Active Learning

"**…**a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content."

University of Michigan, Center for Research on Learning and Teaching
http://www.crlt.umich.edu/tstrategies/tsal

General Techniques	- Small group work - Individual or group presentations - Discussions - Written reflections - Brainstorming - Polling or quizzing - Case studies or scenarios - Games
Think-Pair-Share	Students do something individually; work with a partner to review or add to their work; share results with the whole group
Roundtable	Small groups are formed; group are given a prompt on an index card; first student rapidly adds a response, then passes prompt to next student; groups share results with whole class (See Lom)
Jigsaw	Small groups are formed; each group is given a different task; when task is completed, new groups are formed; new group members teach each other their task
Fish Bowl	Small group of students given a task; remaining students observe and document this work
Progressive inquiry	Questions are posted on chart paper around the room; small groups are assigned to a question and respond on the chart paper; groups circulate to a new question, responding to what other groups have posted
Students as Teachers	- Students design class activities or write test questions - Students evaluate each other's work (peer review) - Students review their notes or compare notes with a partner - Instructor presents statements that contain inaccuracies; teams work to determine and correct the error (See Bowles)

Please see reverse for references and other excellent sources for active learning techniques.

Selected Bibliography

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Learning Objective: Students will be able to distinguish among different types of sources (e.g. books, magazine articles, web pages); understand the purpose(s) of each type; and select those appropriate to their research. (**Threshold Concepts:** "Format as Process" & "Searching is Strategic").

Educational Context: A one-shot session with freshmen doing academic research for the first time (e.g., English Composition I).

Learning Objective: Students will identify and understand basic criteria for source evaluation, will find relevant information (e.g., author name, publisher, etc.) for a given source, and determine its appropriateness to their research. (**Threshold Concepts:** "Format as Process," "Authority is Constructed and Contextual" & "Scholarship is a Conversation").

Educational Context: A one-shot session with freshmen doing academic research for the first time.

Learning Objective: Students will identify the different kinds of information in a citation and use that information to locate/access the source in question. (**Threshold Concepts:** "Searching is Strategic" & "Format as Process").

Educational Context: Undergraduates in a low level course in their major (e.g., History 201).

Learning Objective: Students will be able to create an initial search using Boolean operators, keywords and subject headings, and narrow or expand the search based on information retrieved. (**Threshold Concept:** "Searching is Strategic").

Educational Context: Undergraduate students beginning a capstone or thesis class.