**The Active Learning Continuum**

**Where are you on the Active Learning Continuum?**

**Continuum of course objectives**

Acquisition of knowledge --------------------------------------------Acquisition of skills

**Interaction in your classroom**

Limited interaction -------------------------------------------------Extensive interaction

**Levels of control**

Need total control -----------------------------------------------------Need little control

**Sage on the Stage………………………………………………………………..Guide on the Side**

**Willingness to take a risk**

Cautious---------------------------------------------------------------------Adventurous

**Level of student experience**

Inexperienced---------------------------------------------------------------Experienced

Modified from Using Active Learning in College Classes: A Range of Options for FacultyTracey Sutherland and Charles Bonwell, eds*. New Directions for Teaching and Learning* , *67*, Fall 1996, Jossey-Bass Publishers.

**LEARNER CHARACTERISTICS**

**ACTIVE LEARNING DESIGN PRODUCT #1**

**√ List characteristics of your students—developmental, preferred learning styles, interests, group dynamics, prior knowledge of concepts, career goals.**

**CURRICULUM OUTCOMES**

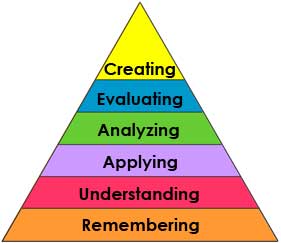
**DESIGN PRODUCT #2**

**√ List specific curriculum outcomes your students will achieve through the redesigned learning unit. Hint: What do you want your students to learn, to know, to be able to do as a result of your unit?**

**Use different levels of Bloom’s taxonomy.**

[**http://www.odu.edu/educ/roverbau/Bloom/blooms\_taxonomy.htm**](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)

**See the Bloom’s handout for describing outcomes.**

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**ENGAGING STUDENTS: THE HOOK**

**ACTIVE LEARNING DESIGN PRODUCT 3**

**√ Provide copies of the documents or materials that will “hook” students into the relevance of your unit and introduce them to their role and situation. If your “hook” will include a person, video, role-play, news story etc., describe it clearly here.**

**Find a case, a PBL or a “clicker case that might work. See the handout for starting points.**

**Or Use a news story, an article, a picture, a video, an artifact etc**

**Or write your own scences**

**Describe how the hook will interest your students?**

**PERFORMANCE ASSESSMENT AND SCORING RUBRIC**

**Design Product #4**

**Specify two or three “along the way” assessments you will insert as your students work on the unit/problem/concept.**

**Specify the final, authentic performance assessment at the end of your problem unit in which students will demonstrate what they know, can do and value via presentations of their solution(s) to the problem.**

**Sketch out a beginning rubric for assessing students’ final performance. What criteria state your expectations for a successful performance? What evidence will demonstrate that students have learned? BE SURE the rubric aligns with your curriculum outcomes and standards.**

**Diversity and Inclusion**

**ACTIVE LEARNING DESIGN PRODUCT 5**

*Inclusive Teaching* means teaching in ways that do not exclude students, accidentally or intentionally, from opportunities to learn. It can mean using a diversity of materials: visual, auditory, kinesthetic etc.

**Content Integration** *Using resources from a diverse range of cultures and groups to illustrate course concepts and ideas.* This may involve choosing texts and illustrations that highlight the contributions of different groups or choosing problems, cases or contexts that highlight concerns of different groups.

**Try to feature women and underrepresented neuroscientists in your story.**

**Knowledge Construction** *Facilitate students’ understanding of the value-laden assumptions and biases operating within a given field or discipline.* Although many scientists and mathematicians operate as if science is value free the choices of what topics are studied and even the descriptions of scientific processes often contain gender and cultural biases. Examine history of scientific ideas can be one way to dispel bias. Examining how scientists work to avoid bias in the scientific process is another approach. Peer review of class work can assist in this.

**Prejudice Reduction** *Create learning environments that foster students’ rejection of negative gender and racial attitudes and values.* Students must learn to work in teams and value the contributions of all team members.

**Equity Pedagogy:** *Adopt, integrate, and develop a set of teaching skills and techniques that reflect* *consideration of the full range of cultural perspectives and practices that influence student learning.* Inclusive pedagogy means incorporating multiple modalities, teaching teamwork, using active learning strategies that engage all students. Supplemental instruction, peer-led team learning and process oriented guided learning inquiry are some examples of strategies that can promote learning for all students. Students can be excluded when we teach in ways that favor particular backgrounds or ways of learning. For example if we use only sports analogies or card games to illustrate mathematical ideas, or automobile examples in physics, people who are unfamiliar may have a more difficult time. We must communicate expectations for success for all students and consider differences in background and preparation and provide alternative routes for equalizing the learning outcomes.

**For the concepts or units you are working on, list some ways you can make the unit inclusive.**

**Choose one or more diversity elements to include.**

**UNIT PLAN**

**Design Product #6**

**Outline your preliminary teaching and learning plan for your unit. Include the time you expect to spend on various teaching/learning events, materials and resources needed, embedded assessments, etc. (keeping in mind the need for flexibility as the students’ inquiry and the problem unfold)**

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| --- | --- | --- |
| **Day/Class Period** | **Learning Events** | **Resources Needed** |
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**RESOURCE LIST**

**Design Product #7**

**List resources you have used in designing the unit and that you plan students will use in their inquiry. Resources may include books, articles, web sites, videos, people (contact information), agencies, etc. You will likely add to this list as you implement the unit.**