

# Active Learning

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## Research/Professional Interests

- Online teaching and learning
- Social learning, constructionism, active learning
- Culturally responsive teaching
- Theories of learning and instruction
- Faculty development around designing and delivering online instruction
- Organizational systems with a focus on ethics and social justice

## Hobbies

- Girl Scouts – I’m a leader
- Reading – sci-fi, mystery
- Cooking – it’s therapeutic!

## Dream place to travel after COVID-19

- Southwestern USA
- Italy & Greece

## Hometown

Home is where I hang my hat. (West) Germany is where I grew up.

## Current Location

Tallahassee

## Academic Degree

- PhD, Instructional Systems, FSU
- MA, Rhetoric and Composition, USF
- BA, World and Comparative Lit/Math minor, SFSU

## Career

- Instructional Development Faculty, Office of Distance Learning, FSU
- IRB/Methodology faculty, online universities
- Launch Project Director, FSU-Teach, FSU

## Two Truths and a Lie

- I broke my leg hang gliding in Austria.
- I nearly fell off a running camel in Egypt.
- I ran naked through the Parthenon in Greece.

## Agenda

- Active vs Passive Learning
- ICAP Framework
- Social Learning
- Group work
- Technology and Active Learning

Be sure to self-enroll in the Canvas site now.

<https://canvas.fsu.edu/enroll/JMGBBN>

# Active vs Passive Learning

Active learning is defined as *“learners [that are] engaged in more activities than just listening. They are involved in dialog, debate, writing, and problem solving, as well as higher-order thinking, e.g., analysis, synthesis, evaluation.”*

Bonwell, C. C., & Eison, J. A. (1991). Active Learning: Creating Excitement in the Classroom. ASHE-ERIC Higher Education Report, Washington DC: School of Education and Human Development, George Washington University.

# ICAP Framework

- Interactive - Dialoguing
- Constructive - Generating
- Active - Manipulating
- Passive - Receiving

## Table

Chi, M. T., & Wylie, R. (2014). The ICAP framework: Linking cognitive engagement to active learning outcomes. *Educational psychologist*, 49(4), 219-243.

# Social Learning

- Social learning is how we learn in social contexts. It relies on the sequence of observing then doing and requires that we cultivate the learners'
  - Attention
  - Retention
  - Reproduction
  - Motivation

# Social Learning Activities

Instructors can use a range of activities to cultivate social moments where learners dialogue, master vital cultural skills, and explore social realities

- discussion
- Think-Pair-Share
- concept mapping
- debate
- role play
- case studies
- experiential / field trips

# Social Learning Activities

Instructors can introduce social components to their lectures

- learners discuss questions in groups,
- discuss content as a whole class,
- participate in polls
- debate lecture content.



## Activities

Learners can peer review one another's written assignments

- provide both written and verbal constructive feedback.
- Activity should be guided; learners need directions, a rubric, models
- Include additional metacognitive questions where learners consider the merits, challenges, and gains of peer review.

# Demo: Practical Application

- Let's see how to set some of these up in a Canvas class site.
  - Discussions
  - Groups

# Your Turn!

- Navigate to the Canvas site and try to create
  - One Discussion
  - Groups

# Group work

- Group work can involve varying degrees of interaction between learners nearly none to full consensus activities
  - Collaboration – group effort, group grade
  - Cooperation – group effort, individual grade

# Group Activities

Instructors can consider activities that place learners in groups, where they engage in dialogue, solve problems, or analyze information.

- jigsaws
- problem- or presentation- based projects
- clear expectations
- accountability

# Your Turn!

- For this presentation-based group activity, you'll be placed in breakout rooms and asked to work collaboratively to explore a learning tool, answer a few questions, about it, then present to the workshop.
- You'll use this [google doc](#) – also in chat – to record your answers. We're all working on the same document so be sure to confine your efforts to your group's page.

# Technology & Active Learning

- Let's look at the Canvas site
- This page is an example of terrible page design – it gets the job done but consider how the layout does not support learning very well – it's jumbled!

# Your Turn!

- To understand the learner experience, always practice the technology as a learner
- Play around with the various learning technologies that are linked in the Canvas site.
- Revisit your Google doc and add any ideas you have about using learning technology to the pages – don't delete what's there, but now everyone is invited to add to all the pages.



# Bringing it home

- What's the biggest obstacles to active learning in your teaching?
- What supports do you need as a teacher to be effective in designing active learning activities?

# Thank you!

## Questions?

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