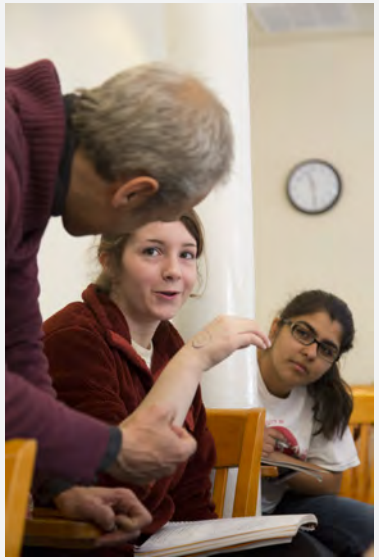
UNIVERSITY OF GEORGIA
Center for Teaching and Learning

Active Learning Techniques

by Instructional Goal



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UGA Center for Teaching & Learning
Adapted from Angelo & Cross (1993)

How do I find out what each student understands or believes?

Empty Outlines
One-Sentence Summary
Punctuated Lectures
Categorizing Grid
Dot-ocracy
Concept Map
Opinion/Knowledge List
Reflective Writing

Highlighted Example: Muddiest Point

"After a reading, guest lecture or video, we have students count off 1-10 to randomly assign them to a group. Students move into groups based on their number, discuss each of their most unclear points/ideas, agree on the MUDDIEST point, and then have one person share this point with the class. We all discuss the point for clarification."

Assistant Professor Joe Dahlen and Professor Gary Green, Warnell, FANR 1100, 150 students

How do I find out if each student can apply or integrate knowledge?

Directed Paraphrasing
Word Journal
Application Cards
Individual Problem-Solving
Pro-Con Grid
Problem-Recognition Tasks
Invented Dialogues

Highlighted Example: Video Case Study

"In my flipped classroom, I show short video clips of popular shows and then have students identify and describe concepts from class that were used/illustrated in the videos. This is useful because it requires students to process the material at a deeper level. Students tend to remember concepts better and do better on exam questions after these activities. They also get to see how the material from class may be relevant to, and show up in, their everyday lives."

Senior Lecturer Kacy Welsh, PSYC 1101 300 Students

How do I engage students in sharing with each other what they understand?

Whip Around
Pair-Square-Share
Crowd Crumple
Chain Notes
Four Corners
Group Work Evaluations
Ques-cussion
Human Tableau
Student-Led Discussion

We need examples!
Submit yours at
http://bit.ly/ALexamples

How do I engage students in integrating or applying knowledge in groups?

Group Problem-Solving
Collaborative Case-Study/Labs
Role-Playing
Peer Review
Debates
Collaborative Design Projects

Highlighted Ex: Reacting to the Past

"I have used the cholera RTTP game to give students insight into the impact that infectious diseases have on our society. By focusing on a time period that precedes our fundamental understanding of infectious diseases and disease transmission - and asking students to represent opinions that they know are outdated - the cholera RTTP game supports a broader and more informed understanding of how people have been affected by and responded to disease throughout history."

Professor Julie Moore, Veterinary Medicine, IDIS 3100, 125 students.

Selected ACTIVE LEARNING techniques

ANALYTIC MEMOS: Students write a brief analysis of a specific problem or issue for a stakeholder who needs the students' analysis to inform decision-making.

CATEGORIZING GRID: Students are given a grid containing two or three superordinate concepts they've been studying along with a scrambled list of subordinate items. In a limited time, students sort the subordinate terms into the correct categories.

CHAIN NOTES: Students build on each other's writing by passing their written work to someone else, who then builds on it. Can repeat as often as desired.

CONCEPT MAP: Students create a diagram that connect terms and ideas to show relationships among them. Linking words are written on the connecting lines. Instructors may or may not give students the terms to use ahead of time.

DIRECTED PARAPHRASING: To assess student ability to communicate their understanding, have students paraphrase an important concept tailored for a specific authentic audience and purpose. Set length restrictions.

EMPTY OUTLINES: In a limited amount of time students complete an empty or partially completed outline of an in-class presentation or homework assignment.

FOUR CORNERS: Designate each of the four corners of a classroom as A, B, C, or D. Pose a multiple-choice question and have students stand in the corner that represents their answer. Students in each corner discuss why they chose that answer.

GROUP WORK EVALUATIONS: To help students learn appropriate study habits and self-management skills, have students evaluate the group functioning and extent of each member's contribution. For maximum effect, introduce evaluations soon after the group begins working together to inform future work.

HUMAN TABLEAU: Groups of students use their minds and bodies to create "living" scenes or model processes to show what they know. This activity can stimulate group discussion and problem-solving depending on what they are asked to model.

INVENTED DIALOGUES: Students select and weave together quotations from primary sources or invent reasonable quotes that fit the speaker/character (e.g., literary figure, researcher, historian).

ONE-SENTENCE SUMMARY: Students summarize the main idea(s) of a reading, presentation, or activity in one comprehensive, informative and grammatically correct summary sentence. Variations include a 25-word summary or 1-minute paper.

OPINION/KNOWLEDGE CHECKLIST: Teacher creates checklists of topics covered in their course and skills strengthened by or required for succeeding in the course. Students self-assess their interest and knowledge for each item.

PAIR-SQUARE-SHARE: A variation of Think-Pair-Share, students pair with a partner to discuss a question. After a set amount of time, they then form groups of four to discuss further. Students then share ideas in whole-class format. Selected groups can share to save time (e.g., only groups who were unable to reach a consensus, those who have remaining questions).

PEER REVIEW: To help students improve their work, have them review each other's work using a prepared and practiced protocol. Then, have students reflect on how what they read can help improve their own work—this is where the real benefit of peer review happens (not in the feedback they give others).

PROBLEM RECOGNITION TASKS: Students are presented with a few examples of common problem types. Rather than solve the problem, students must recognize and identify the type of problem each example represents.

QUES-CUSSION: A form of discussion where students can only ask questions. Useful for sensitive and/or complex topics.

REFLECTIVE WRITING: Students respond to written prompts that connect learning experiences with course learning outcomes, goals or objectives.

STUDENT-LED DISCUSSION: The instructor steps back and lets students lead the discussion. Students need to be prepared and typically need to practice it a few times. Pro tip: After a discussion have students reflect on how it went and make suggestions for how to improve it the next time. Remind them of what they said before the next round.

WHIP AROUND: A brief activity to break the ice or "take the pulse" of the class, give students time to think of a one or two-word response to a question. "Whip" around the class and have each person share their word.

WORD JOURNAL: Students select one word to summarize a primary text, then write a paragraph defending their choice.

Active Learning Activities taken from: Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers.* San Francisco : Jossey-Bass Publishers, c1993.; O'Neal, C., & Pinder-Grover, T. (n.d.). *Active Learning Continuum*. Center for Research on Learning and Teaching. University of Michigan; Van Amburgh, J. A., Devlin, J. W., Kirwin, J. L., & Qualters, D. M. (2007). A Tool for Measuring Active Learning in the Classroom. *American Journal of Pharmaceutical Education, 71*(5); Personal communication wtih Zoe Morris, Ph.D. and Colleen M. Kuusinen, Ph.D.