

10 | STEPS

to Getting Started

7. Plan the logistics

How long will it take? How will you monitor progress and ensure timely transitions?

8. Consider how you will judge success

What markers will you use, formal or informal?

9. Just do it

Active learning is productive and energizing for both students and instructors.

10. Iterate and expand

Use what works, make appropriate adjustments for what didn't, and try again.

collections of active learning approaches.

Some are easy to integrate, others are more complex, so there is a range to consider.

Consider what is most challenging for your students. Design your active learning exercise to address what's hard for them, not the easy stuff.

Consider your constraints: time, space, class size, and your prep time.

If you are teaching a 50-minute class to 200 students, choose approaches for that setting, such as peer instruction. In a small seminar class, choose an approach that fits that context, such as a fishbowl or a jigsaw.

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Active Learning Cheat Sheet



04 ► IDENTIFY PREPARATION FOR THE EXERCISE

Ask yourself about how you and your students need to prepare.

PLAN THE LOGISTICS

Determine how much time you will spend on the various parts of the activity and how to ensure timely transitions (music or beeping from your phone's timer can make clear that you are a conscientious steward of class time). During the exercise, monitor students' progress, ask questions if needed, and address confusion that may derail the activity. Provide feedback that summarizes key takeaways and helps students know how they did (verbally, online, or both). Consider providing a brief writing period for students to process their learning.