Spring 2015

Week Two: Planning for Active Learning

Judith Longfield
Georgia Southern University, jlongfield@georgiasouthern.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/teaching-academy

Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, and the Higher Education Commons

Recommended Citation
https://digitalcommons.georgiasouthern.edu/teaching-academy/22

This planning for active learning is brought to you for free and open access by the Center for Teaching Excellence at Digital Commons@Georgia Southern. It has been accepted for inclusion in Teaching Academy by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Welcome, Bienvenido, 形容

Teaching Academy Part Two:
Planning for Active Learning

Today’s Big Idea

In Chapter 1 we learned . . .

Students bring prior knowledge that can help or hinder learning:
- accurate but insufficient knowledge
- inappropriate prior knowledge
- inaccurate prior knowledge.

Beginnings are critical—we need to know what students know and don’t know before we teach.

Preconception Basics

Students are like prisoners in Plato’s Cave. Their ideas are . . .
- Often incomplete, preliminary understandings of essential concepts
- Thoughtful efforts to make sense of and explain their natural world—construct meaning
- Influenced by personal experiences—physical, emotional, social—and by bias and culture

Lesson Planning Steps

1. Topic - Pick your topic
2. Identify - Identify your purpose
3. Gather Information - Get ready to plan What misconception do students have?
4. Create Plan - Draft outline
5. Design Lessons - Add details
6. Review - Be sure the plan is realistic
7. Revise - Make needed changes
8. Teach - Present the lesson
9. Assess - Reflect on needed improvements

Lesson planning is on-going & reiterative.
### Making It Stick

#### TIG's CD 2RTA

- Topic
- Identify Purpose
- Gather Info
- Create Plan
- Design
- Review
- Revise
- Teach
- Assess

---

### Planning Ditty

**Tune: Frère Jacques**

Pick your **Topic**, then **Identify** your purpose,

Gather info too, **Create** a plan.

**Design** your lessons, **Revise** your plan,

**Revise**, **Teach**, **Assess**.

Revise, Teach, Assess.

---

### What Is a CAT? (cont.)

- **Method of collecting info** on what students know and/or how well they are learning.

- **Provides faculty AND students with info & insights** needed to improve teaching & learning.

- Results shared with students to **help them improve their learning** strategies & study habits—become independent, successful learners.

**It is important to know the purpose of the assessment. What will it measure?**


---

### Walking the Talk

**CM serves as an assessment tool & facilitates HOTS development**

planner

organize

outline

note cards

data base

Concept Map

get a look at students thinking

assess what students know & don't know

See pp. 228-230 for more information
Compare and Contrast

Concept #1

How are they similar?

How are they different?

Concept #2

Source: “Get Students to Focus on Learning Instead of Grades,” Sandra Y. McGuire, Louisiana State University, N.D.

Chapter Concept Map

Title of Chapter

Primary Headings

Subheadings

Secondary Subheadings

Source: “Get Students to Focus on Learning Instead of Grades,” Sandra Y. McGuire, Louisiana State University, N.D.

Another Pictorial Concept Map

A Mind Map

© Paul Foreman http://www.mindmap_inspiration.com

Is This a Concept Map?

Memory Systems

Knowledge Input

Sensory Memory
(1 sec. Duration)

Short-term or working memory
1-20 sec. Duration
Limited to 7 ± 2 independent chunks

Long-term Memory
Might use to below recall
Free and Meaningful Learning continuum

Source: http://www.mindmap_inspiration.com
Preconception Check

- **Description:** Focus is on uncovering prior knowledge or beliefs that may hinder or block learning.

<table>
<thead>
<tr>
<th>Teaching-Learning Beliefs Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please begin by reading a course CTM or in that I am increasingly trendy the data. To ensure that you begin with a pattern, review the data. After you see the data, you can use additional data.</td>
</tr>
<tr>
<td>If you have a course CTM that has been used, you may want to adjust the data.</td>
</tr>
<tr>
<td>The two numbers represent the math of your course CTM. 1 is the year you took the specified day.</td>
</tr>
<tr>
<td>Don’t have a cow, man. Have a “caff” . . .</td>
</tr>
</tbody>
</table>


Background Knowledge Probe

<table>
<thead>
<tr>
<th>Ca - category</th>
<th>general group, classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>F - form</td>
<td>physical characteristics</td>
</tr>
<tr>
<td>F - function</td>
<td>uses, actions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DTE word is category - general group</th>
</tr>
</thead>
<tbody>
<tr>
<td>that is form - characteristics</td>
</tr>
<tr>
<td>&amp; can/is used* function - uses, actions</td>
</tr>
</tbody>
</table>

*Modify to fit context.

Don’t have a cow, man. Have a “caff” . . .

One Minute Paper/Muddiest Point

**Minute Paper**

In concise, well-planned sentences, please answer the question below:

What are the two [three, four, five] most significant [central, useful, meaningful, surprising, disturbing] things you have learned during this session?

**Muddiest Point**

What has been the “muddiest” point so far in this session? That is, what topic remains the least clear to you? What questions do you still have?


For Next Time

- **Read**
  - Chapter 3, "Motivating Student to Learn"

- **DUE**
  - CAT plan for your target course. You will tell your partners (1) how and when you will use your CAT, and (2) how your CAT will help you "get at" students’ misconceptions.

- **Bring**
  - Activity, assignment or teaching strategy from your target course that is NOT motivating

- **Extension**
  - Strategies for Effective Lesson Planning - step-by-step guide
  - Does Active Learning Work? - research review
  - Concept Maps: What the Heck Is This?
  - Understanding by Design - Special Section