

Introducing Active Learning Strategies to Large Intro Courses

## ACTIVE LEARNING EXPLORATION

### 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

Introducing Active Learning Strategies to Large Intro Courses

## ACTIVE LEARNING EXPLORATION

### Small Group Jigsaw Activity, Part 1:

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

Introducing Active Learning Strategies to Large Intro Courses

## ACTIVE LEARNING EXPLORATION

### 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

## BREAK

Events this afternoon that may help with active learning:

- **Oral Session (1.30 - 2.30 PM) *Weeks Geo:140***
  - Implementing InTeGrate (potentially useful to hear from people using InTeGrate materials)
- **Mini-workshops (1.30 – 4.00 PM)**
  - Flipping your Class: What to leave out, what to add in, *Gordon: Sonata Meeting Room* (potentially useful for people concerned about content loss with active learning)
  - Designing Effective Assignments and Activities, *Gordon: Symphony Meeting Room* (potentially useful for a different perspective on development of activities)
- **Plenary Talk (4.30 - 5.30 PM) *Gordon: Symphony Meeting Room***
  - The positive effects of evidence-based teaching on at-risk students (and everybody else), **Scott Freeman**, University of Washington (leading researcher about active learning)

Introducing Active Learning Strategies to Large Intro Courses

## CONSENSOGRAM ACTIVITY

- Reorganize into original groups
  - Write group number on each small post-it
- Place in appropriate location on each Consensoqram 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)

Introducing Active Learning Strategies to Large Intro Courses

## CONSENSOGRAM ACTIVITY

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)