Looking to make your course more engaging for your students? Are you implementing authentic learning tasks into your courses? Have you tried VoiceThread in your classes? Do you want to implement evidence-based practice in the design and development of your courses? If your answer to any or all of these questions is “Yes!”, then connect with the instructional designers. We are available to consult with you regarding overall course design and development as well as targeted components of the instructional process, such as assessment or learning activities. Additionally, we can provide instruction and support for the use of technology to augment and enhance instructional methods.

Connect with the Instructional Design team!

Get Connected! Learn more at hsd.luc.edu/iilt
Active Learning in Large Classes

Active learning means that students are engaged in processing the information being presented, not just passively receiving it. Research shows that techniques that promote active learning lead to better student performance. Most large classes rely on lecture as the primary method of instruction. The formal lecture is among the oldest teaching methods and has been widely used in higher education for centuries. However, during most lectures students are passive learners and research tells us that actively engaging the learners increases retention of material and triggers higher order thinking skills. So how can we transform our lectures into active environments for the students? First, let’s consider the potential benefits of a lecture.

**Benefits of a Good Lecture**

- Presenting analyses and showing relationships between dissimilar ideas
- Modeling the thought processes and problem-solving of a creative, intelligent person
- Summarizing and presenting an overview of a topic, which can set the stage for reading and further discussion
- Supplementing and expanding the knowledge presented in a textbook or other source of information
- Inspiring and motivating students to learn about a topic or subject matter
- Synthesizing, evaluating, and discussing information presented

"Active learning means that students are engaged in processing the information being presented, not just passively receiving it."

While a lecture may benefit students in these and other ways, lecturing alone cannot ensure that students become active learners. Studies on attention span suggest that after 15-20 minutes the lecture loses its effectiveness even in transmitting information. An easy way to combat passive learning and loss of attention is to break up the lecture by interspersing student interaction strategies. Get students to interact with the material throughout the class session. Involve them in the lecture. Turn your lecture into a **Participatory Lecture!**

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**MERLOT**

MERLOT is a curated collection of free and open online teaching, learning, and faculty development services contributed and used by an international education community. ([www.merlot.org](http://www.merlot.org))

**OER Commons**

OER Commons is a dynamic digital library and network. Explore open education resources and join our network of educators dedicated to curriculum improvement. ([www.oercommons.org](http://www.oercommons.org))

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**Open Educational Resources**

**OERs**

Many Open Educational Resources (OER) have been developed by governments, universities, and individuals. OERs provide teaching and learning materials that are freely available and offered online for anyone to use.

**OER MATERIALS**

Search through digital media collections for full courses, course modules, syllabi, lectures, homework assignments, quizzes, lab and classroom activities, pedagogical materials, games, simulations, animations and more.
The FLIPPED Classroom

Inverts traditional teaching methods

**THE INVERSION**

Deliver instruction online- outside the classroom

Move “homework”- inside the classroom

Students gain necessary knowledge before class

Instructors guide students to actively and interactively clarify and apply that knowledge during class

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**Constructivism**

Purports that humans generate knowledge and meaning from an interaction between their experience and their ideas.

**Differentiated Learning**

Involves providing students with different avenues to construct and make sense of ideas and information around them, regardless of differences in ability.

**Active Learning**

Learner is actively engaged in the learning process.

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**Why flip it?**

- Improved outcomes
- Engaged students
- Knowledge acquisition vs. knowledge application
- Higher order thinking skills

**Benefits?**

*Instructor can provide:*

- Instant feedback to students
- Review of concepts
- Clarification of misconceptions
- Support for students

**How?**

- Activity-based learning
- Interactive tutorials
- Video lectures
- Screencasts
- Podcasts

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Learn more...

- Go to page 7
- Work with an instructional designer!
This section of the newsletter highlights features of Sakai and how they can enhance the learning environment and augment student engagement. In this issue, the new audio recorder feature is highlighted. The audio recorder tool is one of the formatting tools available in the rich text editor box, also known as the WYSIWG editor (WYSIWG = *What you see is what you get!*), that is available with just about all of the tools in Sakai. Recording audio files with this new tool is seamless. With a few clicks of your mouse you can add personalization and enhanced interactions to your course.

