Active Learning at a Distance

active learning STRATEGIES

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My Plan...

Problem of active learning at a distance...
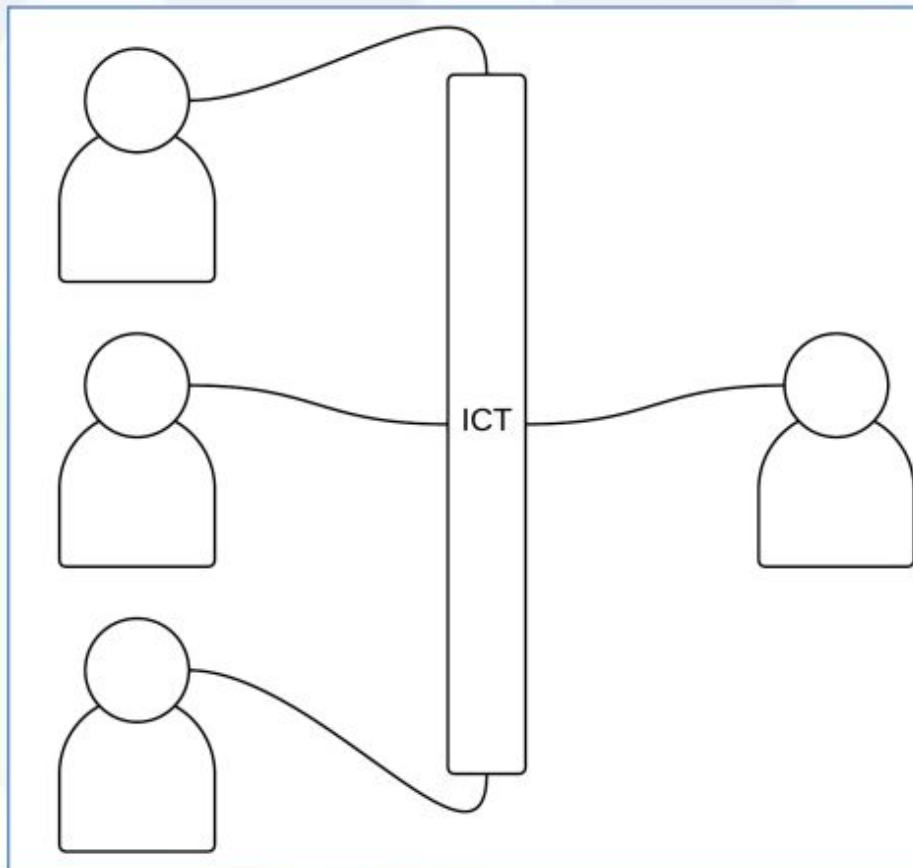- **What** is the problem?
- **Why** is it a problem?

