



university of
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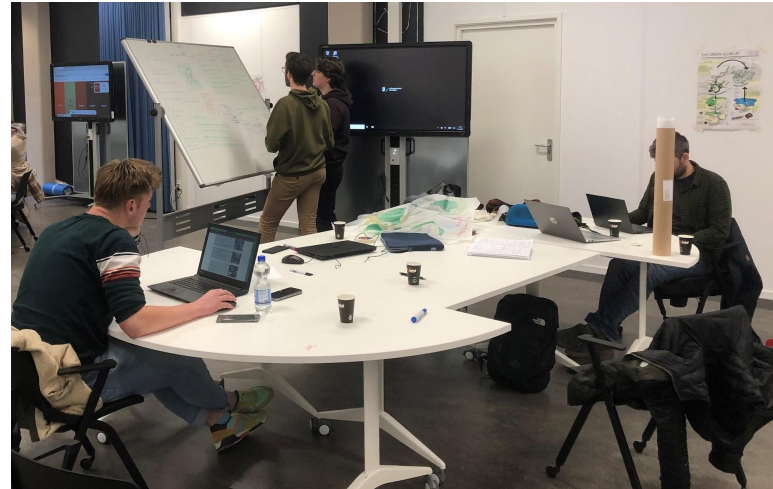
Welcome @ Marie Loke Active Learning Classroom



Do Active Learning Classrooms make for Active Learning?

Teacher Experiences with Active Learning Classrooms

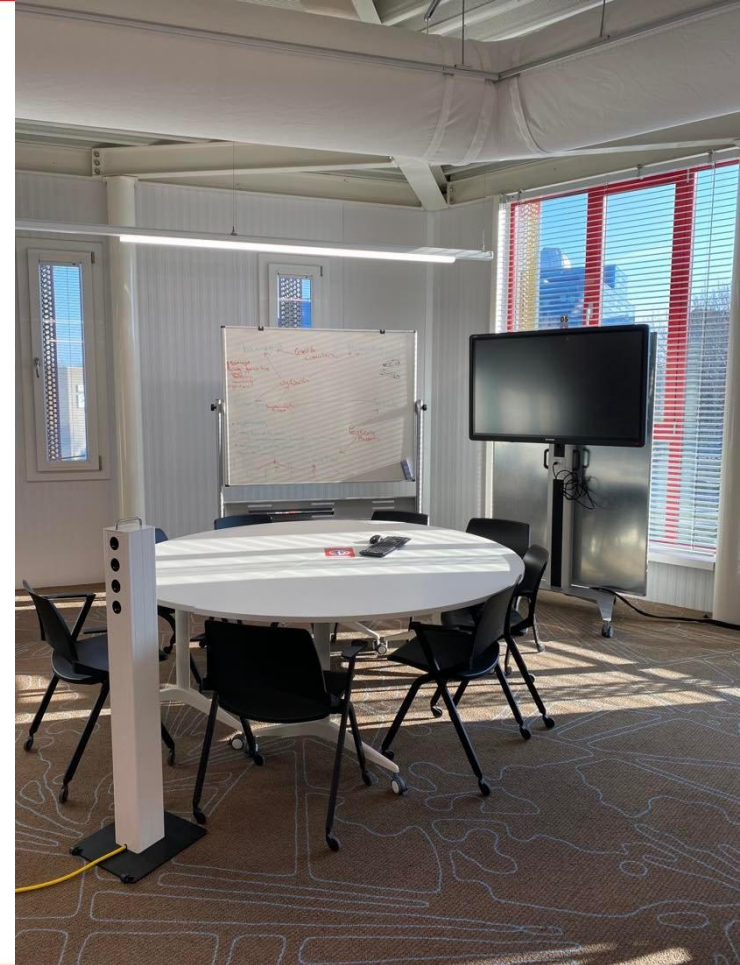
dr. Kirsten van den Bosch
 Bas Blom MSc.





Overview

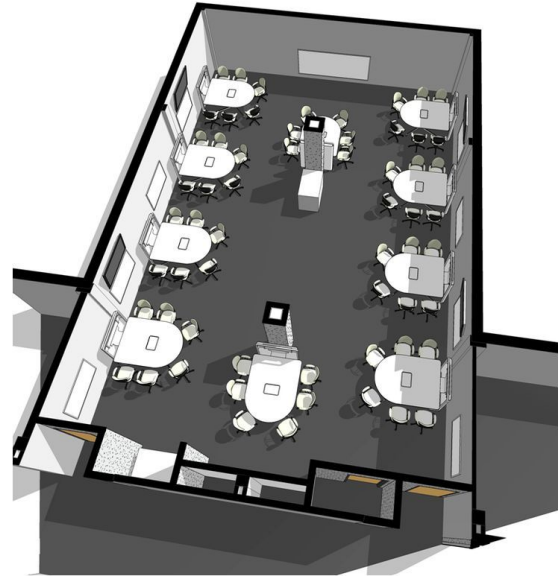
1. Active Learning Classrooms
2. Aims and research questions
3. Method
4. Results: Teachers' experiences
5. Conclusions and remarks
6. Next steps
7. Your turn!



