Poll

How would you rate your level of experience with active learning online?

a. I did not know active learning was possible online.
b. I’m aware of active learning online, but haven’t used it in my course(s).
c. I use some active learning strategies in my online course(s).
d. I’m a pro! I use active learning all the time online!
How would you rate your level of experience with active learning online?

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Active Learning: Techniques and Tools for Any Modalities

Faculty Seminars in Online Teaching | March 27, 2019

Jessica Waesche, Ph.D.
Lecturer
Department of Psychology

Anchalee Ngampornchawai, Ph.D.
Instructional Designer
Center for Distributed Learning
Seminar Objectives

• Demystify the concept of active learning

• Identify benefits of active learning for students

• Discuss active learning strategies and tools for online courses
Poll

Which of these reflects your most concern or curiosity? Select up to two.

a. The concept of active learning (What is active learning?)
b. Active learning in a large class
c. Active learning in an online class
d. Effectiveness of active learning
e. Active learning techniques
Which of these reflects your most concern or curiosity?

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The concept of active learning
(What is active learning?)

Active learning in a large class

Active learning in an online class

Effectiveness of active learning

Active learning techniques
Assumptions About Active Learning
Assumptions About Active Learning

Active learning is a new trend.
Active Learning:
- Learn by engaging in meaningful activities
- Learners take increasing responsibility for their learning

<table>
<thead>
<tr>
<th>Cognitive Information Processing</th>
<th>Metacognition</th>
<th>Discovery Learning</th>
<th>Situated Cognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance encoding</td>
<td>Note taking</td>
<td>Meaningful learning</td>
<td>Participation</td>
</tr>
<tr>
<td>Practice</td>
<td>Goal-setting</td>
<td>Existing knowledge or structure</td>
<td>Community of Practice</td>
</tr>
<tr>
<td>Organizing concepts</td>
<td>Memory capacity</td>
<td></td>
<td>Apprenticeship</td>
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<tr>
<td></td>
<td>Self-regulatory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Active Learning - Constructivism

Holistic - Parts
Meaning - Words
Authentic - Rote

Lev Vygotsky (1896 - 1934)
John Dewey (1859 - 1952)

Experience
Society
Context
Assumptions About Active Learning

Students learn little from activities. It’s a waste of time.

Active learning takes time to prepare.
Active Learning Techniques

- Simple
  - Pause for reflection
  - Minute paper
  - Concept map
  - Group discussion
  - Think-pair-share
  - Self assessment

- Complex
  - Inquiry learning
  - Experiential learning
  - Games or simulations
  - Jigsaw discussion
  - Role playing
  - Debate
  - Brainstorming
  - Peer review
  - Case studies

Adapted from the work of Chris O’Neal and Tershia Pinder-Grover, Center for Research on Learning and Teaching, University of Michigan
Assumptions About Active Learning

Active learning can only be done face-to-face.
Online Learning - Active Learning

“Because of the increased responsibility for learning placed on the students at a distance, methods that focus on the learners and incorporate interactivity have been shown to be most successful.”

-- Simonson et al. – Authors of

*Teaching and Learning at a Distance: Foundations of Distance Education*

“Vygotsky's theories remind us that we learn as social beings within a social context. The online community is part of what makes this happen for some students.”

-- Dr. Judith V. Boettcher - Author of

*A Faculty Guide for Moving Teaching and Learning to the Web.*
UCF Modalities
• Instructor as facilitator
• Learner-centered
• Student collaboration
• Problem-based learning
Benefits to Students

- More engaged in lessons
- Make better connections between concepts or information
- Develop more critical thinking and analytical skills
- Develop better communication and leadership skills
- Develop learner autonomy and metacognition
Active Learning Online
Active Learning Online

- Use Webcourses@UCF Tools, including:
  - Materia
  - Polls
  - Discussion boards (can make small groups)
  - Surveys (can be non-graded or anonymous)
  - Peer review
  - Collaborations (Google docs)
Materia

- UCF-created integration
- Graded “games”
- Scores import to Webcourses@UCF (Canvas) gradebook
- Materia.ucf.edu
Materia Example

1 down:
This program is designed to teach couples skills to prevent relationship problems in the future.

2 across:
Cognitive therapy targets dysfunctional beliefs by engaging in a dialogue with the client, called _____ dialogue.

3 down:
Marcus says to himself "I have to get an A on the next exam". Albert Ellis would say Marcus' thought is an example of
Materia Example

Zoe's desk drawer is locked and she has lost the key. She has a dish of paperclips on her desk but doesn't realize she could use a paperclip to unlock the desk drawer. She is experiencing
Polls

- Similar to in-class clickers
- Embedded into any content page
- Step by step how-to:
  https://cdl.ucf.edu/support/webcourses/guides/polls/

Would you be comfortable using aversion therapy with clients?

- Yes
- Maybe, under certain circumstances
- No
Role-Play Discussions

- Role play or role immersion activities encourage active engagement with course material
  - Resource: Minds on Fire by Mark Carnes
- Discussion groups feature to make smaller groups
- Assign each group member a “character” to play
- Discuss an issue or try to solve a problem “in character”
- Multiple due dates
- Example: Abnormal Psychology
You’re the Professor

• Students engage with course material by generating their own test questions
  • Resource: Ann Gleig, UCF Faculty Focus, Vol. 15, No. 1 (2016)

• Small group discussion format
• Students generate and post multiple choice questions based on course content
• Students respond to questions posted by other students
• Students respond with correct answers to their own questions
Application Assignments

- Apply course material to “real life”
- Provide hypothetical case examples for students to analyze
- Ask students to apply concepts to their own lives
- Example: Behavior Therapy in Practice
Survey Results

Did the assignment help you learn course material?

- **Materia**: Strongly Agree/Agree (80%), Neutral (10%), Disagree/Strongly Disagree (5%)
- **Role Play**: Strongly Agree/Agree (50%), Neutral (30%), Disagree/Strongly Disagree (20%)
- **You're the Professor**: Strongly Agree/Agree (60%), Neutral (20%), Disagree/Strongly Disagree (20%)
- **Behavior Therapy in Practice**: Strongly Agree/Agree (90%), Neutral (5%), Disagree/Strongly Disagree (5%)
Survey Results

Should this assignment be given in the future?

- Materia
- Role Play
- You’re the Professor
- Behavior Therapy in Practice

- Yes
- Maybe
- No
Creating Active Learning Activities

- Think about what you want students to know or be able to do
- Use technology to help you
- Think about scale
- Be creative
Last Poll

One or two words that you’re taking away from today.
One or two words that you're taking away from today.

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No responses received yet. They will appear here...
Questions

Jessica Waesche, Ph.D.
Lecturer
Department of Psychology
Jessica.Waesche@ucf.edu

Anchalee Ngampornchai, Ph.D.
Instructional Designer
Center for Distributed Learning
anchalee@ucf.edu


