

Active Learning Strategies



ACTIVITY	FACE-TO-FACE	ONLINE
<p>Reflection <i>Students describe and analyze their thoughts, feelings, experiences, or knowledge (with or without guiding prompts). Useful for tracking progress on points of interest, questions that come to mind, progress on student teaching, observations, or clinical experience.</i></p>	<ul style="list-style-type: none"> • In-class writing • Online journal (Google Docs or Office 365) • Discussion board • Assignment in Canvas (written, audio, or video reflections) 	<ul style="list-style-type: none"> • Online journal (Google Docs or Office 365) • Discussion board • Canvas assignment • Assignment in Canvas (written, audio, or video reflections)
<p>One Minute Paper <i>Students respond briefly to prompts such as “What was the most challenging concept?” or “What was the most important thing you learned in this unit?” Useful for identifying what students do and do not know about a lesson or unit.</i></p>	<ul style="list-style-type: none"> • In-class writing • Discussion board • One-question Canvas quiz or Qualtrics survey • Assignment in Canvas (written, audio, or video response) 	<ul style="list-style-type: none"> • Discussion board • One-question Canvas quiz or Qualtrics survey • Assignment in Canvas (written, audio, or video response)
<p>Case Studies <i>Students are given a detailed description of an authentic scenario and asked to draw inferences, make decisions, and/or identify potential solutions based on the content they are learning. Can be a group or individual activity. Useful for understanding how students apply their knowledge to analyze and resolve a real-world problem.</i></p>	<ul style="list-style-type: none"> • Small groups in class • Online collaboration using Google Docs or Office 365 • Discussion board (for groups, one member will post the group’s response) • Assignment in Canvas (written, audio, or video reflections) 	<ul style="list-style-type: none"> • Groups in Canvas • Online collaboration using Google Docs or Office 365 • Discussion board (for groups, one member will post the group’s response) • Assignment in Canvas (written, audio, or video reflections)
<p>Muddiest Point <i>Students are asked to jot down a quick response to the question “What is the muddiest point in _____” (a lecture, discussion, reading, video, assignment, etc.). Useful for identifying what students find most confusing about a given topic or unit.</i></p>	<ul style="list-style-type: none"> • Menti (online polling) • iClicker (in-person polling) • Discussion board • Ungraded Canvas quiz or Qualtrics survey • Assignment in Canvas (written, audio, or video reflections) 	<ul style="list-style-type: none"> • Discussion board • Ungraded Canvas quiz or Qualtrics survey • Assignment in Canvas (written, audio, or video reflections)
<p>Student-Generated Test Questions <i>Students are asked to develop test questions based on unit or course materials. Useful for understanding what students consider to be the most important content, what they think are fair and useful test questions, and how well they can answer questions that they themselves posed.</i></p>	<ul style="list-style-type: none"> • In-class group activity • Online collaboration using Google Docs or Office 365 • Jeopardy game • Discussion board 	<ul style="list-style-type: none"> • Groups in Canvas • Online collaboration using Google Docs or Office 365 • Discussion board
<p>Just in Time Teaching (JiTT) <i>Students respond to probing questions about unit content to identify how well they understand concepts. Useful for revising lesson plans or providing supplemental information based on themes in students’ responses.</i></p>	<ul style="list-style-type: none"> • Ungraded quiz in Canvas • Qualtrics survey 	<ul style="list-style-type: none"> • Ungraded quiz in Canvas • Qualtrics survey

NOTE: Hybrid courses can select items from either column.