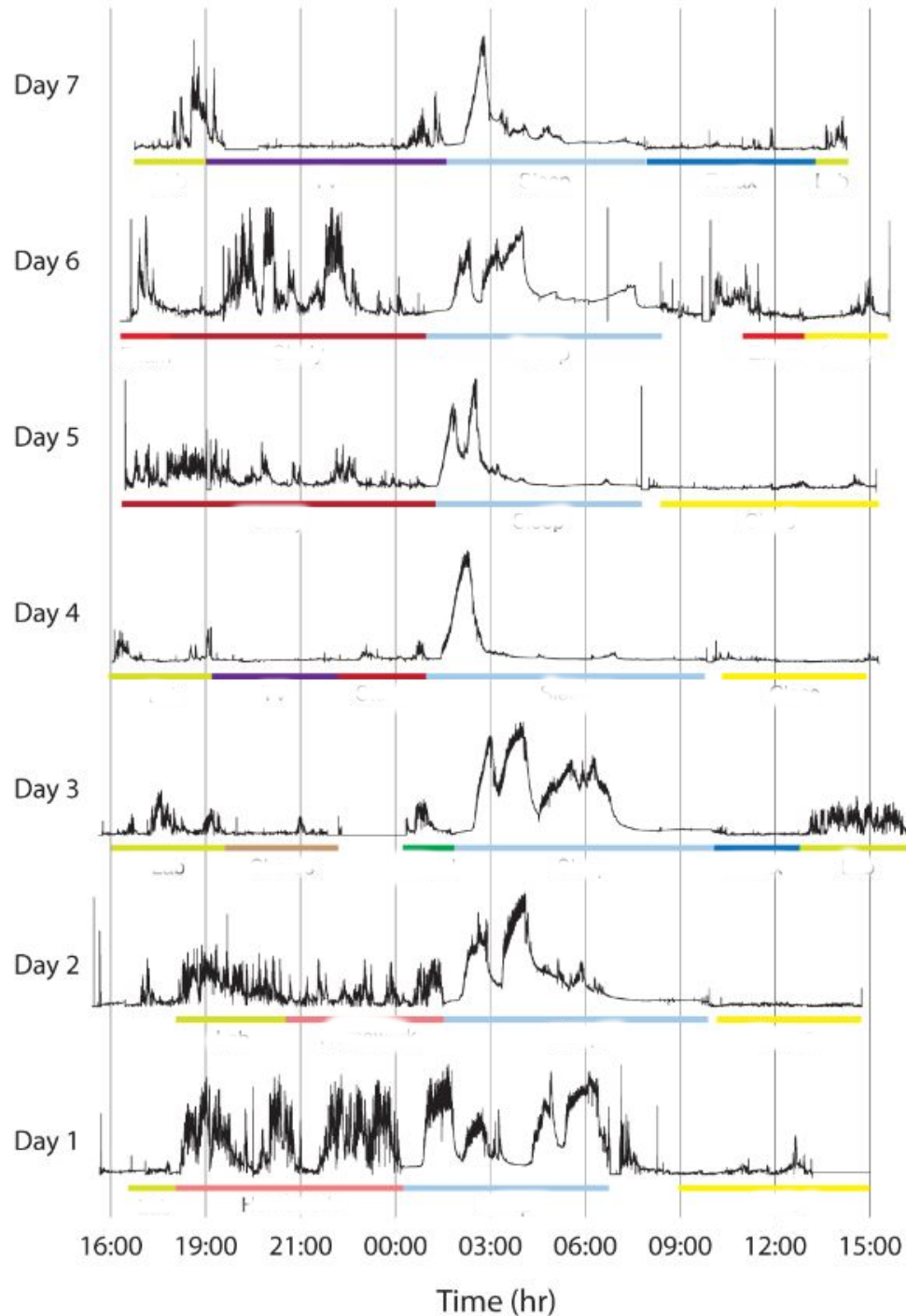Some strategies and tools...
- **How** to address the problem

Please interrupt!

Distance = ICT-mediated
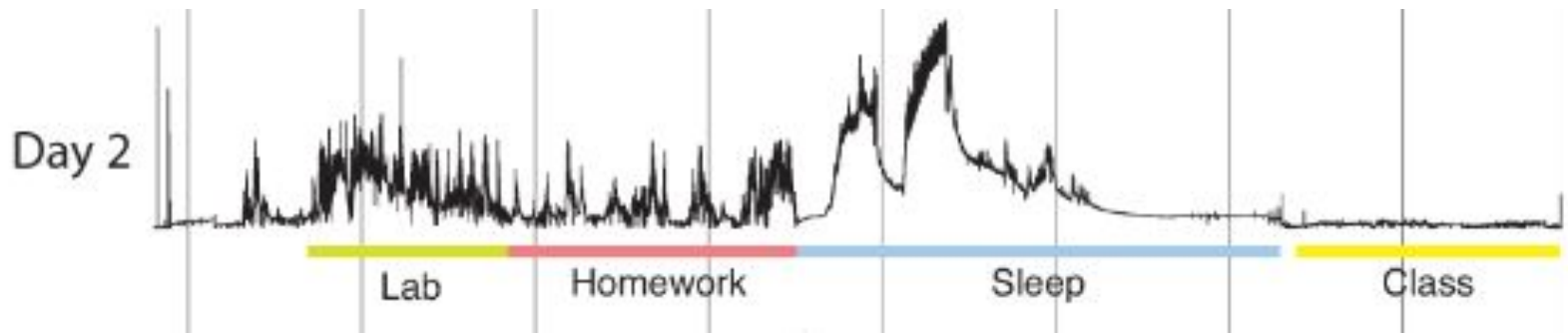

What we know...
about ICT-mediated learning

ICT

- Text-based
- Information-friendly
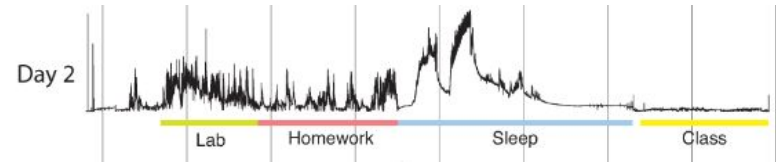- Permanent
- Non-intuitive

What do we observe?

