Small Group Jigsaw Activity, Part 1:
- Participants divided into multiple groups of 4 (each member is A, B, C, or D)
- Each group is assigned a unit or activity from one of seven InTeGrate modules (click on link in agenda page)
- As a group, summarize the characteristics of your assigned activity as a teaching and learning exercise (less about content details, more about pedagogy)
- Create a post-it note summary page

Global discussion task: Use the group analysis to contribute to a list of the potential characteristics of active learning activities

Small Group Jigsaw Activity, Part 2:
- Reorganize into new mixed groups, 4 people/group
- Introduce and summarize the activity you reviewed for your new group (~5 minutes max)
- Reflection: Individually rank the four activities
- Group task: Create an overall ranking of all four activities

Reorganize into original groups
- Write group number on each small post-it
- Place in appropriate location on each Consensogram plot
  1. Class time spent on activity (minutes → all of class)
  2. Materials required (none → a lot)
  3. Necessity for student-student interaction (none → essential)
  4. Real world relevance to students (little → much)
  5. Degree of “Open Endedness” (single → multiple solutions)
  6. Doing real science (no → authentic task)
  7. Overall, (on average for the group) how likely would you be to use this activity or one with similar characteristics? (little → a lot)

Group review of and analysis of results.
- What are the principal characteristics of an active learning activity?
Active Learning Reflections and Wrap-up

• Identify the topic that you want to address with an active learning activity
• By tomorrow, create an appropriate learning objective for your activity
• Consider what a reasonable assessment might be for the activity (given the learning objective)

Complete daily road check activity
(see link on your program page for Monday)