



THE CREATIVE CLASSROOM

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Writing Across the Curriculum
(WAC)

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Workshop Goals

- Discuss advantages of active learning using WAC principles
- Offer and model strategies for creative classroom activities and writing assignments

Warm-Up: “Snowball”

Identify one concern you have about incorporating non-traditional (i.e. not lecture/discussion) activities in your classroom. Write it on the question section of your paper.

What is active learning?

“...any instructional method that engages students in the learning process.” (Prince 2004)

Benefits of active learning

- Improves information retention and conceptual understanding (Michel, Cater, & Varela, 2009; Wingfield & Black, 2005)
- Fun! (Garner 2006, Robinson and Kakela 2006)
- Teaching portfolio
- Publications (*Journal of Interactive Technology & Pedagogy*)

Different types of non-traditional activities

- No-tech
- Multimedia

No-Tech Activities

- Brainstorming
 - Thesis generation
 - Question generation
- Debates
- Peer review
- Real-world problems
- Group projects or papers

How to make group work *work*

- Develop activities that
 - Promote controversy
 - Generate a written product
 - Can be accomplished in a specified time limit
 - Are directed toward course learning outcome

How to make group work *work*

- When structuring an activity
 - Create ground rules
 - Form groups: randomly, self-selection, instructor assigned
 - 5-6 students optimal size in-class, smaller for group projects or peer review
 - Assign directives that are visible to all
 - Decide on your role in the activity
 - Consider outcomes
 - Ask students to *persuade* rather than *summarize*
 - Make time for full class discussion and critique

Multimedia Activities

- In class
 - Audio/video clips
 - Instant feedback
 - [PollEverywhere](#)
 - Clickers
 - Twitter
- Outside of class
 - OpenLab
 - Blog

OpenLab

Create a course website (Being in Brooklyn,
ENGL 1101)

<https://openlab.citytech.cuny.edu>



OPENLAB FACULTY & STAFF WORKSHOPS FALL'15

INTERESTED IN FINDING OUT MORE ABOUT CITY TECH'S OPENLAB?
JOIN US FOR A WORKSHOP OR DROP IN DURING OUR OFFICE HOURS!

Office Hours

Have questions that aren't covered in our regular workshops? Want to follow up after attending a workshop? These office hours offer the opportunity to meet with a member of the OpenLab Community Team for face-to-face support. All office hours will be held in the conference room of the Faculty Commons, N227.

Mondays: 12:00-1:00pm
August 31, October 5, November 2, December 7
Tuesdays: 2:00-3:00pm
September 29, October 27, November 24, December 1
Wednesdays: 12:00-1:00pm
September 9, October 14, November 11, December 9
Thursdays: 1:00-2:00pm
September 17, October 22, November 19, December 3

Getting Started on the OpenLab

Ready to get started using the OpenLab? This workshop introduces you to some of the exciting features of the OpenLab and helps you sign up for your OpenLab account and create your OpenLab profile! You will need access to your City Tech email account to get started.

Thursday, September 3, 2:30pm-4:00pm (G604)

Using Your Site as a Dynamic Syllabus (OpenLab Account Required!)

Ready to learn more about setting up your course on the OpenLab? This workshop helps you create your course profile and course site with an emphasis on using OpenLab features to enhance your course syllabus. Please bring your syllabus and other course materials to this mixed-level session. You will need an account on the OpenLab – or to attend a Getting Started session first.

Tuesday, September 8, 1:00pm-2:30pm (G604)

Blogging with Your Students (OpenLab Account Required!)

Ready to bring more online discussion into your course? This workshop shares useful OpenLab tools for blogging and interacting with your students online, and helps you to brainstorm assignment design for your OpenLab course. You will need an account on the OpenLab – or to attend a Getting Started session first.

Thursday, October 1, 3:00pm-4:30pm (G604)

Reorganizing Your Site (OpenLab Experience Required!)

Ready to restructure your course, project, or club site? In this workshop, we will help you to rethink the organization of your site for enhanced use and better interaction with your students, colleagues, or peers.

Tuesday, November 3, 11:00am-12:30pm (G604)

Openlab Open Hour (All Levels Experience Welcome!)

Ready to get hands-on experience on the OpenLab, with face-to-face help available for support? Bring your ideas and questions, and join the OpenLab Team for this Open Hour, a great opportunity to find out more about getting started with the OpenLab, but also a perfect time to ask your more advanced questions about using the OpenLab for your courses, clubs, projects, and portfolios.

Wednesday, December 9, 1:00-2:30pm (A540, inside library)

RSVP

Workshops are open to all City Tech faculty and staff.

Part-time faculty are eligible to receive a stipend for workshop participation.

RSVP: <http://bit.do/workshopsignup> or e-mail us at OpenLab@citytech.cuny.edu.



Class Blog

- Practice low-stakes writing
- Ensures students come to class prepared
- Promotes student interaction
- Engage students who may have trouble participating
- Work toward course objectives

Example: <https://wgwpt.wordpress.com/>

Putting It All Together

- Flipped classroom model
 - Lecture delivered using multimedia outside of class
 - Classroom time devoted to student analysis and application of lecture material
 - Group work, discussions, in-class assignments, etc.
- Scaffolding assignments (see page 6 in handout)

Group Activity

Defend or refute the following statement:

"The flipped classroom model should be incorporated into City Tech courses."

Choose one group member to be the reporter. Write down at least two justifications for your position that should try to persuade the full group.

Questions?

Lots of other examples from previous WAC Workshops:
tinyurl.com/CityTechWAC

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Works Cited

- Emerson, Tisha L. N., and Beck A. Taylor. 2004. "Comparing Student Achievement Across Experimental and Lecture-Oriented Sections of a Principles of Microeconomics Course." *Southern Economic Journal* 70: 672–93.
- Garner, R. L. 2006. "Humor in Pedagogy: How Ha-ha Can Lead to Aha!" *College Teaching* 54(1): 177-80.
- Gee, James Paul. 2003. *What Video Games Have to Teach Us About Learning and Literacy*. New York: Palgrave Macmillan.
- Knight, Jennifer K., and William B. Wood. 2005. "Teaching More by Lecturing Less." *Cell Biology Education* 4: 298–310.
- Michel Norbert John James Cater II, and Otmar Varela. 2009. "Active versus passive teaching styles: An empirical study of student learning outcomes." *Human Resource Development Quarterly* 20 (4): 397-418.
- Prince, Michael. 2004. "Does Active Learning Work? A Review of the Research." *Journal of Engineering Education* 93: 223–31.
- Robinson, Carole F., and Peter J. Kakela. 2006. "Creating a Space to Learn: A Classroom of Fun, Interaction, and Trust." *College Teaching* 54: 202–06.
- Wingfield, Sue Stewart, and Gregory S. Black. 2005. "Active Versus Passive Course Designs: The Impact on Student Outcomes." *Journal of Education for Business* 81(2): 119-128.