

PLANNING CLASSROOM ACTIVITIES

PIE Coffee Hour & Teaching Workshop Series

- September 12, 2014

PIE Associates

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Introduction

- Attendees
 - Name
 - Department
- Overview of the workshop
 - Agenda
 - Your role
 - Our role



Objectives

- Gain a pedagogical understanding of active learning
- Develop a “tool kit” of classroom activities
- Meet your teaching colleagues



Classroom Activities



What is Active Learning?

- Think about active learning:
 - the definition
 - the goals
- Turn to another participant and discuss for 3 minutes
- Be ready to share your thoughts with the group

What is Active Learning?

- What I hear, I forget (lecture approach)
- What I see, I remember (demonstration)
- What I do, I understand (hands on/learner-centered)

“Learning is conceived as something *a learner does*, **not** something that is *done to a learner*.”

- Johnson, Johnson, and Smith (1991, p. 7)

Goals of Active Learning

Students will:

- Construct their own knowledge about a subject
 - Discover relationships that exist among items of information
 - Organize subject matter themselves so that it is meaningful
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- Why?



Activities for a Traditional Classroom

- Entry/Exit Ticket or One-Minute Paper
- Think/Pair/Share
- Interview or Role Play
- Interactive Demonstrations/Simulations
- The Fish Bowl
- Evaluation/Grading

Entry/Exit Ticket or One-Minute Paper

- Short prompts that provide instructors with a quick student diagnostic
- Collected on 3x5 cards, small pieces of paper, or online



Entry/Exit Ticket or One-Minute Paper

Entry Ticket example:

- “Based on the readings for class today, what is your understanding of _____?”

Exit Ticket example:

- “What was the muddiest point in today’s class?”

One-Minute Paper example:

- “We've just talked about the scientific flaws in Jurassic Park III. Write for one minute on which of those you consider to be the most serious.”

Think/Pair/Share

1. Pose a question
2. Students consider the question on their own (1-2 minutes)
3. Students form groups of 2-3 people
4. Students discuss their ideas and/or contrasting opinions (3 min)
5. Re-group as a whole class and solicit responses from some or all of the pairs (3 min)

Think/Pair/Share

Example questions:

- Describe and interpret the image. Images could include graphs, photographs, cartoons, and other visuals.
- How might this social problem impact society?
- Other examples?

Interview or Role Play

- Students take the part or perspective of historical figures, authors, or other characters and must interact from their perspective

... AND
ACTION!



Interview or Role Play

Examples:

- To solve a problem
 - e.g., in a public policy class students play the parts of several stakeholders with distinct goals in a community board meeting
- To apply skills
 - e.g., interviewing respondents in a methods course
- To explore or change values; to develop empathy; to become aware of one's assumptions
 - e.g., students enacting a scenario in which new immigrants have to engage with a city bureaucracy

Interactive Demonstrations/Simulations

- Used to demonstrate the application of a concept, a skill, or to act out a process
- Should not be passive

Outline:

1. Introduce the goal and description of the demonstration
2. Have students think-pair-share
3. Conduct the demonstration/simulation
4. Students discuss and analyze the outcome (either in pairs/small groups, or as a whole class)

The Fish Bowl

- Students write down one question concerning the course material
- Students deposit their questions in a fish bowl
- The instructor then draws several questions out of the bowl and asks the class to answer them
- Other examples?



Evaluation/Grading

- Students submit one copy to the instructor and one copy to a partner
- Each student offers critical feedback on his or her partner's work
 - Students need to be given specific instructions on what to look for in the work they are assessing
 - Consider using a standardized rubric
- What are your experiences?

Activities for a Traditional Classroom

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Activities for Online Learning

- Projects
- Independent, partner, or group journal writing
- Discussion boards
- Role-play/simulation



Facilitating Classroom Activities

- When
- Preparation
- Debrief
- Classroom management
- Creating groups

Group Activity

Discuss in groups of 2-3:

- What are three new things that you may try?
- How might you implement these activities in your classroom (e.g., any adaptations for your classroom or discipline)?
- Be prepared to share one idea with the group

Additional Resources

- Bonwell. 1991. “Active Learning: Creating Excitement in the Classroom.”
- Faust and Paulson. 1998. “Active Learning in the College Classroom.”
- Meyers and Jones. 1993. “Promoting Active Learning: Strategies for the College Classroom.”
- Online resources:
 - <http://www.brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/interactive-classroom-activities>

Teaching Resources at FSU

- Program for Instructional Excellence (PIE)
 - <http://pie.fsu.edu/>
 - PIE Listserv
- Instruction at FSU: A Guide to Teaching & Learning Practices
 - <http://distance.fsu.edu/instructors/instruction-fsu-guide-teaching-learning-practices>

Wrap-Up

- Additional ideas?
- Comments?
- Questions?

- Evaluation/Feedback
- Thank you!