Here are some ideas for transforming learning activities and instructor facilitation activities with the audio recording function.

**Facilitation Activities**

**Personalize the learning environment.**

**Post an audio announcement to your class.** Not only is this easier than typing out your announcement, it provides teacher presence and personalization in online courses.

**Leave audio feedback for students for assignments or tests/quizzes.** Your words of encouragement and praise and your comments directed at scaffolding student performance are key to student success. Avoid the difficulty of putting those all important thoughts into words -- just say it!

**Leave a “voice mail message” for your students.** Consider really “talking” to your students when you want to convey important information regarding the class. Use the audio recording function with the Messages tool and the Email tool in Sakai.

**Learning Activities**

**Enhance interactions in the learning environment.**

**Liven up an online discussion.** Have students post their comments verbally to increase student-to-student interactions by minimizing time spent reading lengthy postings.

**Give your students opportunities for authentic practice in situated learning activities requiring communication skills.** Create authentic assignments where students verbalize their response to a patient/healthcare team member in a communication scenario. *(Note: The assignment tool does not work for student submissions of audio recordings even though the tool icon is available in the rich text editor for Assignments.)*

**Create a test/quiz question requiring an audio response.** This is another way to provide authentic practice for students. You can choose to set a time limit for the audio recording to encourage concise formulation of words.

**Devise role playing scenarios for students to verbally act out in the online environment.** Have students act out their roles in response to the given situation using the discussion board tool.
For maximal student engagement, allow students to interact not only with the material, but with each other. The fixed seating of lecture halls may seem to argue against this, but it can be accomplished by forming teams from adjacent seats or by having students in a row interact with those in the row behind. Although typical lecture hall classrooms may not be the most conducive for student-student interactions, they certainly do not eliminate the possibility.

Questions/Discussions
Pose questions to the students throughout the class. Questions can be stand-alone or designed to spur a discussion. Discussions ask students to process information they have studied in new ways, for instance, by applying it, evaluating it, or comparing their understanding of it with that of others. Class discussions, either between the instructor and the students or the students themselves, greatly improve students’ ability to retain information.

Tactics
✓ Use questions that engage and challenge the students. Focus them on core content, current events, higher order thinking about concepts. Cluster concepts that function at similar levels of abstraction and those that interrelate closely.
  • Keywords include: why, how, should, what is next, compare, contrast, plan, design, develop
✓ The use of charts, diagrams, and photographs in your slide presentation may serve as question prompts.
✓ Questions can be short-answer or open-ended.
✓ Ask for volunteers or call on non-volunteers.
✓ Use the audience response system to engage more of the students.
✓ Incorporate novelty in how the questions are answered.
  • Have the class “agree” or “disagree” with the student who answered the question. Students can submit their choice via the audience response system.
  • Students can work in small groups or partners to come up with the answers to questions.
  • Students can write out their own questions, exchange them with a partner, and then answer each other’s questions.
  • Assign students to an “expert panel” who will answer the questions for that class session. Rotate students so all have an opportunity to be an “expert.” To encourage preparation for class, assign the expert role at the beginning of the class period. The “agree” or “disagree” activity can be added to the expert panel approach.
  • Play Catch-up to clarify understanding. Stop at a transition point in your lecture. Have students work in a group to compare notes and ask clarifying questions. After a few minutes, open the floor to questions.
Participatory Lectures
Strategies you can use...

Student Writing

Large classes make it cumbersome to grade long term papers or essay exams, but there are other strategies for student writing that you can consider. Several short writing activities requiring a minimal amount of feedback from the instructor can be incorporated into a lecture course. These activities provide students who are reluctant to participate in a large-class discussion another way to be active learners.

Tactics

✓ Allow students to download notes in advance that include significant blanks, so they have to listen intently and mentally engage the material. These notes should be more than the PowerPoint slides you use to guide your lecture.

✓ Ask students to draw a picture (or a graphic) of the concept, using no words but still demonstrating comprehension.