(no spoilers please!!)

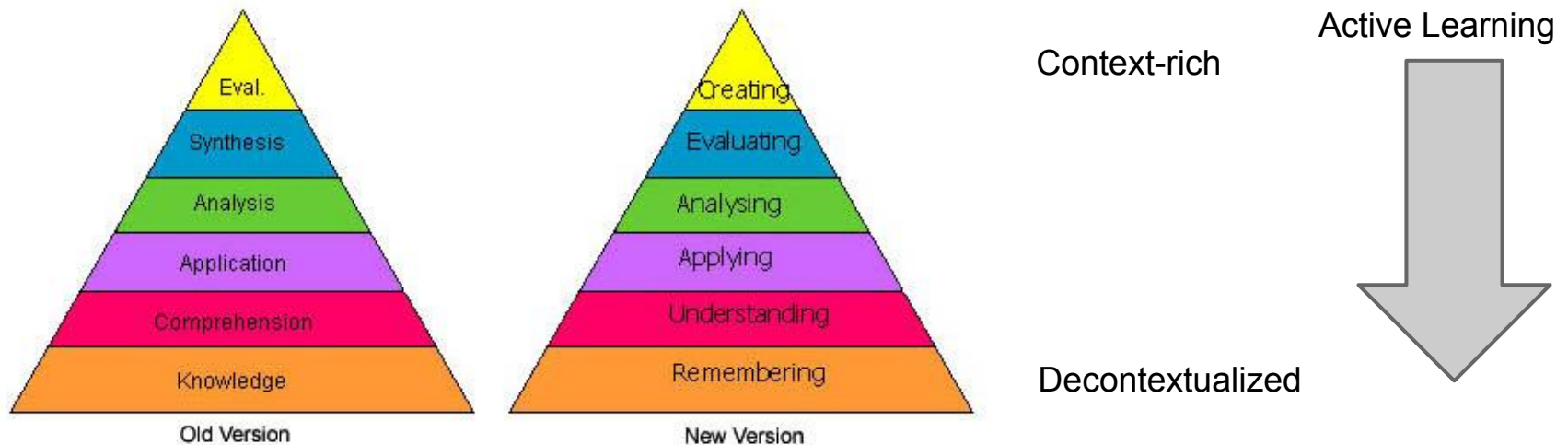# Can we speculate/ explain?

Active Learning...

- Attention through emotion
- Interaction
- Student buy-in
- Learners are different

- Just the right challenge
- Expectations and feedback
- Connections

The Nature of Learning: Using Research to Inspire Practice reviews very extensive research on learning to identify key lessons for practice. It summarises these lessons as a set of "principles" to guide the design of learning environments, encapsulated by the following headings:

- ❖ Learners at the centre
- ❖ The social nature of learning
- ❖ Emotions as integral to learning
- ❖ Recognizing individual differences
- ❖ Stretching all students
- ❖ Assessment for learning
- ❖ Building horizontal connections

Dumont, H., Istance, D., & Benavides, F. (2010). *The nature of learning: Using research to inspire practice*. Paris: OECD.
http://redesigningeducation.org/NoL_files/NatureOfLearning_PractitionerGuide_US.pdf

Don't Blame Bloom

Old Version

New Version

Context-rich

Active Learning

Decontextualized

Dewey continually argues that **education and learning are social and interactive processes**, and thus the school itself is a social institution through which social reform can and should take place. In addition, he believed that students thrive in an environment where they are allowed to experience and interact with the curriculum, and all students should have the opportunity to take part in their own learning.

