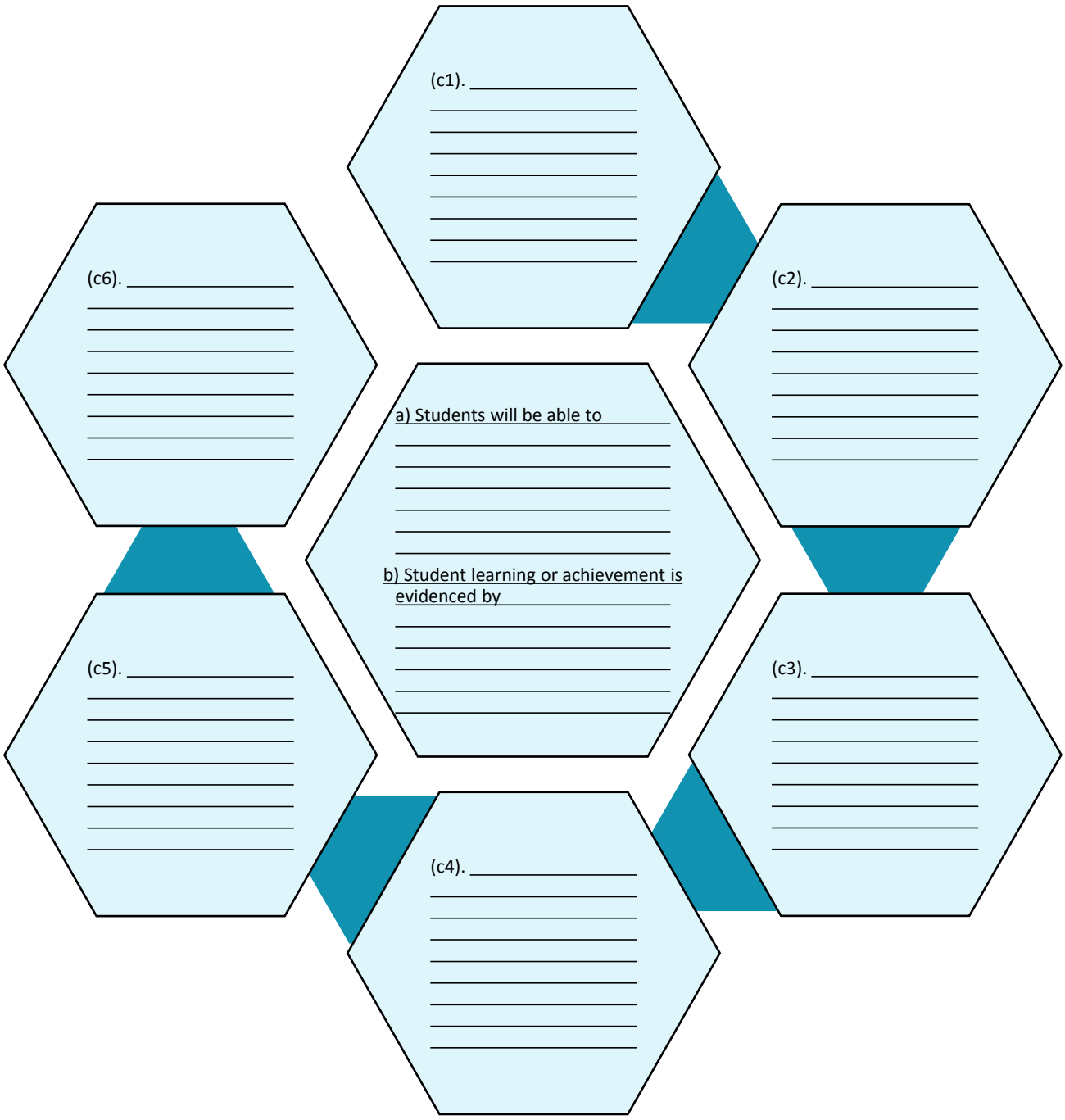
Inquiry Learning	Students use an investigative process to observe, hypothesize and speculate conclusions
Problem-based Learning	Students learn by working in groups to solve an open-ended problem over the semester
Demonstration	Students predict outcome to demonstration and then discuss observed results

