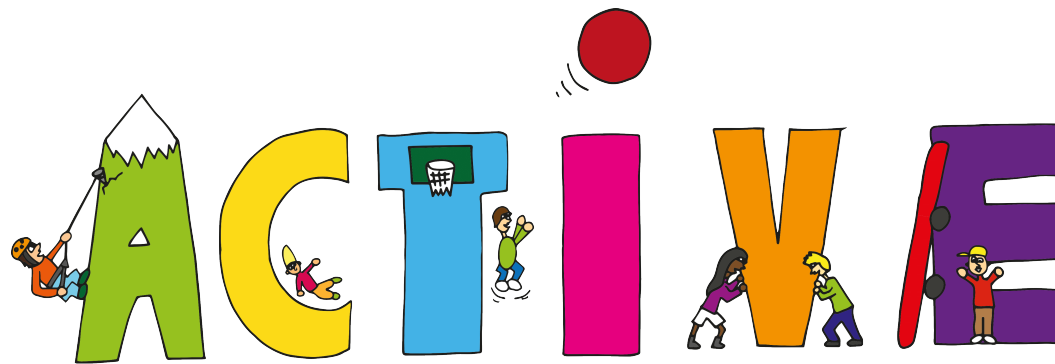


# STUDENT ENGAGEMENT AND ACTIVE LEARNING STRATEGIES

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# Goal

By the end of this session, you will have:

- ✓ Developed some ideas for active engagement in your classroom
- ✓ Planned the use of two collaboration tools in your classroom



# Active Learning with the Flip

- What is Active Learning?
- Anything that students are doing in the classroom beyond passive listening; instructional method that engages students in the learning process
  - Listening practices
  - Short writing/problem-solving exercises
  - Complex group problem-solving
- What are some strategies that you are currently using?

# Engaging Students in the Flipped Classroom

- Why the Flip?
- Flipped allows faculty to be more thoughtful/strategic in course delivery and active learning.
- Allows for faculty to engage students in higher levels of Bloom's taxonomy (e.g., integration, synthesis).
- Flipped learning allows faculty to be more student-centric and to use more **active learning strategies** (and direct interaction to enhance engagement).

# Engaging Students in the Flipped Classroom

## ➤ Core Considerations

- *Inputs* (demographics, previous experiences)
- *Student's current environments* (college experiences)
- *Outcomes* (student characteristics, knowledge, attitudes, beliefs, values)
- How can these concepts affect the students' engagement in the classroom?

# Engaging Students in the Flipped Classroom

- Four areas to think about when developing activities:
  - *Physical engagement*: efforts and energy invested
  - *Cognitive engagement in class*: focus on discussion, attention, concentration
  - *Cognitive engagement out of class*: studying course material, absorbed by out of class activities
  - *Emotional engagement*: excitement, pride in work, interest in course material

# Engaging Students in the Flipped Classroom

- What strategies can be used?
  - Physical engagement:
  - Cognitive engagement in class:
  - Cognitive engagement out of class:
  - Emotional engagement:

# Active Learning Strategies

- Individual Student Activities:
  - *One/five minute problem*- pose a question and ask students to solve.
  - *Muddiest point*- what was challenging from reading/out-of-class materials
  - *Reading/Clicker quiz*- get feedback on student's understanding of material
  - *Write a test question*- students get actively involved in thinking about more complex problems
  - *Fishbowl*- use notecards to give you ideas about muddiest point and then start next class with those challenges



# Active Learning with the Flip

## ➤ Group Activities:

- *Notes comparison/ sharing*- students actively compare notes and fill in gaps of understanding
- *Work at the board*- students physically get up and move, shared problem-solving
- *Gallery walk*- teams share ideas and respond to meaningful questions, problem-solving situations or texts
- *Jigsaw*- each member of a group is asked to complete some discrete part of an assignment; when every member has completed his assigned task, the pieces can be joined together to form a finished project

# Learning Objectives and Active Learning with the Flip

- Choose one basic learning objective and one advanced learning objective from the morning session
  - **Basic:** Individual space activities- What activity best aligns with meeting this objective? Is it active? If not, how can it be transformed?
  - **Advanced:** Group space activities- What activity best aligns with meeting this objective? Is it active? If not, how can it be transformed?
  - Some examples:  
<http://www.usf.edu/atle/documents/handout-interactive-techniques.pdf>
  - Share and critique...

# Active Learning Tools



- Simple tools to help with active learning and engagement:
  - LMS
  - Moodle Wikis
  - REEF iClickers, Choices, or Poll Everywhere/Top Hat
  - Chats, Google hangouts- for conferencing with groups
  - Google docs- for creating shared documents when there is no whiteboard
  - Google forms- used for assessment of understanding

# Active Learning Tools



- Advanced tools to help with active learning:
  - [Piazza](#)- online problem-solving place where students can ask, answer, and explore questions under the guidance of their instructors (mix between wiki and forum), includes LaTeX (equation editor)
  - [Slack](#): digital workspace, rich messaging system
  - [Voice Thread](#): collaborative tool, holds images, documents, and videos and allows people to navigate slides and leave comments in 5 ways - using voice, text, audio file, or video
  - [Padlet](#): online bulletin board with collaborative access (share links, ideas)
  - [EverNote/OneNote](#): interactive notetaking tools, allows for students to organize their notes, searchable

# Active Learning Tools

- Explore some tools!
  - Top 100 Tools for Education:
  - <http://c4lpt.co.uk/top100tools/top100-edu/>
  - Pick two and think about how you would use them in your class.
- Appendix in Talbert's Book
  - Recommendations for the Flipped Classroom

# Why work on Student Engagement?

## ➤ Student Outcomes:

- Good predictor of student learning and development
- Documented and significant relationship with learning outcomes
- Long-term impacts of student engagement in career satisfaction, earnings

## ➤ Faculty Outcomes:

- Why should we focus energy on this topic?

# Final Thoughts...

- Does flipping and active learning reach all students?
- What are some obstacles for active learning in the Flipped approach?
- Pair-Strategize:
  - How would you address these obstacles to increase student engagement?
  - Strategies/Tools – Using technology always the best?