http://en.wikipedia.org/wiki/John_Dewey

Our Challenge...
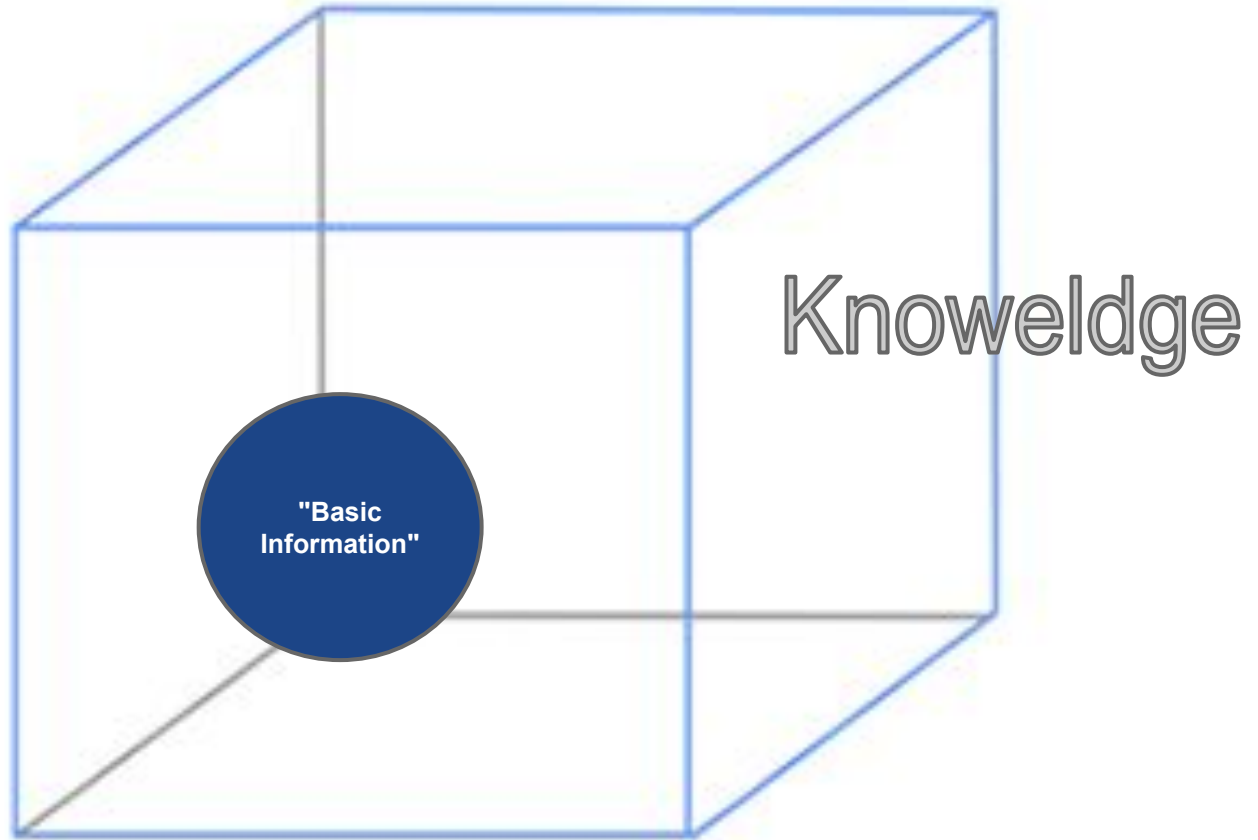
Strategy #1:
Use Media to Activate Brain

- Increase channels of communication
- Known to new
- "Flipped classroom"
- Synchronous interaction at a distance
- Asynchronous interaction at a distance
- "Coursera-ize" YouTube

Dancing natives of Asmat Irian Jaya

Known to new

"I couldn't tell what the story was about."

-- Andrew

⟨Scene 1⟩

Enter Barnardo and Francisco, two sentinels.

BARNARDO Who's there?

FRANCISCO
Nay, answer me. Stand and unfold yourself.

BARNARDO Long live the King!

FRANCISCO Barnardo?

BARNARDO He.

FRANCISCO
You come most carefully upon your ho[ur]

BARNARDO
'Tis now struck twelve. Get thee to bed,

FRANCISCO
For this relief much thanks. 'Tis bitter c[old]
And I am sick at heart.

BARNARDO Have you had quiet guard?

FRANCISCO Not a mouse stirring.

BARNARDO Well, good night.
If you do meet Horatio and Marcellus,

5

Flipped Classrooms

Synchronous Interaction

Asynchronous Interaction

http://www.dipity.com/

"Coursera-ize" YouTube

Unintended Consequences of Embracing the Internet

Today, hackers need less skill to perform increasingly complicated tasks.

○ True

○ False

Submit
Skip

06:26 | 08:18

1x

« Prev   Next »

blubbr Beta

Dr. Gary Ackerman

Search   Explore | Create

Challenge your friends

VS.