Active Learning Classrooms @ University of Groningen



Teacher-centered



Student-centered



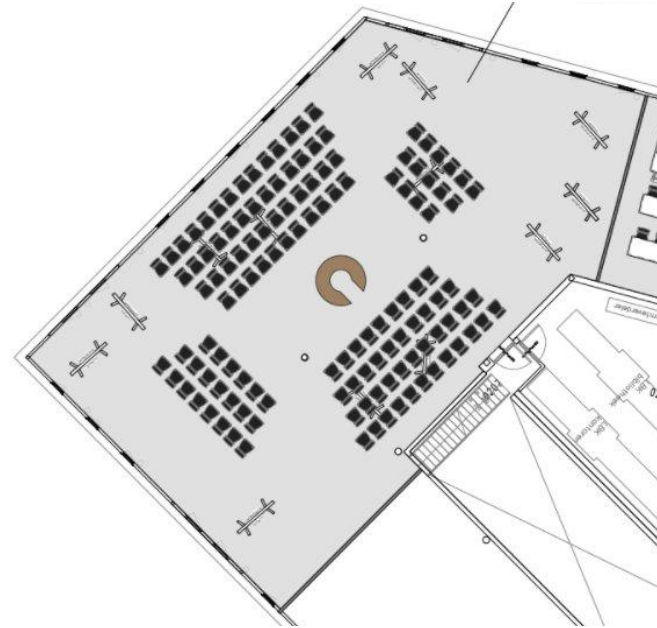
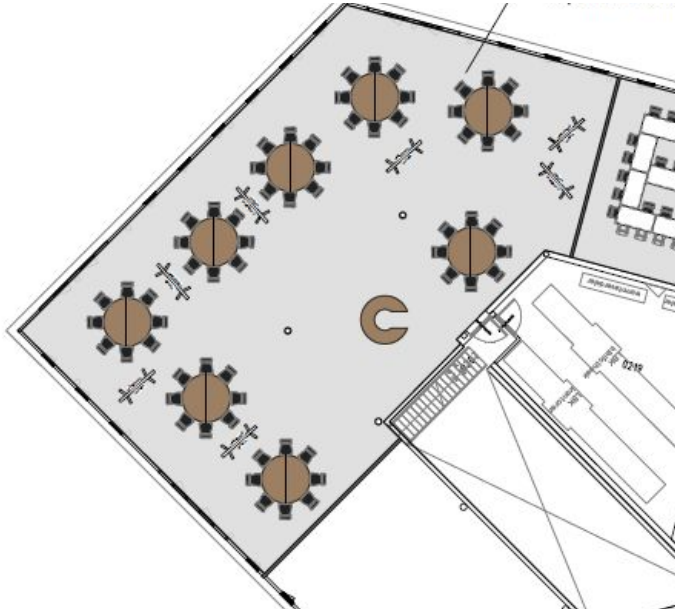
Active Learning Classrooms @ University of Groningen

- Definition Active Learning by Shroff, Ting & Lam (2019):
*“The basic premise of active learning involves focusing on **reinforcing higher-order thinking skills** and instructional techniques, requiring learners to actively participate in the **ownership of their learning.**”*
- Definition Active Learning Classrooms by Fraser (2014):
*“[ALC] facilitate collaborative, connected and active learning, ...(in spaces that) are **technology-enabled** and allow for students to use their own devices... as well as having comfortable **furniture** that is **configured easily** and quickly by academics and students to **suit different pedagogies.**”*

One room, many possibilities



Configurations



Aims research project

- “To what extent do the Active Learning Classrooms contribute to active learning of students and to what extent do these teaching spaces invite other teaching strategies that stimulate active learning?”
- Three approaches:
 1. **Teacher experiences**
 2. Student experiences
 3. Observations by independent researchers

Method

- 2020-2021 academic year
- 14 teachers from five faculties
- Pre- and post measurements
 1. Self designed online [Questionnaire Teaching in Active Learning Spaces](#)
 - 20/13 open-ended questions on 5 categories (Your course, Teaching Strategies, Active Learning Classrooms, Assessment, Experiences and Views on Education).
 - *“How did you prepare for teaching your course in the Active Learning Space(s)?”*
 2. [Approaches to Teaching Inventory](#) (ATI-22)
 - 2 scales: Student-centered & Teacher-centered
 - 22 statements, 5 point Likert scale (1: only rarely - 5: almost always).
 - *“Teaching in this subject should help students question their own understanding of the subject matter”*

Teachers' experiences with **preparations** for teaching

- ESI support on course design
- Discovering possibilities ALC

"I had meetings with educational support to get a feel for all Active Learning Classrooms. We also had a practice session to try out practical aspects."

