

# Instructional Strategies for Active Learning in Remote Delivery

## Agenda

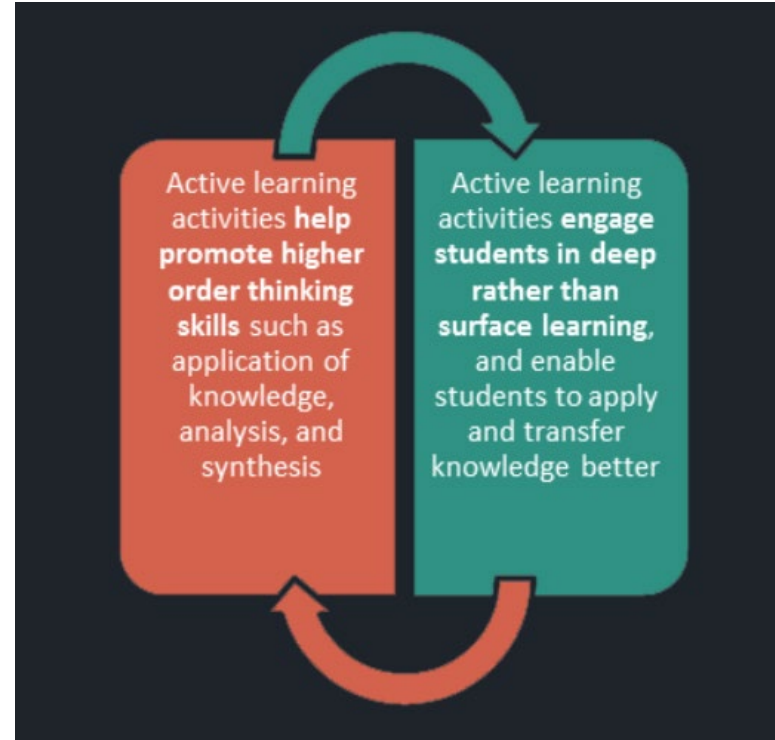
- ❑ Active Learning
- ❑ Getting Started/Considerations
- ❑ Strategies for Remote Asynchronous
- ❑ Strategies for Remote Synchronous
- ❑ Tools/Resources (CATL Website)
- ❑ Questions/Support

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# Active Learning

Active learning is an approach to instruction that involves actively engaging students with the course material.



[https://www.queensu.ca/teachingandlearning/modules/active/04\\_what\\_is\\_active\\_learning.html](https://www.queensu.ca/teachingandlearning/modules/active/04_what_is_active_learning.html)

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# Are you Asking Yourself These Questions

- How can I possibly facilitate the application of higher order skills in a remote delivery context?
- How do I engage students in deep rather than surface learning?
- How do I design and oversee small group work remotely?
- How can I structure individual presentations or group presentations remotely?
- How do I design activities to ensure interactivity during a synchronous class?
- How can I structure student engagement between classes?

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# Getting Started

When considering how to engage students with content in a remote setting, it may be helpful to think about activities that will allow students to:

- practice and develop their skills to achieve learning outcomes
- develop critical thinking by making connections between theories and content
- stay connected with you and peers

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# Considerations...

- ✓ Choose strategies and tools that you are comfortable with
- ✓ Test the tools out yourself first (various devices), and be prepared to support students use
- ✓ Consider the fact that not all students have equal access to robust technology and reliable high speed internet connections
- ✓ Acknowledge the current pandemic situation and the reality your students may require flexibility to complete their studies
- ✓ Provide clear instructions and expectations

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# Strategies for Remote Synchronous



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# Strategies for Remote Synchronous

- ❑ Live lectures using Collaborate or Teams – active learning ideas:
  - start semester with an introduction/ice breaker activity
  - present a poll/survey/build a word cloud (poll, forms, poll everywhere)
  - review content via leveraging the whiteboard/flipchart
  - engage students through break out group work
  - student presentations of group work
  - debate/for or against
  - 2 truths and a lie
  - shake it up (ask students something random to keep them engaged/image/stat)
  - present a question/statistic (advance/live) and have students comment in chat and/or audio/video
  - think/pair/share

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# Types of Effective Questions

## Analysis

Questions beginning with “Why...” “How would you explain...” “What is the importance of...” “What is the meaning of”

Example: What is the meaning of Madame X’s comment about Jacque’s activities the week before their encounter at the opera?

## Compare and Contrast

“Compare...” “Contrast...” “What is the difference between...” “What is the similarity between...”

Example: What is the difference between the mother and the father’s attitudes toward the daughter’s relationship with Philippe?

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# Types of Effective Questions

## Cause and Effect

“What are the causes/results of...” “What connection is there between...”

Example: What is the cause of Lea’s distress when she looks at herself in the mirror?

## Clarification

“What is meant by...” “Explain how...”