Whice album is this song from?   12

① Vive la vida
② Safety

I'm bored, challenge me! →

I want to create my own triv →

Strategy #2:
Collaborative Graphic Organizers

Interactive writing with scaffolding...

Collaborative Graphic Organizers

http://popplet.com/

Strategy #3:
Purposeful Discussions

- Problems, Prompts, & Participation
- Timing
- Alternatives

Wicked Problems

Start with <u>Wicked Problems</u>…

    … no definitive formulation;

    … no single measure of success;

    … good or bad, not true or false;

    … guidelines, but no template;

    … perspective matters;

    … symptom of another problem;

    … no rules;

    … experience is permanent;

    … unique.

Dilemmas in a General Theory of Planning*
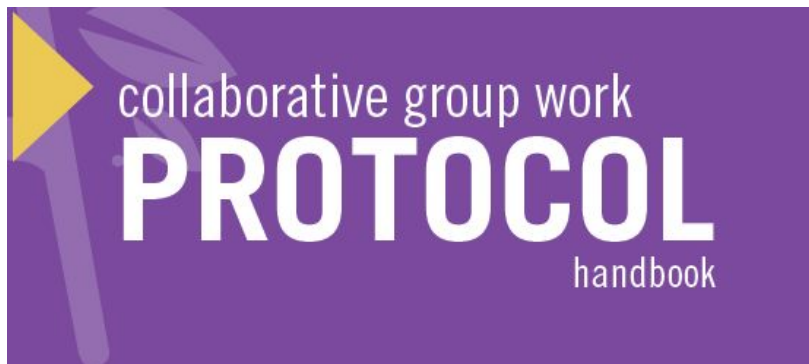
HORST W. J. RITTEL
Professor of the Science of Design, University of California, Berkeley

MELVIN M. WEBBER
Professor of City Planning, University of California, Berkeley

http://www.uctc.net/mwebber/Rittel+Webber+Dilemmas+General_Theory_of_Planning.pdf

Prompts for Active Learning

- Last word…
- Think, pair, share…
- Fishbowl
- 3, 2, 1

collaborative group work
**PROTOCOL**
handbook

What is Scaffolding?

Scaffolding enables students to construct new knowledge by building on what they already know and are able to do. Faculty use scaffolding to help students connect their prior knowledge and experience with new information. Scaffolding also helps students think about texts by asking them to draw on their subjective experience to make connections to what they are reading. Faculty use scaffolding to guide students as they learn how to read, think critically and develop their academic voice.

