

Shake Things Up With Diverse In-Class Activities

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Active learning is “anything that involves students in doing things and thinking about the things they are doing” (Bonwell & Eison, 1991, p. 2).

- Bonwell, C.C. & Eison, J.A. (1991) *Active learning: Creating excitement in the classroom*. ASHE-ERIC Higher Education Reports. Washington, DC: ERIC Clearinghouse on Higher Education, The George Washington University.

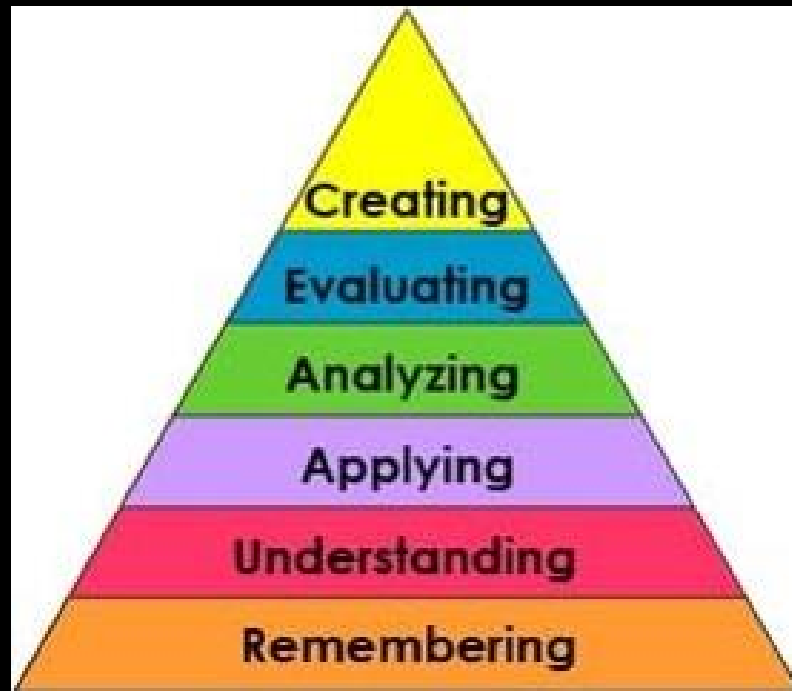
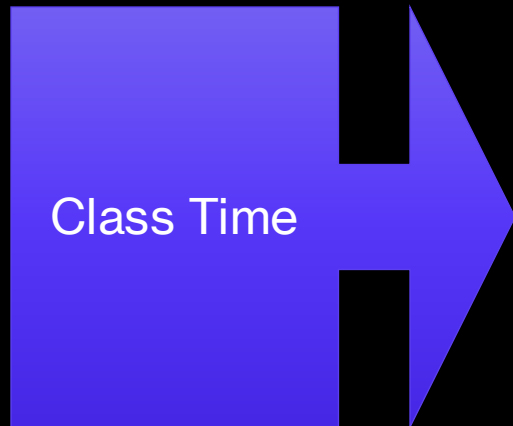
Active Learning, 2

- Use ice breakers and warm-ups
- Polls/i-clickers
- One-minute paper/quick reflection
- Think-Pair-Share/Write-Pair-Share/TTYP (Turn To Your Partner)
- Use technology – video, Skype, etc.
- Journaling
- Role Plays
- Case studies/scenarios/debate
- Evaluating each other's work/presentation
- Student/group presentations
- Simulations
- Inner/outer circle activity with questions/topics
- Designated expert
- Gallery Walk
- Games
- Continuums
- Brainstorming
- Learning Cell
- Jigsaw Group Projects
- Sociogram

Flipped Classroom: How it Works

- Students watch one (or several) pre-recorded, short lectures
- Students can watch these videos at their own speed
 - + This is important because we know *EVERYONE learns DIFFERENTLY*
- Now students have a grasp on the material before they come into class

Bloom's Taxonomy



Why Flipping the Classroom Matters

THE RESULTS

BEFORE THE FLIP



AFTER THE FLIP



Flipping the Classroom: Pros and Cons

Pros

- Helps busy and/or struggling students
- Helps ALL student excel
- Students take charge of their education
- Students can pause and rewind the teacher
- Increases student-teacher interaction
- Applied learning in the classroom
- Changes classroom management
- Educates parents
- Makes your class transparent