<https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions>

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# Strategies for Remote Synchronous

- ❑ Live lectures using Collaborate or Teams – active learning ideas:
  - live guest speaker/panel – have students send questions ahead of time to be addressed and/or in chat/audio/video
  - “try me” software/skill demonstration as faculty (also student(s) as presenter)
  - play a game/simulation (Jeopardy, Millionaire)
  - remote community work integrated learning/project
  - assign a review activity and begin next session with student(s) leading the review
  - show a video (pause and ask questions/activity)
  - demo on analyzing data sets to replicate lab experience
  - present an experiment during the session (start, discuss, continue, conclude)

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# Strategies for Remote Synchronous

- ❑ Live lectures using Collaborate or Teams – active learning ideas:
  - “who am I?” For example, I say, *“I am a part of the cochlea that separates the scala media and the scala tympani. Who am I?”*
  - for review of concepts, use a collaborative worksheet
  - minute paper
  - sketchnoting - instead of taking traditional lecture notes, try getting your students to sketch a picture that represents what they’ve learned during class

*Have we missed anything, what other ideas do you have?*

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# Checking In Idea

“Emoji Slides.” This is an idea used before exams. Have a set of pre-made slides. Each slide displays a concept or a word or a question. Share your screen and present one slide at a time. Students have to respond by reacting to the word/concept/question in chat with an emoji – 😊 Happy , 😞 Sad, or 😐 Neutral.

If you see a 😊 happy emoji from all students, move on to presenting the next slide.

If a few students respond with a sad or neutral emoji, stop and explain the concept or give examples, and then ask them to react with an emoji again. If the emoji is now happy, move ahead.

<https://www.facultyfocus.com/articles/online-education/ideas-to-make-your-synchronous-online-classes-more-fun/>

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# Strategies for Remote Asynchronous



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# Strategies for Remote Asynchronous

## ❑ Discussion Board:

- start semester with an introduction/ice breaker activity via discussion board
- post a question/statistic/image and have students comment in the discussion board
- jigsaw discussion re: assigning parts of reading/problem then report back
- assign reflective statements

## ❑ Group work: (allow time)

- debate/for or against via paper/audio/video submission
- think/pair/share in discussion forum
- 2 truths and a lie

## ❑ UDL – universal design for learning (more than one way)

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# Strategies for Remote Asynchronous

## ❑ Make reading “active” by assigning an action

- write a summary
- create an annotated visual on a PowerPoint slide that shows your key take-away from the reading
- list five of your take-aways and one question you have based on the reading
- identify what you as a reader find to be the clearest point in the reading and the muddiest point
- diagram a process
- make an infographic
- storyboard a “movie trailer” with 5-10 scenes from the reading/book
- book report

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# Strategies for Remote Asynchronous

## ❑ Make reading “active” by assigning an action

- Provide 3-5 themes or concepts for the students to look for in the text. Students can create columns for each theme/concept and write keywords, thoughts, phrases and evidence from the reading that connects with the theme/concept
- Identify different quotes from a reading and ask students to contextualize and/or analyze the quote, connecting to course concepts
- Have students read with two different perspectives: Believing and Doubting
- Have students draft questions to pose to their peers

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# Strategies for Remote Asynchronous

## Video

- with embedded questions to engage learner
- of faculty reviewing content via leveraging the whiteboard/flipchart and complete these questions/exercises (math problems, software)
- of an experiment (embedded questions or you try)
- of faculty/expert “go pro” simulated action with associated activity (dress in PPE)
- student submission of demonstrating skill

- Start lesson/module/unit with a review/tie in activity
- Completion of simulations/virtual reality (justice/nursing)
- Remote community work integrated learning/project
- Build a portfolio (photojournalism)

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# Strategies for Remote Asynchronous

- Journaling (reflection/structured, graded or not – in Bb)
- Post a poll/survey/build a word cloud (poll, forms, poll everywhere)
- Interject an activity into your narrated Powerpoint
- Have students complete a case study
- In Bb create “learning groups” and assign questions, tasks or resources to source/review
- Have a guest speaker record a lecture or narrate a Powerpoint presentation Additionally, set up a discussion board for question and answers or add an assessment.
- Research online resources and virtual tools available to help replicate the experience of some labs (think: virtual dissection, night sky apps)
- Provide some raw sets of data for students to analyze (replicate part of lab experience)

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# Did you Identify a Pattern?



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# Loyalist Supported Technology Enabled Learning Tools

- CATL Website – Remote Teaching
- Blackboard Learning Management System
- Blackboard Collaborate
- Microsoft Teams, Microsoft Apps/Whiteboard
- Poll Everywhere (more robust than polling in Bb Collaborate)
- Padlet (Curate/Share Information)
- TechSmith Relay – Video
- Bb – Linked In Learning (currently) and You Tube Embed
- \*NEW – H5P (eCampus)
- OER – Open Educational Resources

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# Related Recorded PD Sessions for Loyalist Supported Learning Technology Tools

- Bb Collaborate
- Microsoft Teams
- Discussion Boards
- Formative and Summative Assessment
- Narrated Powerpoint
- Tech Smith Relay

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# Questions?

Email: [catl@loyalistcollege.com](mailto:catl@loyalistcollege.com)

# Thank you for joining us!

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