



WHAT IS ACTIVE & ENGAGED LEARNING?

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- **Think:**
 - 1) as a student or teacher, try to remember a class, activity, or teacher that you had where you felt MOST engaged and/or learned the most? What in particular drew you in?
 - 2) as a student or teacher, what your worst classroom or learning experience? What were the conditions of that experience?
- **Pair:** Turn to your neighbors and compare your experiences.
- **Share:** As we share our experiences, pay attention to similarities of experiences that most engaged us as students.
- **Define:**
 - 1) as an instructor, how would you define active learning?
 - 2) how do you know when your students are engaged in learning?
 - 3) What role do you play in the engagement and experience of students in your assigned courses?

Engaged Learning

What does good university teaching look like?



Student approaches to learning:

Deep, Surface, and Strategic Learning

Adapted from the research of Biggs & Collis (SOLO Taxonomy, 1992) and Biggs & Tang (2007); Saljo, 1979, and Beaty, Dall'Alba & Marton, 1990; Adapted from Marton et al., 1984, and Entwistle & Ramsden, 1983.

• DEEP LEARNING

- Intention to understand material for oneself
- Interacting vigorously and critically with content
- Relating ideas to previous knowledge/experience
- Using organizing principles to integrate ideas
- Relating evidence to conclusions
- Examining the logic of the argument
- *(i.e. how can I use and apply this knowledge and contribute to the field through inquiry)*

• SURFACE LEARNING

- Intention simply to reproduce parts of the content
- Accepting ideas and information passively
- Concentrating only on assessment requirements
- Not reflecting on purpose or strategies in learning
- Memorizing facts and procedures routinely
- Failing to recognize guiding principles or patterns
- *(i.e. what is the bare minimum I must do to pass this class?)*

• STRATEGIC LEARNING

- Enhance their ego and self esteem through competition;
- Obtain high grades and other rewards.
- In their learning strategies they:
- Identify the assessment criteria and estimate the learning effort required to achieve a particular grade;
- Follow up all suggested readings and/or exercises;
- Schedule their time and organise their working space,
- Behave as a model student;
- Operate strategically in their selection of peers.
- *(i.e. what are the specifics steps to being successful in this class, or to get a good grade.)*



1
What do you want your students to be able to do - intellectually, physically, emotionally or socially - as a result of taking your course?

2
What important skills, abilities, theories, or ideas will your discipline help students to develop or obtain? What should they be able to do - analyze? synthesize? Interpret? Apply? What big questions will your course help students answer?

3
What will we do as instructors to foster their learning?

4
How will we assess their learning?
•Portfolios/es says
•Projects
•Labs
•Tests/quizzes
•Participation
•Group work



Simple tasks ←————→ Complex tasks

Example: <i>pause procedure</i>	Example: <i>Jigsaw strategy</i>
Taking breaks at appropriate times in the lecture – every 10-15 minutes – to allow students to compare notes, frame questions about the material, or rework their notes collaboratively for understanding (two minutes in duration) (5).	Students participate in small subject-specific groups to learn a new concept, then return to home groups to teach the new concept to their fellow base group members (5). Informal cooperative learning groups are temporary, ad hoc groups that last a few minutes to a single class period for a specific, short-term purpose or goal (73). Base groups are long-term diverse learning groups with a stable membership that lasts the entire course (74).

Source: Sutherland, T.E. and C.C. Bonwell. (1996) Using active learning in college classes: A range of options for faculty. Jossey-Bass.

- Other forms of active learning:
- Note-taking pairs
- Confusion reports
- Exit surveys (post-its or index cards)
- Others...

Active learning

- Active learning is defined by Brent & Felder as student-centered instruction which "provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively" (1).
- Additionally, active learning has been defined by Bonwell as classroom experiences that "involves students in doing things and thinking about the things they are doing" (2) which can be any set of tasks along a continuum from simple, short, and informal activities to complex, longer tasks that are more highly structured.

How can we design our courses to encourage a deep, more active approach to learning?

- A debate/fishbowl discussion
- Chunking up lectures using essential questions for discussion
- Problem-based learning
- Case-based learning
- More effective peer review
- Specifications grading
- Student lead activities, discussions, assignments, or groups
- Classroom preparation activities
- Mindfulness practice/pedagogy
- More technology-based learning activities
- Muddiest point
- Exit surveys
- Classroom prep activities
- Flipped class assignments
- Group learning activities (Analytic teams, Jigsaws)
- ...and so much more!