Cons

- Not everyone has internet/computer access
- Technological problems
- Students cannot ask questions during lecture for clarity of information
- Flipped homework is still homework
- Students may not watch videos
- Lecturing doesn't equal learning

Flipped Classroom: How To Do It

- ▶ To record lectures:
 - ▶ iPod/iPad/computer
 - ▶ Screen Cast O Matic
 - ▶ Quicktime
 - ▶ Microsoft office Mix
 - ▶ Ink to go
 - ▶ Explain everything
(app for ISO devices)
- ▶ To upload lectures:
 - ▶ Youtube
 - ▶ Google Drive
 - ▶ Teacher Tube
 - ▶ Screen Cast
 - ▶ D2L

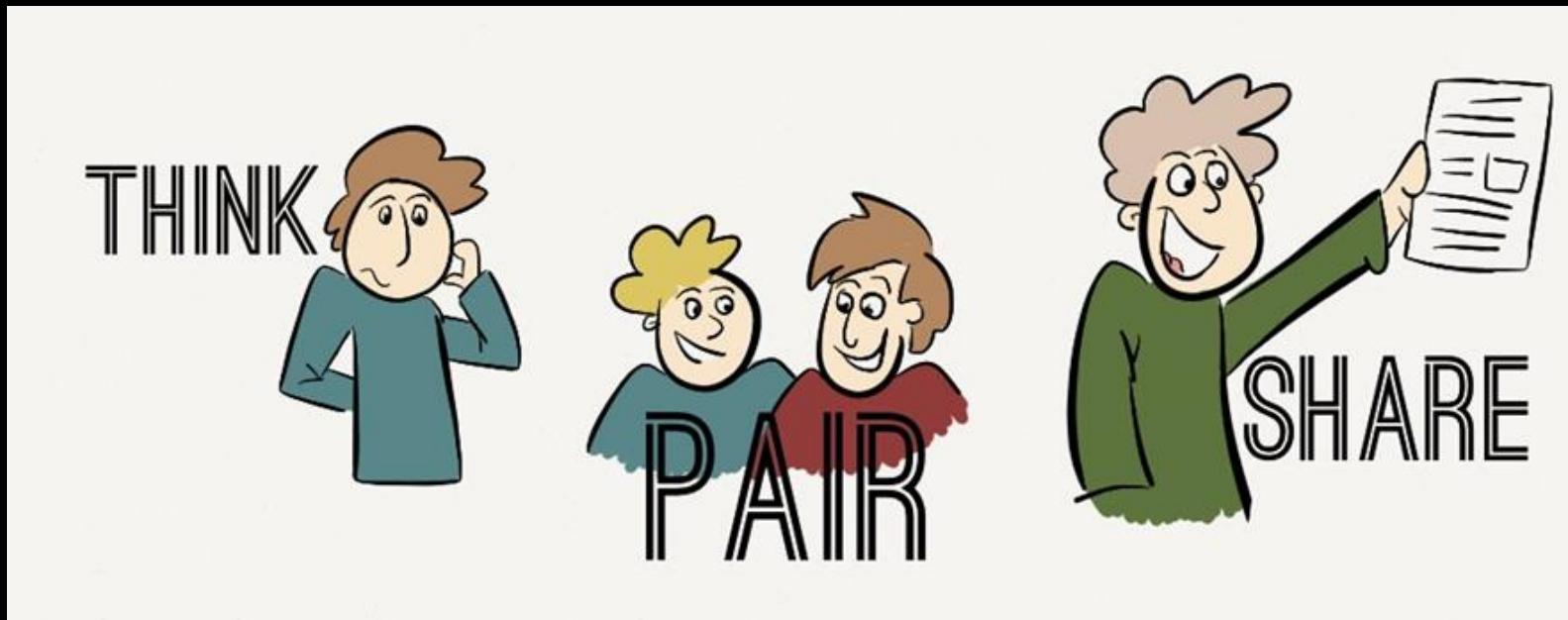
Resources for The Flipped Classroom

General Instructions and “How To”:

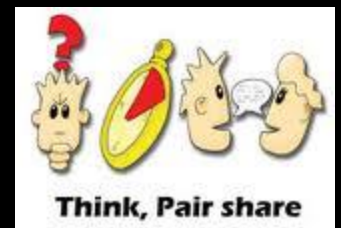
- <http://flippedinstitute.org/how-to-flip>

Software to create/record videos & websites to upload videos:

- <http://flippedclass.com/tools/>

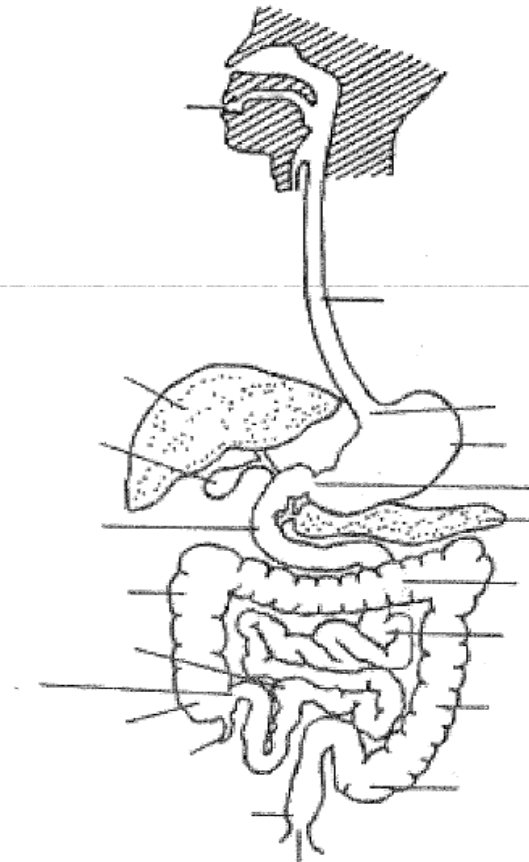


- Allows students to process information
 - + Especially useful for difficult concepts
- Fosters trust and communication
- Presents 'teachable moments'
 - + "Any questions?"
- No preparation or materials required
- Can be used with any size class
- Icon can be used on PPT slide as a prompt/reminder
- Short answer/essay questions make good T-P-S prompts



Digestion activity

- Announce 'group quiz' activity
- Assign each student a part of the digestive system (organ, enzyme, etc.)
- Responsible for knowing their part
- Students line up in order of digestive tract + Digestion ambassadors
- Take turns telling classmates about their importance
- Follow-up questions are asked
- End with a "One-minute paper"



Considerations for activity

- Moderate preparation required
 - + Assign parts to students
 - + Randomly selection of the Digestion ambassadors
- Materials needed
 - + Index cards for each part
 - + Handout for students to take notes (optional)
 - + Space to line up
- May be more challenging with large classes (>50 students)
- Gives student a change to practice public speaking and 'thinking on their feet'
- Useful for auditory, visual, and kinesthetic learners



Alternative to “curving” exam grades: Post-exam learning activity

Condensed Item Analysis Report						
FDNT 212		HSIAO			Job ID 111803	
Legend: Correct: ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■						
Q25				Q26		
Response	Frequency	Percent		Response	Frequency	Percent
A	2	14.29	■	A	0	0.00
B	1	7.14	■	B	0	0.00
C	0	0.00		* C	14	100.00
* D	4	28.57	■	D	0	0.00
E	7	50.00	■	E	0	0.00
F	0	0.00		F	0	0.00
G	0	0.00		G	0	0.00

- Use “Condensed Item Analysis Report”
- Choose set of questions
- Can allow use of notes/book
- Add points earned to exam grade
- Allows another opportunity to review difficult concepts

Shared Techniques

- Think, Pair, Share to discuss primary resources
- “Expert for a Day” students supplement lecture content with material they researched & prepared
+I review it ahead of time as a written assignment;
provide feedback; assess

Incorporating Oral History

Making and understanding history

&

developing marketable technical skills

Why does history
matter?

What role do we play in
history?

How are historical
narratives crafted?

Understanding the lived
experiences of
“average people”

Connecting the
personal to the
national

The Project

- Conduct an interview (ideally with someone 50+ years old)
- Identify a theme from his/her life
 - + Try to relate it to what we've talked about in class

Project Overview

15 week semester

Week 1-8 introduce students to aspects of oral history:

Week 5 Interview Proposal due

Week 6 Interview Guide due

Week 8 Interview due

Week 9 Audacity workshop

Week 12 First draft project due + peer evaluation

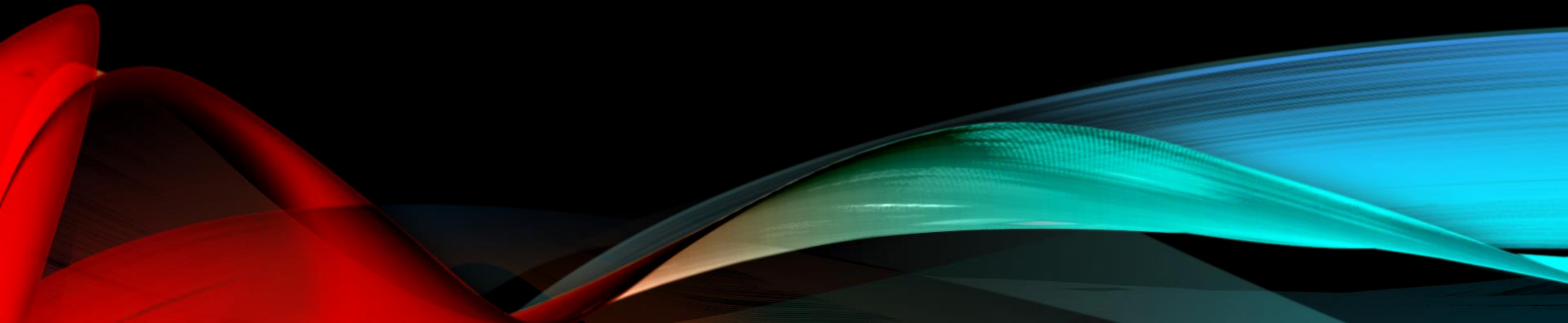
Week 15 Final Oral History Project due

Sample Projects

Podcast:

Family History & the Vietnam War

The End of Coal Mining in Germany – video



Why incorporate oral history projects?

Apply historical knowledge

Connect the past and present

Link personal, local, and national histories

Engage students in “doing” history

Develop marketable technological skills

Guest Speakers

Bringing in individuals students typically don't have access to

Ask them to speak to the group for 10-15 minutes at the beginning of class (or when their schedules permit during the 2.5 hour class)

Skills, knowledge, experiences, attitudes needed from new professionals

Tips

Check your equipment in advance

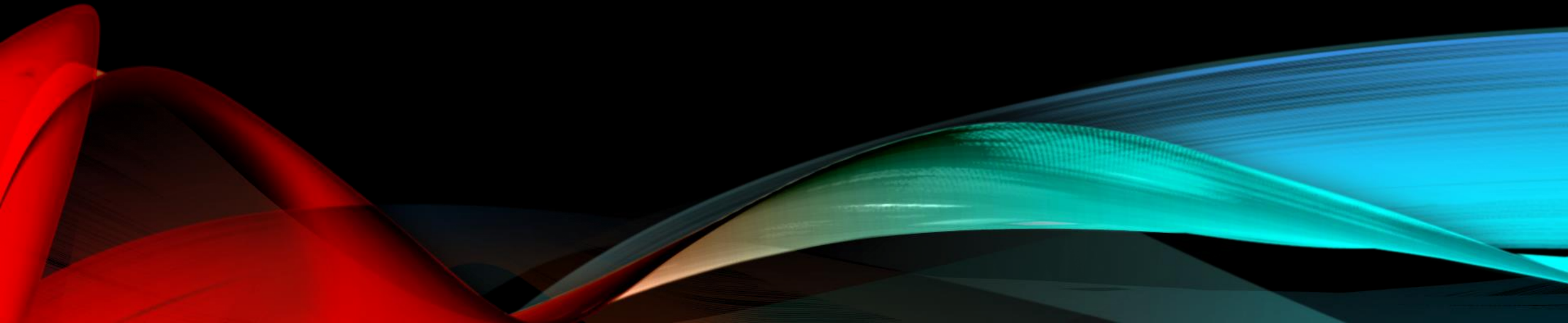
Identify ways to trouble-shoot if equipment fails



Ideas gallery

- Materials needed:
 - + Large post-its/large sheets of paper (and tape)
 - + Markers
- Ask students to respond to something on the paper
- As they go around the room responding, they also view each other's comments
- Process as a large group
- Type up and give to students
- Tips
 - + You need a space where people can move around
 - + Be sure that the markers won't bleed onto the walls!
 - + Can ask them to generate ideas at their seats before moving around.

***Additional tips
& strategies***



Random grading

- Random number generator
 - + <http://www.randomizer.org/form.htm>
- Example
 - + Assigned Learning Checks for each chapter/topic
 - + Students had to complete 10 of 12
 - + 5 of the 10 were randomly selected for grading
 - + 50% less grading



Questions?