http://mwcc.edu/ctl/title-iii-work/collaborative-learning-protocols/

1 is less than 3:
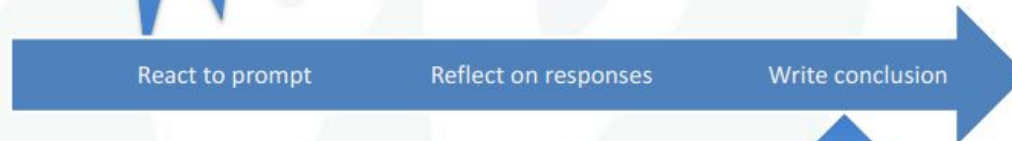
Alternatives to Discussion: Rationale
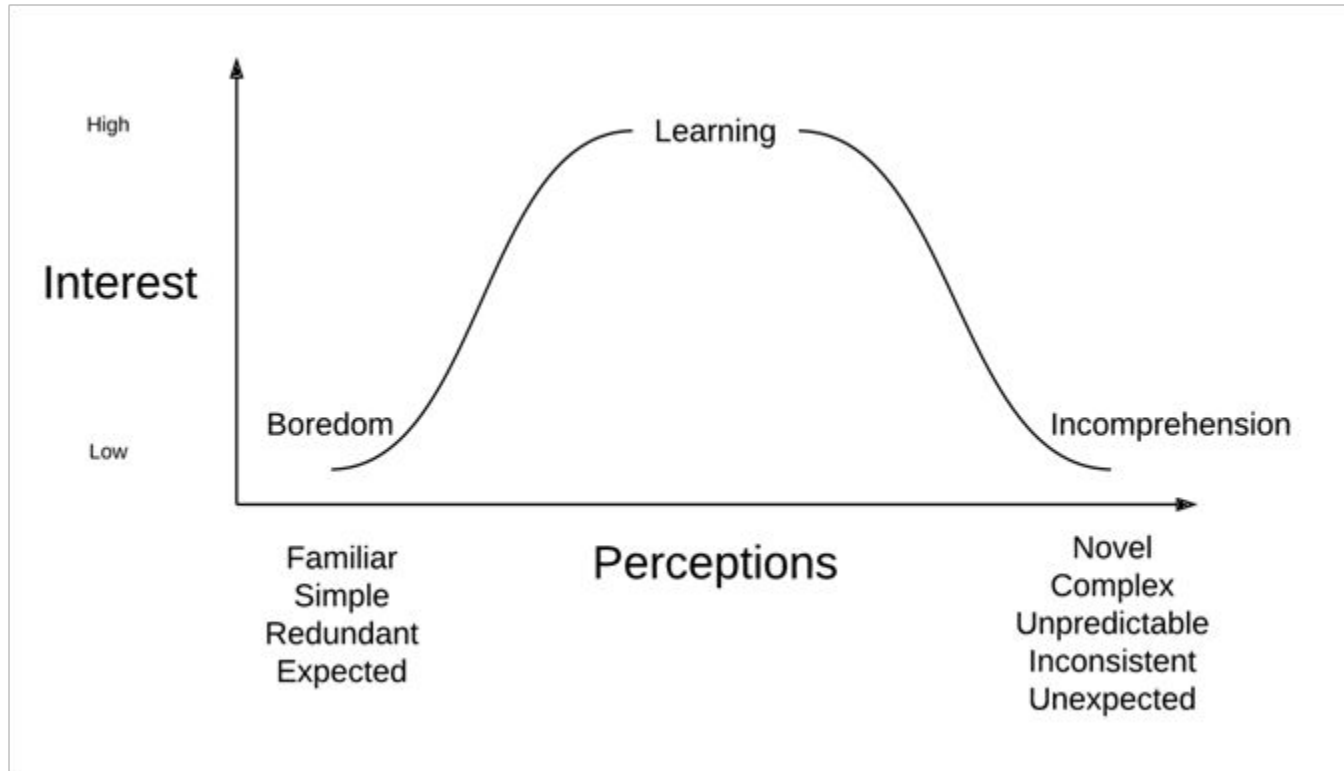
Alternatives to Discussion: Technology

