Before we get started



Let us know if you can hear us when we do **Audio checks**



Download **Presentation Slides** at <u>uoft.me/ctsi-videos</u>



Turn on live captions if you would like closed captioning (see screenshot for details)

During the webinar



Your **microphone** will be muted until Q&A at the end of the session



Type questions and comments into the **Chat**



This session features a short activity in breakout rooms.

Welcome!

♠ Device settings ങ് Meeting options \$ Meeting notes Meeting details n Call me S_ Apply background effects cc Turn on live captions

Following the webinar



View Session Recording at <u>uoft.me/ctsi-videos</u> in 2 business days

Active Learning Strategies

for Online Teaching



Complete **Feedback Survey** (link sent via email)



Active Learning Strategies for Online Teaching

Justin Fletcher and Mike Kasprzak Webinar developed with Cristina D'Amico August 23, 2021 (Tune Into Teaching)





CENTRE FOR TEACHING SUPPORT & INNOVATION



In this webinar:

Identify active learning strategies that can be used in online learning environments

Implement active learning strategies using tools in Quercus and the Academic Toolbox



2

1

Navigate Quercus support resources

Introduction to active learning

-0

Breakout into small group discussions

Groups of 4. 10 minutes. Assign someone to be timekeeper. Assign someone to report back to the larger group **via Chat**.

As a group, define active learning (one to two sentences).

If you have extra time, discuss active learning strategies you've used in an online teaching context.

What is Active Learning?

Active learning is defined as "any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing" (Prince, 2004).

Active learning can:

- re-set students' attention
- improve uptake and retention of concepts
- provide opportunities for real-time feedback



Active Learning and Student Performance

A meta study in the Proceedings of the National Academy of Sciences (Freeman et al., 2014):

- Students in a traditional lecture course are 1.5 times more likely to fail their courses, compared to students in courses with active learning.
- Students in active learning classes **outperform** those in traditional lectures on identical exams.

Active Learning is Adaptable					
seminar room	Space/Setting lecture hall	online (sync. & async.)			
	Activity Difficulty Level				
simple		complex			
	Timing				
1-2 min.	45-50 min.	several weeks			
C	Prganization (i.e., degree of colla	boration)			
individual	groups/teams	class			

When should I use active learning in my course?

When the strategy supports students in achieving the course learning outcomes



The University of Toronto's Academic Toolbox



Organizing content

Integrate activities within the content

		/eek 2: Parts of the Cell	0	+	:
Week 2: Parts of the Ce		Module Pre-Quiz: What do you already know about the parts of the cell?		ø	:
ii 🖹 Lecture 2 Part A: Ce	lill.	Lecture 2 Part A: Cell Walls		0	:
🗄 🖹 Lecture 2 Part B: Ce		Lecture 2 Part B: Cell Membranes		Ø	:
ii 🖹 Lecture 2 Part C: Mi	₩ \$8	Knowledge Check Quiz: Lecture 2 Parts A and B (Cell Walls and Cell Membranes)		0	:
		Lecture 2 Part C: Mitochondria		0	:
ASYNCHRONOUS	₩ \$3	Reflection: What have I learned in this module?		0	:

Structure the learning experience

X

X

X

X

Requirements

• Students must complete all of these requirements

Students must move through requirements in sequential order

Student must complete one of these requirements

Course Outline	~	view the item	~		
Syllabus Quiz	~	score at least	~	2.0	/3
Introduce yourself	~	contribute to the page	~		
Meet the Teaching Tea	~	view the item	~		

Module 2	
Lock until	
Prerequisites	

ASYNCHRONOUS

Guide students' reading

Week 2 Readings

This week, you are expected to read the following 2 articles linked below. Questions to guide your reading are provided to help you make the most out of each reading.

<Reading 1 Citation>

Guiding Questions:

- What is the main argument the author is making about < topic > ... ?
- What are the main factors contributing to <phenomenon> ... ?

<Reading 2 Citation>

Guiding Questions:

- What research methodologies ... ?
- Thinking ahead to the next module ("Module Title"), why is this <topic> essential for our understanding of <subject>?

SYNCHRONOUS ASYNCHRONOUS

Create "treasure hunt" / "hidden gem"

Syllabus Quiz Quiz Instructions

Δςγι

This quiz includes questions about key information you need to know about the course. You can find the answers in the syllabus. It's worth 1% of your final grade!

	Question 1	2 pts		
	The instructor aims to reply to all Inbox messages received through Quercus within			
	○ 10 minutes			
	○ 72 hours			
	○ 48 hours			
	Question 2	1 pts		
	The first word of each paragraph on page 3 makes a complete sentence. Type it out			
	12pt \lor Paragraph \lor B $I \ \cup$ $\underline{A} \lor \underline{\mathscr{A}} \lor \top^2 \lor \equiv \lor \equiv \lor $			
IR(DNOUS <u>https://www.facultyfocus.com/articles/online-education/foste</u>	ring-fun-		

engaging-students-with-asynchronous-online-learning/

Connecting and communicating with students

Create community agreements

Community agreements can:

- 1. Set course expectations
- 2. Pre-empt difficult topics
- 3. Help you learn about your students
- 4. Be worked on collectively
- 5. <u>Resource on Community</u> <u>Agreements</u>



Create community agreements

Answer in the <u>shared document</u>: What's one thing you would incorporate into your class's community agreement?