✓ Use one minute papers to ask content questions, which can be collected and used as a micro-quiz (graded or otherwise) to gauge whether students really are understanding the material.

✓ Ask students to list which topic was understood the least to see if the entire class shared the same lack of comprehension.

✓ Daily Report - Students are asked to complete the following sentences: “The point of today’s lecture is...” and, “A question I have is...”. These reports can be graded or ungraded and can provide a clear sense of which areas are presenting students with the greatest difficulties.

✓ Chain Notes - Students receive index cards at the beginning of class. During the lecture, students pass around a large envelope on which the instructor has written a question. Each student spends a few minutes writing a response to the question when the envelope reaches him or her. The instructor can then respond to what the students have written.

✓ Three-Minute Thesis - After discussing an issue, have students write down their reactions and reasons to support one side or another. Circulate the responses and ask students to support and elaborate on their comments.

✓ Think-Pair-Share - Present the students with an open-ended question. Allow individual students a minute or two to think about and write a response. Direct students to pair up with a partner to discuss their responses. Follow up with asking students to share their pair’s

Many of the above student writing activities can be used to garner feedback from students. In very large classes it is not necessary to read all the responses—just enough to get a sense of the class. You can start the next lecture with a brief summary of what students had to say in their assessments. If the responses revealed considerable disagreement or confusion, use that as the basis for a discussion or review of the difficult material. It is important to come back to the students with some summary of their assessments to make clear that you are really interested in their thoughts, so that they learn more from each other, and so that they will put effort into their next writing assessment.
The Flipped Classroom Strategies for Implementation

What is the flipped classroom?
The flipped classroom is an instructional approach used to promote active learning. Educause (2012) defines the flipped classroom as “a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions.”

Why “flip?”
Also known as “inverting” a classroom, this approach seeks to preserve the value of lecture (expertise and custom delivery), while freeing up precious in-person class time for active learning strategies. The main goal in flipping a class is to cultivate deeper, richer active learning experiences for students when the instructor is present to coach and guide them. Emphasis is on higher-order thinking skills and application to complex problems, and may include collaborative learning, case-based learning, peer instruction and problem sets.

Getting Started
The flipped classroom approach requires that you rethink what your class looks like. Begin by asking yourself, “What is the best use of the face-to-face time and the out-of-class time?” Review the course and weekly objectives. Lower level objectives can be accomplished in the out-of-class session, using multimedia learning objects and reading materials, thus allowing in-class activities to center on active learning tasks designed to achieve higher level objectives.

Refer to the job aid for planning a flipped classroom approach on page 11 of this issue for guidelines on getting started!
Dr. Ridosh and Ms. Whitmore teach the Community Assessment course for the RN-BSN fully online program in the School of Nursing. They worked with the instructional design team to find a solution that would help students better synthesize their findings from the assessment of a community -- a task that students typically struggled with. We suggested they try having the students construct concept maps as they progressed through the steps of the community assessment so they could visualize their findings and began to see the relationships among the data. Concept mapping is an instructional strategy that stimulates higher order thinking skills.

CmapTools, which is a free to use, was selected as the concept mapping software. The software allowed students to add images and files to the concept map nodes to create more robust and informative maps.

It is a best practice when integrating technology to allow students opportunities for practice in low-stake activities. Since concept map construction and the use of the CmapTools was deemed to be new for most students, a low-stakes assignment was built in to the course structure to allow for student practice and to work through any issues. Students were asked to introduce themselves to the class by constructing a concept map about themselves. This low-stake activity allowed for practice with concept mapping and the software in a fun and creative atmosphere.

Here is what one of the students had to say about the learning experience...

"The Practical Skills 4 assignment, and concept map, paved the way for this community assessment paper. I finally now can see all of my ideas and information together, and what the issues are in the community that I live within. I also know the programs/resources available in the community to help resolve these issues. Taking the time to put all information together, will hopefully make for an easier transition in completing the community assessment paper."
The Flipped Classroom
design and development...

