

A modern meeting room with a wooden table, a whiteboard, and a laptop. The room is bright and clean, with a white brick wall and a large window. The table is set with a laptop, a coffee cup, and some papers. A whiteboard is mounted on the wall behind the table. The room is furnished with wooden chairs and a small potted plant on the table.

Active learning methods both in face-to-face and online formats

Dr. Viivi Virtanen & Kirsi Korkealehto

Active learning definitions


- ❖ “instructional activities involving students in **doing things** and thinking about what they are doing” (Bonwell & Eison 1991).
- ❖ “Active learning consists of short course-related **individual** or **small-group activities** that **all students** in a class are called upon to do, alternating with instructor-led intervals in which student responses are processed and new information is presented.”

(Felder & Brent, 2016)

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“engages students in the process of learning through activities and/or discussion in class, as opposed to passively listening to an expert. It emphasizes higher-order thinking and often involves group work.”

(Freeman et al., 2014).

THIS DEFINITION is close to what is involved in the idea of constructive alignment and its' link to student activity (e.g., Bigg 2003, Biggs & Tang, 2011)

"involves inputs from the instructor and students as well as events in and outside class. All these inputs influence the ultimate outcome of student learning."

(Eddy et al., 2015)

Engagement

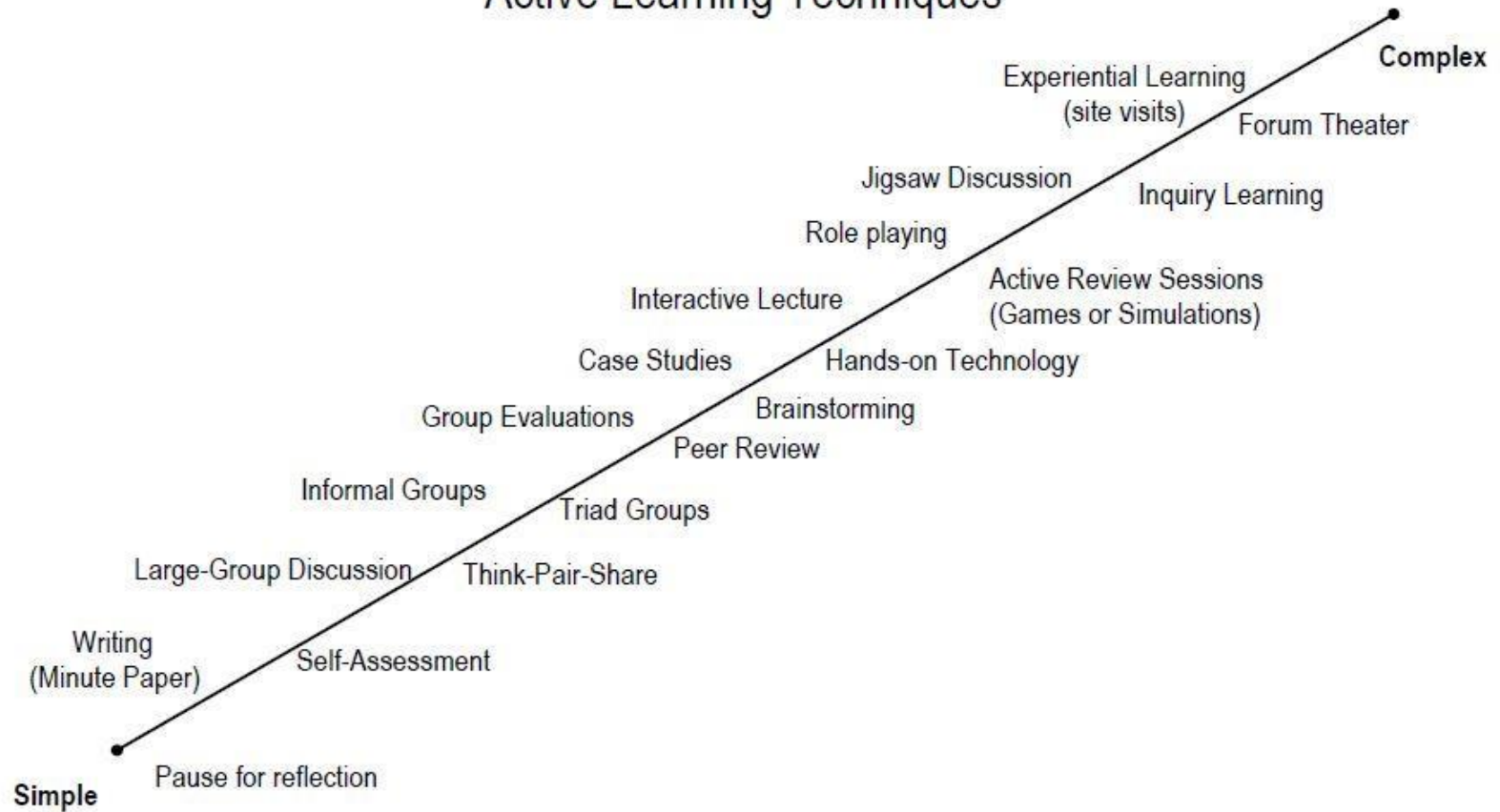
Groupwork



Student responsibility

High-order thinking

Active Learning Techniques



This spectrum arranges active learning techniques by complexity and classroom time commitment.