Let's **Design (Backwards)**

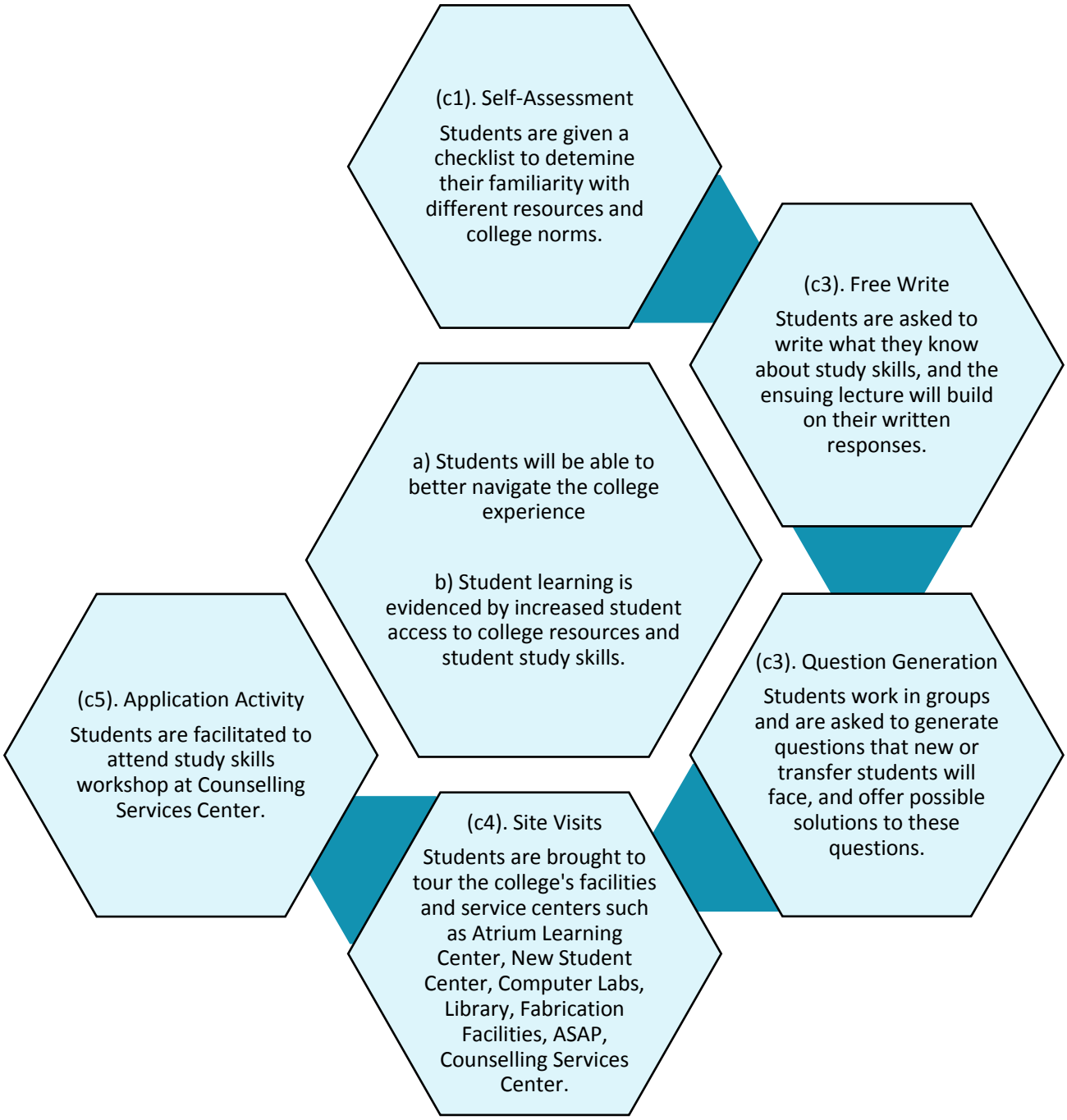
a. Consider a part of your instruction or program to enhance. State your goal.

b. Identify evidence that shows that students have demonstrated achievement of the desired goal.

c. Create a supportive series of activities based on the discussed active learning strategies



Example of Backwards Design



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Reflections

What did you learn about using practical implementation strategies for active learning?
Which strategies seemed most relevant to you?
What would you and your organization need in order to learn, do, or change in order to use active learning strategies?