Create small group discussions

Practices to implement for effective small group discussions:

- 1. Provide clear and specific instructions
- 2. Designate each group member a specific task
- 3. Ask for an end-product (graded or ungraded)
- 4. Take-up the discussion, synchronously or asynchronously
- 5. Encourage reflective practice

Use multi-media

Pedagogical benefits:

- 1. Aligns with universal design for learning
- 2. Provides alternative forms of engagement
- 3. Improves students' technical & communication skills



Assessing student work and providing feedback

Facilitate peer review

Answer in the chat: What are some of the pedagogical benefits of having students participate in peer review?



Teaching from a distance

Encourage reflection

Announcements Account Discussions (n) **Bb** Collaborate Dashboard Ø Files 旦 Ø Courses People ø പ്പട Collaborations Groups Outcomes Ø 氲 Quizzes Ø Calendar Pages Ø 俋 Syllabus Ø Inbox Grades Ø History Ø Assignments BD Ø Rubrics Settings Course Evals (?) Help



5.13 ACTIVITY: Reflect on the CDO Modules

1. A key takeaway from the CDO for my own work is...

Enter your answer

2. As a next step, I plan to do the following with what I learned...

Enter your answer

3. A final comment, suggestion, or question I have is...

Enter your answer

Metacognition

QUERCUS



ASYNCHRONOUS

Poll students

Pedagogical use cases:

- 1. Get to know your students
- 2. Check for understanding
- 3. Spark a discussion
- 4. Enable reflection
- 5. Collect immediate feedback



SYNCHRONOUS

Breakout into small group discussions



Tips for successful breakouts:

- Do a dress rehearsal
- Assign roles (e.g., timekeeper, scribe)
- Provide clear instructions/questions
- Plan extra time compared to face-toface interactions



SYNCHRONOUS

Answer on the whiteboard

Which activities are you most looking forward to trying?

Syllabus quiz	Community agreements	Peer review	Breakout groups
Treasure hunt / hidden gem	Asynchronous group discussions	Reflection surveys	
Reading guides	Multimedia	Polling	

6

5

Encourage reflection

Answer in the chat:

- 1. What's one thing I've learned in today's webinar that I will incorporate into my course?
- 2. What's still confusing?



https://docs.google.com/presentation/d/e/2PACX-

1vRfB8b0HSFpgp7pDjXbcb4z3Or9rJ9AcxFX7rzArWyRo8WONGCwOwos8AY5WYsXhYWoGUIQat2KXp_D/pub?start=false&loop=false&delayms=3000&slide=id.p

Navigating Quercus support resources

Webinars

Online/remote teaching webinars

Recordings and materials: <u>https://uoft.me/ctsi-videos</u>

Other CTSI events: https://teaching.utoronto.ca/events

Global calendar to support online/remote teaching: https://online-remote.teaching.utoronto.ca/

Quercus support resources



Student support resources



- <u>Technology Requirements for</u> <u>Remote Teaching and</u> <u>Learning</u>
- <u>Quercus Student Guide</u>

Planning guide: Teaching online/remotely

University of Toronto	EVENTS SCHEDULE TEACHING SU	IPPORT EDUCATIONAL TECHNOLOGY	RESEARCH ON TEACHING	TEACHING AWARDS	ABOUT CTSI
Centre for Teaching Sup 130 St. George Street, Robarts Library, 4th	port & Innovation				
Teaching Strategies Continuity Planning Classroom Management		/Pemotely - Planning (for Nevt		
First Class Strategies Setting the Tone Large Classroom Teaching	Term			Continuity Pla	nning
Inclusive Teaching Supporting Student-Faculty	<u>Plan Your Course</u> <u>Build Your</u> <u>Accessibility</u>	<u>: Course Engage Students Assess Stu</u>	udents Ensure	Teaching Online/Re for Next Term	motely – Planı
Academic Integrity and the Role of	As an instructor you may be p	planning to move one or more courses	to a fully	Quick Guide for Con	tinuity Plannin
the Instructor	online/remote mode and faci	ing a very short timeline for the coming as and provide examples and how-to gu	term. This resource	Pre-Recorded Video	S
Faculty Mentoring for Teaching	planning.	is and provide examples and now to ge		Host Live Sessions	Online
· · · · · · · · · · · · · · · · · · ·	Explore the following cos	tions		Resources and Supp	port
Peer Observation of Teaching: Effective Practices	Planning Your Course			Academic Continuit for TAs	y at U of T: Tip

Divisional support

Support Contacts

If you have other questions or wish to speak with an individual, please contact your Divisional supp

DIVISION/ FACULTY	CONTACT
Applied Science and Engineering &	fast.editechilv.toronto.ca
Architecture and Forestry	i hibit daniels utoronto.ca
Arts and Science	Instructors:
Dentistry	marina.com#Pdentistro.storonto.ca michael.limberper/Pdentistro.storonto.ca marih-sumarsh-Pdentistro.storonto.ca
Education &	avertail.oixe/Putterente.ca



CTSI website: https://teaching.utoronto.ca

Upcoming events: https://teaching.utoronto.ca/events

Quercus Support Resources: <u>https://uoft.me/qresources</u>

Divisional Support: https://uoft.me/qsupportcontacts

Questions: q.help@utoronto.ca

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Questions?

Thank you!