Prepared by Chris O'Neal and Terisha Pinder-Grover, Center for Research on Learning and Teaching, University of Michigan

When selecting the techniques:

- 1) What is the context? For example, in lecture 2 of hours and in course lasting 7 weeks some different techniques
- 2) Who are the participants? What are their learning outcomes? How the techniques support learning? Hence, follow the principles of constructive alignment
- 3) Resources available for ONLINE and DIGITAL working

Online interaction is enhanced by

- ❖ Teacher presence
- ❖ Teacher's guidance ability
- ❖ And if the interaction is timely, personal, and continuous

(Uotinen, Tyrväinen & Valkonen, 2016)

Social presence

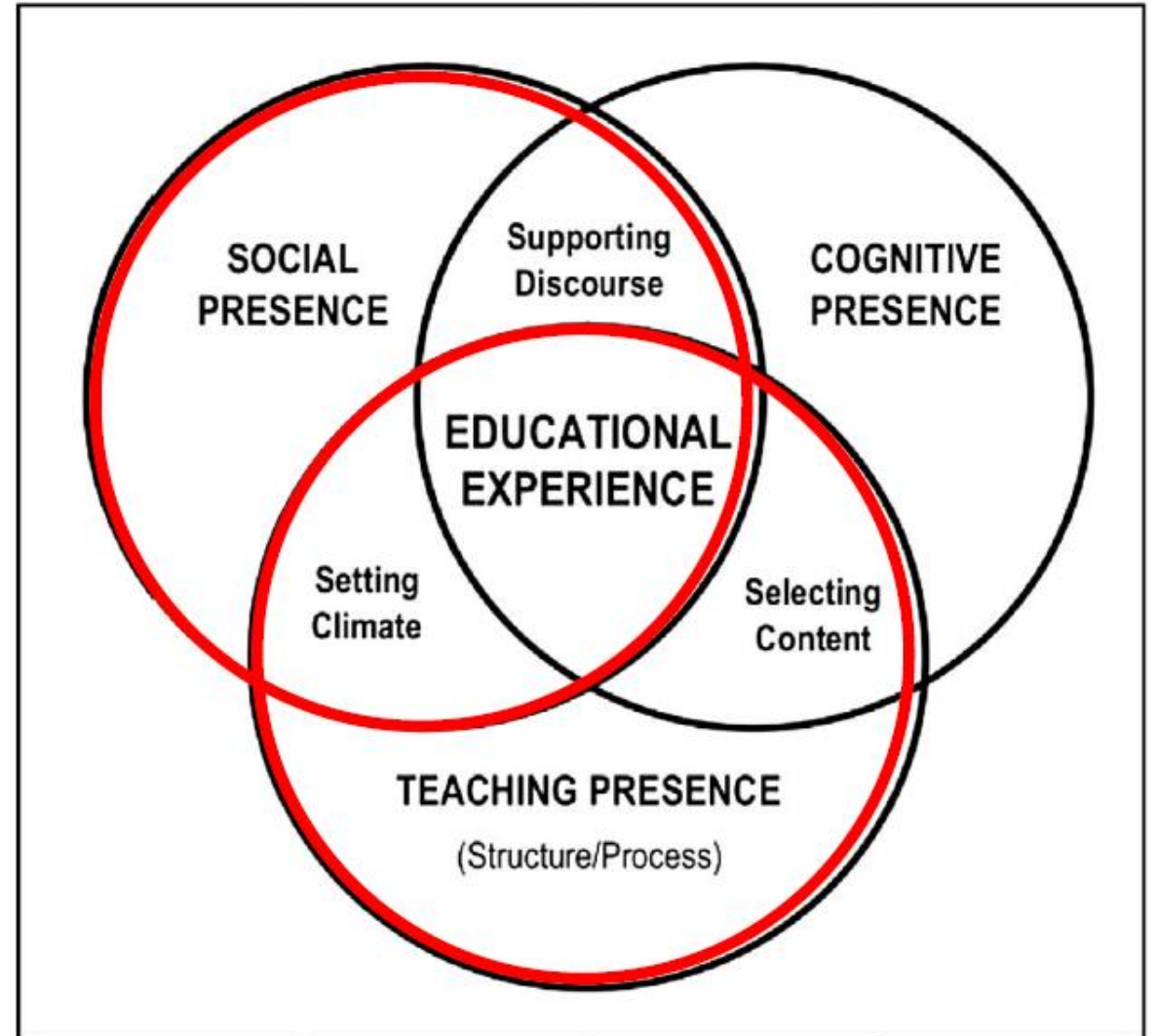
- ❖ Ability to appear as an authentic, genuine person with personal characteristics