Design and Development

Incorporating the flipped classroom approach requires much planning and development. In addition to designing your instructional strategies, you will need to plan strategies for communicating with your students -- letting them know how the class will function, the purpose of the online activities, your expectations for them -- and devise strategies for giving feedback to students after the in-class session and for out-of-class activities. Once you have the blueprint for your flipped class, you will need to develop your instructional materials and learning activities. Creating a successful flipped model can be challenging, that’s why you are encouraged to start small by flipping just a few lessons and to elicit the assistance of the instructional design team.

"The main goal in flipping a class is to cultivate deeper, richer active learning experiences for students when the instructor is present to coach and guide them."

Student Orientation

Various strategies can be used to support active engagement in the in-class session. The flipped classroom approach requires students to actively engage in their own learning.

To encourage student participation and attendance:

✓ Require that students take notes while watching the multimedia lectures. One approach is the use of the Cornell method for note taking. The value in taking notes is that it minimizes the rate at which a person forgets what he/she has read. Have students do something with the notes during the in-class session. Poll students to address any misconceptions with material, due to a lack of prior knowledge or misunderstanding with multimedia or reading materials.

✓ Demonstrate the approach students may use for the in-class and out-of-class session, i.e., review lecture, read textbook, articles, etc., and then come prepared to class, with questions for the instructor.

✓ Provide students with feedback. The research literature proposes that formative feedback during the class session serves to motivate learners, to create curiosity and to provide learner guidance.

✓ Scaffold the course format the first week of class. Demonstrate to students techniques on reading for understanding:
  • Summarize the main points of an article.
  • Identify new concepts, or concepts that must be relearned and develop a strategy for learning the new concepts.

continued from page 7

Tech Tools

Looking for some innovative ways to collaborate and create?
Try these free apps...

Padlet -- A virtual wall that allows you to express your thoughts on a common topic easily! It works like an online sheet of paper where users can put any content (e.g., images, videos, documents, text) anywhere on the page, together with collaborators, from any device.

PiratePad -- A simple tool that makes it easy for users to share information on a basic notepad. Users can begin creating their pads right away. All basic text editing functions are available. PiratePad also allows users to import or export files and save revisions made to an existing file. The time slider lets users observe the editing history of the public pad exactly as it happened. A chat room is also included on the public pad so users can edit together and collaborate as they go.

continued on page 10
Flipped Classroom
Strategies you can use...

Instructional & Assessment Strategies
These are just some examples of strategies you can implement into your flipped classroom approach. Most of the active learning strategies offered in the section on Active Learning in Large Classes can be used with your flipped classroom model (see pp. 5-6). Consider using technology both in the classroom or outside of the classroom.

In-class Session Tactics.

- **Poll students** to have them apply concepts to a new context. (Barrett, 2012)
- **Poll students** to address any misconceptions with material, due to a lack of prior knowledge or misunderstanding with multimedia or reading materials.
- **Integrate quizzing/testing** in the in-class session to engage learners. Deslauriers, Schelew and Wieman (2011) used “in-class clicker questions with student-student discussion” to promote student engagement (p. 863).
- **Provide students with feedback.** The research literature proposes that formative feedback, during the class session, serves to motivate learners, to create curiosity and to provide learner guidance.
- **Use peer instruction.** Students prepare for class and give instructors feedback about what they found confusing or difficult. During class, students experience cycles of mini-lectures interspersed with peer discussion of conceptual questions that work to elicit, confront, and resolve misconceptions students may hold.
- **Incorporate team-based learning.** Students prepare before class and experience a readiness-assurance quiz over the content at the start of class (first as individuals and then as a team). Teams get immediate feedback on their performance while instructors address gaps in understanding via mini-lectures. Next, teams engage in structured application activities that conclude with teams simultaneously making a specific choice.
- **Incorporate case-based learning.** Students work together in small groups with guidance from the instructor to analyze the problem and evaluate a given course of action or decide on one of their own.
- **Try Process-oriented Guided Inquiry Learning.** POGIL activities are designed around the learning cycle where students explore data or information guided by questions, generate conclusions based on the data, and apply these concepts in new situations. The activities are structured to develop process skills, critical thinking, problem solving and collaboration.

Out-of-class Session Tactics.