http://voicethread.com/
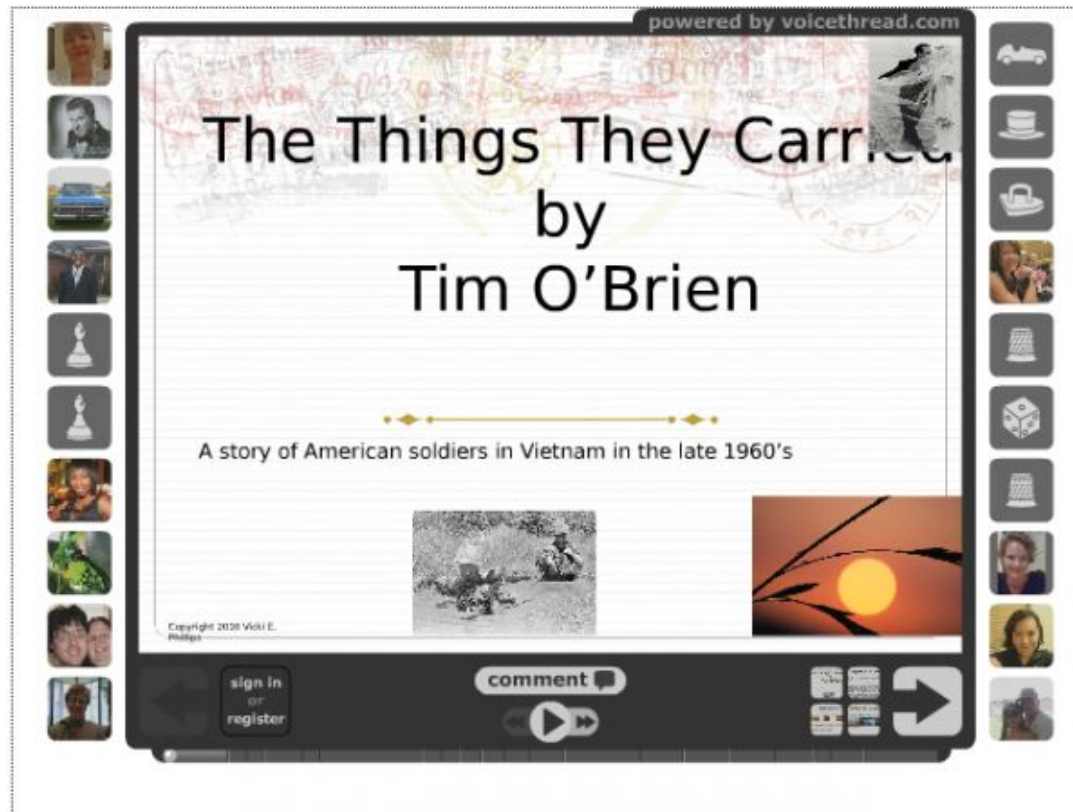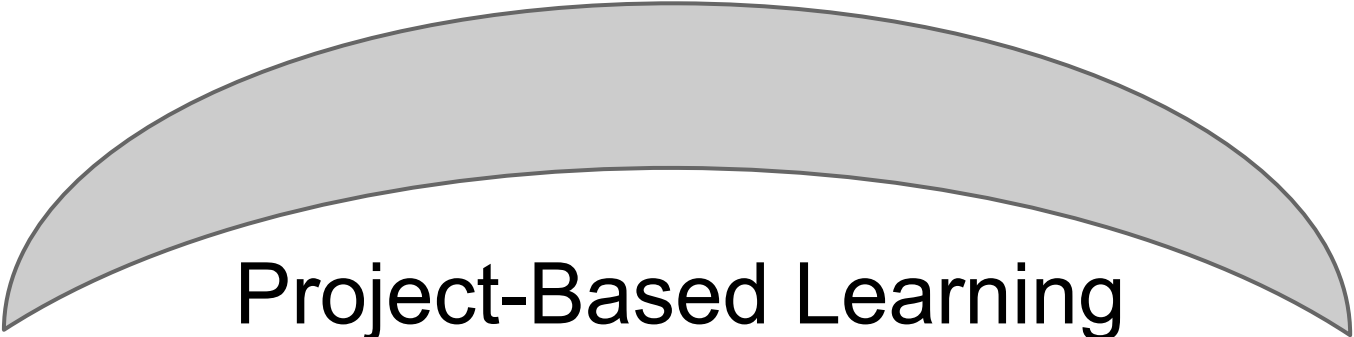
Alternatives to Discussion Boards

Blogs

- Paragraphs-long posts are the culture
- Responses to the blogger

Wikis

- Idea improvement
- History facilitates points for participation

Strategy #4:
Collaborative Group Work

Project-Based Learning
Healthy Test Preparation
Research
Design

Real-world, primary sources, outside expertise, extended time, professional product for "real" audience

Tool #1:
Hanging Out...

Tool #2:
Collaboration

Learn [EverNote](#) or [SpringPad](#)
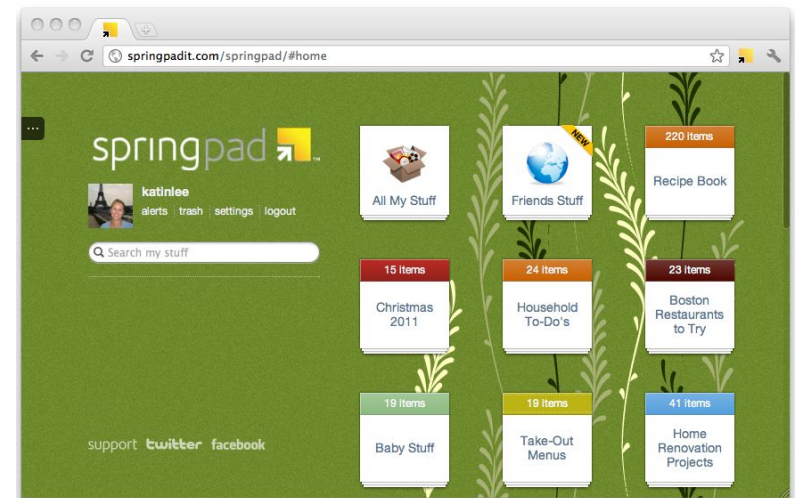
Not Really Collaboration, but...
Going Mobile

Mobile Learn

Moodle Mobile

PDF!