Teaching presence

- ❖ Ability to guide social and cognitive processes to create meaningful learning processes

Instructor presence

- ❖ Teacher's visible behaviour through which they
 - > show their own personality
 - > take their pedagogical and social role on line



Garrison (2017) Community of Inquiry, COI

Importance of presence

Social presence enhances:

- ❖ perceived learning
- ❖ student satisfactory
- ❖ less drop-outs
- ❖ active participation
- ❖ interests for online learning
- ❖ students' cognitive presence
- ❖ better course grades

Teaching presence enhances:

- ❖ perceived learning
- ❖ student satisfactory
- ❖ motivation
- ❖ sense of belonging
- ❖ active participation and interaction
- ❖ self-efficacy
- ❖ student engagement



TWO examples how to activate STUDENT LEARNING – different learning environments

Case 1 Large class with lectures

Case 2 Small class, about 20-30 students, product (written assignment, video, presentation, blogs)



Active learning activities

1. Individual online learning activities
2. Small group online learning activities
3. Whole group online class activities
4. Assignment based activities

1. Individual online Class activities

Task structure

- ❖ Pose a challenging question
- ❖ Call on individuals to share their responses
- ❖ 2-3 minutes per task

Online Format

Start – activate prior knowledge and perceptions

Online poll in Zoom

Mentimeter

Video/audio clip

Middle – apply knowledge and asks questions

One-minute paper

Chat to make questions to lecturer

Y for yes, N for no

End – reflect on learning and identify

Student reflection – one sentence through chat

Online multiple-choice-questions – for formative assessment

2. SMALL group online activities

Task structure

- ❖ Task should be course related
- ❖ Pose a challenging question
- ❖ Groups of 2-4 work best
- ❖ Appoint a note-taker who will speak on behalf on the group
- ❖ 10-20 minutes per task

Online Format

Zoom – breakout rooms

Teams – channels

Padlet for brainstorming

Mindmapping exercise

3. Whole group online class activities

Task structure

- ❖ Task should involve higher-order thinking, listening and discussion
- ❖ Everyone is asked to participate
- ❖ Call upon students for responses

Online Format - synchronous

Zoom – Whiteboard

Teams – ClassNotebook

Padlet

Mentimeter

Online Format - asynchronous

Discussion Forum Moodle

4. Assignment based activities

Task structure

- ❖ Students are asked to prepare work outside the classroom
- ❖ Students present their work during, e.g., the next class
- ❖ Students take more responsibility
- ❖ Students work Individually or collaborate in groups

Online Format - synchronous

Online student presentations

Online poster presentations

Online Format - asynchronous

Discussion Forum Moodle

ePortfolio

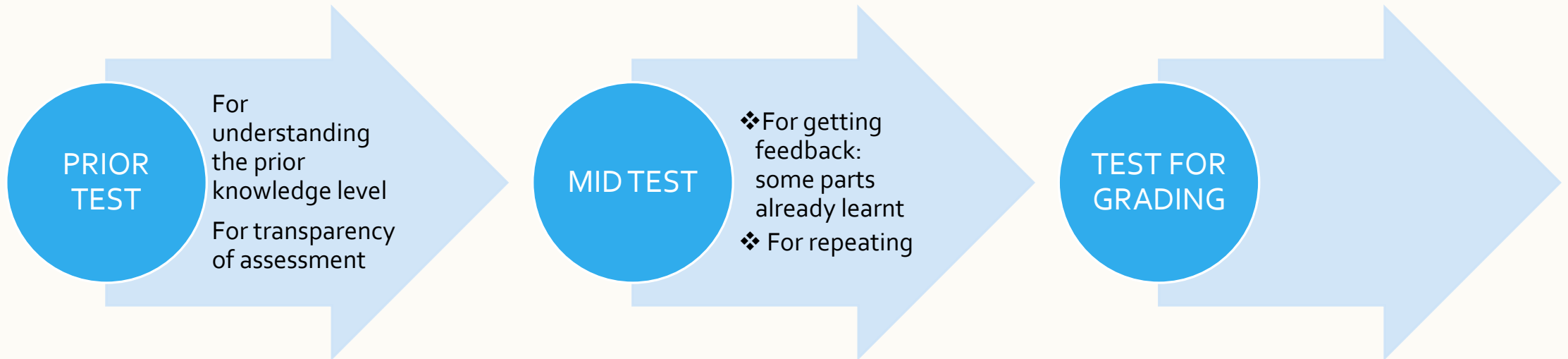
Reflective Journal

Video/Audio submission

Assessment can support learning during the course :

For example, Multiple Choice Examination

Same set of items from the beginning: after answering the clarification of the correct answer is given, written in Moodle



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