- Embed self-check quizzes within the multimedia lectures to help student understanding of material.
- Test students’ knowledge by giving them an online quiz, and have students apply the knowledge in-class, i.e., apply knowledge to a problem-solving exercise. (Critz & Knight, 2013)
- Push questions to students after the in-class session to check their understanding of the learning activity, i.e., case study exercise.
- Push questions to students to determine their progress with completing out-of-class activity, such as viewing multimedia and reading material.
Planning Your FLIPPED Classroom

Where to Start
What topics within your course have you noticed students struggling to understand the material? What misconceptions are common within your discipline/course content?

Strategies You Can Use
• Team-based learning
• Peer instruction
• Case studies
• Problem sets
• Discussions
• Questioning/polling with audience response system

Evidence-based Practices
• Chunk narrated lectures and video content
• Limit online videos/lectures to 10 minutes (5 min. preferred)
• Embed quizzing activities to check for understanding
• Hold students accountable for doing pre-class work

Student Perspective
Understand that moving to a flipped classroom model may be a change for students. What change management tactics will help ensure a smooth transition to this new pedagogy? Tell students how this approach will benefit their learning.

Figure out where “flipping” makes the most sense for your course
Which topics would be better understood if students were given the opportunities during class to actively apply their knowledge and skills? What learning outcomes need to be refined or introduced to target higher order use of knowledge and skills?

Look for in-class activities requiring students to apply what they are learning
What activities have you developed that are currently rushed through during class due to time constraints? What homework questions could be tackled during class? What activities could be designed that would appropriately challenge students to apply concepts and engage them in the type of thinking common in your field?

Identify the content students will engage with to prepare for class
What existing resources would supply students with the information needed and how would you check their understanding? What essential content do students need to acquire before class that would be best served by producing your own videos or narrated lectures?

Prepare students for the unique roles everyone will have during class
What expectations and procedures need to be communicated to students regarding how they prepare for class and engage during class? What additional tools or techniques would help you in your role as a “cognitive coach” where you develop and challenge students to engage in ways of thinking within your field?
# Instructional Design Workshops

## Workshop Topic: Learn:

<table>
<thead>
<tr>
<th>Workshop Topic</th>
<th>Learn:</th>
<th>Dates*</th>
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| Applying Gagne’s Nine Events of Instruction to Online Course Design | • Evidence-based principles for structuring learning modules in online courses  
  • Instructional design tips and best practices for course design  
  • Tools and strategies for incorporating Gagne’s framework | October 6  
  November 4      |
| Case-based Learning                                      | • How to design case-based activity to support conceptual understanding of topics  
  • Techniques to facilitate case-based learning activities                                                                                   | October 14  
  November 12    |
| Effective Facilitation of Classroom/Online Discussions    | • How to design discussion activity to promote critical thinking  
  • Techniques to facilitate student interactions                                                                                              | October 1  
  October 28     |
| Formative Evaluation Methods                              | • Methods for garnering student input throughout the course to gauge student understanding of course content  
  • Relevant learning technologies to augment formative evaluation measures                                                                     | October 20  
  November 19    |
| Let Your Voices Be Heard! - Using VoiceThread             | • Benefits of a web-based response system  
  • How you can garner immediate feedback from your students  
  • How to create polling tournaments                                                                                                           | October 22  
  November 18    |
| CmapTools - Concept Map Construction                      | • How to easily construct concept maps  
  • How to implement the use of student-constructed concept maps  
  • About collaborative map construction                                                                                                         | October 27       |
| TopHat - Web-based Audience Response System               | • Benefits of a web-based response system  
  • How you can garner immediate feedback from you students  
  • How to create polling tournaments                                                                                                           | October 7  
  November 3      |
| Teaching with Sakai                                       | • How to navigate the Lessons tool  
  • The layout of the new text editor featuring audio recording capabilities  
  • How the Syllabus and Schedule tools integrate  
  • How the Assignments tool has been enhanced  
  • To drag and drop files to upload to your course site                                                                                      | October 15  
  November 10    |

*Sessions will be offered at 12:00 pm and 5:00 pm on all dates.*