- **Intrinsic motivation (Deci & Ryan's Self-Determination Theory):**
 - Autonomy - deciding what to do and how to do it
 - Competence - developing and exercising skills for manipulating and controlling the environment
 - Relatedness - affiliation with others through social relationships.
 - **“Human beings have an innate drive to be autonomous, self-determined, and connected to one another” (Pink 72).**
- **Extrinsic motivation (rewards):**
 - Grades
 - External recognition (approval)
 - Work over play
 - Conformity over creativity
- **Ask yourself:**
 - Am I offering students any autonomy over how and when to do this work?
 - Does this assignment promote mastery by offering a novel, engaging task (as opposed to rote reformulation of something already covered in class?)
 - Do my students understand the purpose of this assignment? That is, can they see how doing this additional activity...[outside of class; as homework] contributes to the larger enterprise in which the class is engaged?

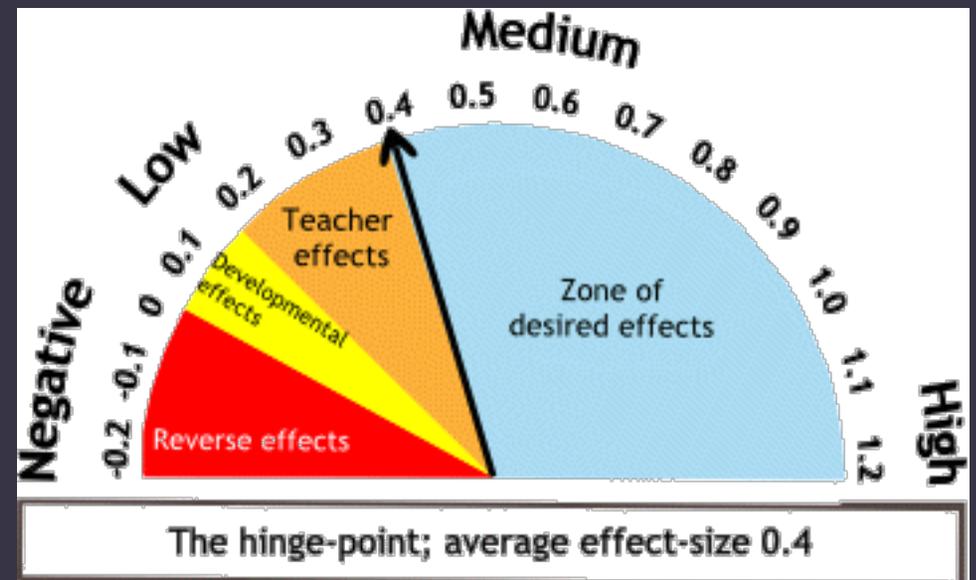
Motivating Students

Your Roles: Student Contact, Positive Experiences, Formative Feedback

Assessment of learning asks the question: how do students and faculty best understand the nature and progress of their learning?

Bain, K. (2014) *What the best college teachers do*. Harvard University Press.

- Clear, observable objectives and learning goals – what should students be able to DO, KNOW, UNDERSTAND, BELIEVE when they leave your course?
- Do they know what they are aiming for and must meet?
- Do they receive feedback, have time to adjust & revise, given a chance to improve, then re-assess?
- John Hattie on Visible Learning and The Power of Feedback... “feedback needs to provide information specifically relating to the task or process of learning that fills a gap between what is understood and what is aimed to be understood” (2007).
- Feedback has TWICE the average effect of schooling (average .79) across all other factors (2007).



Value and Quality of Feedback on Student Progress

- Diagnose – use formative pre-assessments early to let you and your student know what they already know and can use (strengths), and what they need to learn and create opportunities for practice (areas for improvement). (Ambrose, et. al., 2010, 114-115). This helps both you AND your students track progress and see growth.
- Effective feedback should be goal and task-oriented; ego-oriented feedback will shut down the student (Kluger & DeNisi, 1996)
- Grades are not insights into student progress, what they are doing well or have mastered nor what they need to specifically work on to improve.
- Feedback is individualized to the student need: “doesn’t judge, dish out empty praise, or focus on right or wrong answers” (Bain 2004). “Often...students are bewildered by our comments, and they sometimes read into them a tone and a meaning entirely different from our intentions” (Bean, 318).
- Be efficient and focus on the link between comments and student learning: “We waste our students’ time and our own if students can’t learn from our comments” – “fixing isn’t learning” – “don’t comment on everything I notice” (Sommers 2013)
- Yes, comment less: <https://chroniclevitae.com/news/1999-why-i-stopped-writing-on-my-students-papers?cid=VTEVPMSED1>

General Procedures

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1. Comment first on ideas and organization: encourage students to solve higher-order problems before turning to lower-order problems.
2. Whenever possible, make positive comments. Praise strong points.
3. Try to write an end comment that reveals your interest in the student’s ideas. Begin the end comment with an emphasis on good points and then move to specific recommendations for improvement.
4. Avoid overcommenting. Particularly avoid emphasizing lower-order concerns until you are satisfied with higher-order concerns. If a draft requires major revision at the level of ideas and organization, it is premature to worry about sentence errors.
5. As you read the essay, indicate your reaction to specific passages. Particularly comment on the ideas, raising queries and making suggestions on how the argument could be improved. Praise parts that you like.
6. Resist the urge to circle misspellings, punctuation errors, and so forth. Research suggests that students will improve more quickly if they are required to find and correct their own errors.

Marking for Ideas

7. The end comment should summarize your assessment of the strengths and weaknesses of the writer’s ideas. Challenge writers to deepen and complicate their thought at a level appropriate to their intellectual development.

Some Further Principles

12. Try to make comments as legible and as straightforward as possible. As anyone who has looked at papers graded by a colleague knows, teachers’ comments can be difficult to decipher. Teacher comments are often unintentional examples of first-draft writing—clear to the writer but cryptic and baffling to others.
13. Whenever possible, use one-on-one conferences instead of commenting on papers. Perhaps my most frequent end comment is this: “You’re making real progress. Please see me so that I can help you move to the next stage.” An invitation for personal help is particularly useful when the student’s problems involve higher-order concerns.
14. Finally, think of your commentary as personal correspondence with the student, something that makes your own thinking visible and permanent. Try to invest in your commentary the tone of a supportive coach—so UCWbL_Bean_CommentingOnStudentWriting.pdf Person and in the improvement of the student’s powers as a writer and thinker.

Try and Fail

“Far from being a sign of intellectual inferiority, the capacity to err is crucial to human cognition. – Kathryn Schulz, Being Wrong: Adventures in the Margin of Error

“Failure (both small and large) tends to make up quite a bit of terrain on the road to discovery.” – Joshua Eyler, How Humans Learn

- Learning happens through failure ... with feedback (Eyler, 2019; Bain, 2004).
 - Give students the opportunity to struggle with their thoughts and ideas before grading, or before offering guidance.
 - Let them have multiple ways to practice, receive feedback, and try again
 - They have to believe that you believe they can improve and that you have faith in their ability to achieve.
 - Create environments where students feel comfortable being wrong. We and our students can gain a lot of insight from bad ideas (“we are error-making and error-correcting machines” – Joshua Eyler, How Humans Learn, 172).
- Practice, practice, practice... with feedback. (Lang 2016; see especially pages 115-116).
 - Leave the last 15 minutes of every class to practice and apply. (for example: draft an introduction to an essay, take a review quiz, create a single slide for a presentation that teaches a concept, see Lang, pp. 129-130 for examples)
- Performance-approach goal (attaining competence) versus performance-avoidance goal (focus on avoiding incompetence) (Ambrose et. al. 2010).

Use Marginal Comments to Note Where You Get Lost or Confused

A first rule of commenting is simply to tell students where you get confused. Consider “readerly” marginal notes such as the following:

Whoa, you lost me.

How does this part relate to what you said on the previous page?

Can you clarify your point in the section that I have bracketed?

Your readers need a transition here.

These short, choppy paragraphs make it hard to tell what your main points are.

This paragraph wanders. What’s its central idea?

You seem to be making several points here without developing them. Break into separate paragraphs and develop each?

Your introduction made me think you would do X next, but this is about Y.

You’re bouncing all over. I need a road map of where we have been and where we are going.

What does good feedback look like?

- Timely – so that students have time to make changes; directed towards tasks (goals), forward-looking (feedback is applied to improvement/progress/learning, not correcting mistakes).
- Pre-tests – give them tests or quizzes that mimic later assessments and help them see what they need to learn and to see what they've learned (progress).
- Exam wrappers – students get grades and scores, but do they know what they did right and what they didn't get? Direct students to reflect and review how they prepared for an assessment, what they would keep or change, and to review areas for future study. (251)
- Limited to specific skills, concepts or areas you want students to improve or work on.
- Examines biases on the part of the instructor.
- Use one-to-one conferences and open office hours
- **STUDENTS SHOULD:** also provide feedback to YOU; summarize and reflect on their own learning as a form of self-feedback;

Climate change not only affects humans but also plants and wildlife in our environment. Plants and animals could start to be at risk when temperatures start to increase due to climate change. Most species cannot adapt as quickly as temperatures are changing which will start to cause extinction among many species. In "Lillys Porridge" the animals fled because of the change in temperatures and lack of resources from the drought. The drought could have been prevented if the humans took care of the earth.

Narratives do a good job in expressing important topics within a story line. "Lillys Porridge" expresses the important topic of climate change. It shows that the humans' choices and actions to not take care of the earth resulted in a severe drought. Even though the drought takes place in Africa, it could happen anywhere. Narratives persuade the readers on important topics. In "Lillys Porridge" the story is persuading the readers to make a change and start taking

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Here, you would want to expand this into an analysis of the dialogue and plot, how the audience learns these things and what they mean to support your argument.

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Citation needed.

Abstract:

The narrative "Lillys Porridge" is about a mother and daughter who are living in Africa during a severe drought. They are struggling to survive due to the lack of resources such as food and water. The drought resulted in the animals fleeing in order to find food and water to survive. The causes of the drought were from the humans not taking care of the earth which led to human-triggered global warming and climate change. Researchers say that climate change is caused mainly by human activity such as littering and pollution. Before analyzing the narrative "Lillys Porridge" and researching about the topic climate change, I didn't fully realize how serious and severe climate change is. After researching I understand what climate change is and what's causing climate change. Climate change is a change in global climate patterns. The main cause for climate change is human destruction such as littering and pollution. Climate change has many negative effects on the earth. As represented in "Lillys Porridge" droughts are one effect from climate change. This however can be very dangerous because it shrinks the food and water supply in the environment. Also,

Be specific, this is a short play (genre). The narrative is the story that is told, the genre is the form it is told in.

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In these couple sentences, you must position your argument about how this story fictionally imagines a world in which drought brought on by climate change has made resources scarce for these two characters, and THEN connect that to the real life situation of how climate change has been generated by human activity. Just some minor word tweaking to make sure you are positioning this as a narrative analysis using its theme.

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Change this to "audiences become aware of..."

correct our actions now. Also, in the dialogue, Lily is talking about how the animals have left a while ago and she's wondering if they'll ever come back, which shows that animals are going extinct due to the destruction of their habitat by humans. Research done by Timothy Clark, an expert of environmental humanities states "The Anthropocene represents, for the first time, the demand made upon a species consciously to consider its impact, as a whole and as a natural /physical force, upon the whole planet – the advent of a kind of new, total species" (Clark 86). This narrative does exactly that, it shows us a world the end of the Anthropocene period where we are causing our own extinction. The way the plot portrays the plot in such a way is because it's meant to be a message to tell us we don't fix ourselves now this is what the outcome will be.

Julie Dalley May 2
Too light on the research from this source. I like how you connect it to the play and the play's topic, but you literally just use one sentence, so you need much more to use this as support for your central argument.

Major Questions

- What forms of assessment are you considering and why?
- What are your top questions about planning a course?
- What would you change our your syllabus and why?
- What major questions, issues, or challenges do you anticipate?

Thank you! Questions, comments, ideas?

- Resources available through the Research Academy:
 - a. Elizabeth Barkley, *Student Engagement Techniques*
 - b. John Bean, *Engaging Ideas*
 - c. Video: Teaching Teaching Understanding Understanding (available for free via Youtube!)
 - d. Heath & Heath “Teaching That Sticks”
 - e. Daniel Pink, *Drive*
 - Carol Dweck, *Mindsets*
 - James Lang *Small Teaching: Everyday Lessons from the Science of Learning* (2016)
 - Website: www.montclair.edu/academy