- Hybrid teaching (e.g. COVID-19)

"We will use the ALC as a hybrid workshop, in which students can move around, work in subgroups and share (online) material in a context where offline and online students work together"

- Pedagogy and didactics less linked to course design (see keynote)

Teachers' experiences on teaching strategies

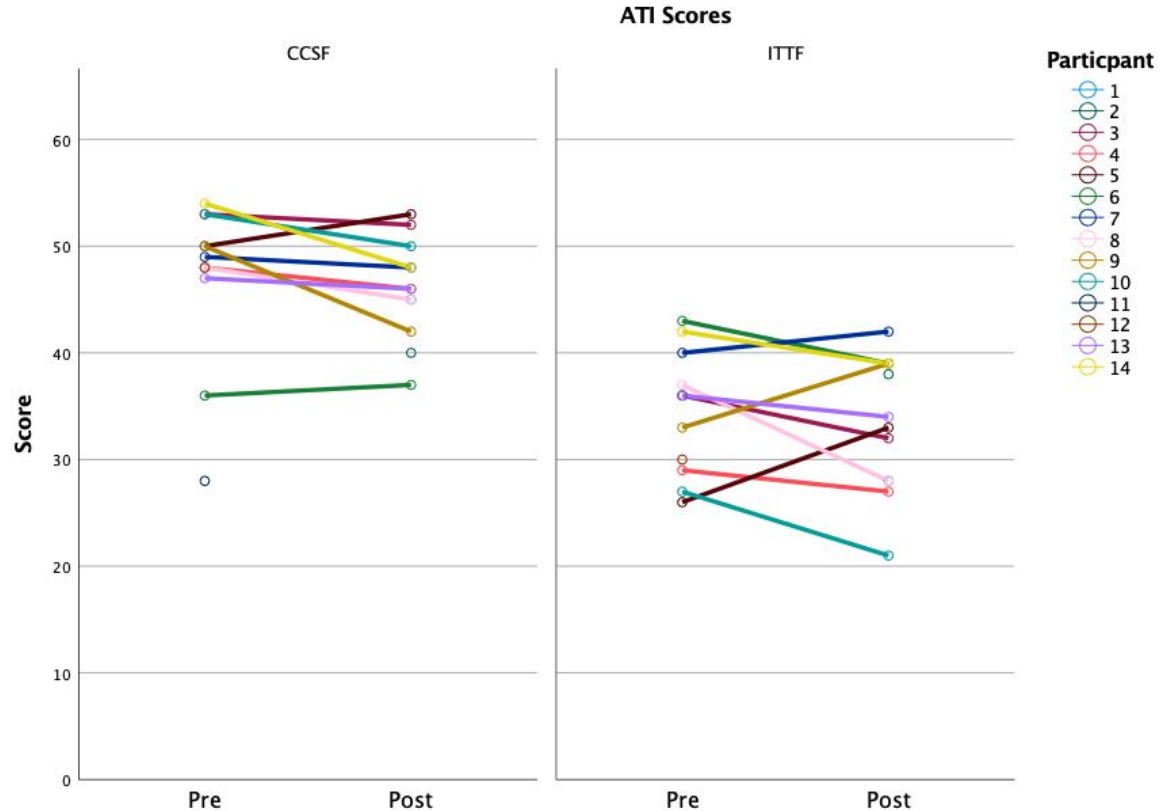
- ALC facilitates active learning **activities** and **didactics**
 - *Discussion, presentations, group assignments, etc.*
 - *Team based learning sessions, collaborative thinking, etc.*
- **Pedagogy**: teacher centered vs. student centered
"I use a mix of short lectures combined with students working in groups on exercises and projects using e.g. whiteboards, assignments due every week, and a final project - again in groups"
- Course teaching in ALC stimulates active learning
"As a teacher, it was satisfying to see that the Active Learning Classroom stimulated the learning process. The students taking the course online through Gathertown [an online simulation program for physical classrooms] seemed much less active."

Teachers' experiences with ALC configurations

- Changeability of configuration major pro
“I use the whiteboards, move tables and chairs A LOT during my meetings to facilitate different setups and exchanges. I also use the Polycom [webcam for hybrid education]”
- Configurations in accordance with (intended) teaching strategies
- Technical startup issues, ALC opportunities not fully utilized (yet)

Approaches to Teaching Inventory (ATI)

- Do beliefs of teachers change when teaching an ALC?





Conclusions and remarks

- Teachers experience student learning during their course to be more active in an ALC
- ALC triggers active learning **activities** (Talbert & Mor-Avi, 2019; Lasry et al., 2014)
- Less attention for conceptual thinking on Teaching Strategies
- Focus on hybrid teaching due to COVID-19 measures
- Specific properties and configurations of ALCs seem to influence activity level

Take home message

- Visit the classroom beforehand, get inspired;
- Think about the pedagogical intentions and didactics in relation to the learning goals of your course;
- Use ESI to prepare your course...!
- Make yourself acquainted with the technology;
- Use the room as a resource.



Next steps





Your turn!

1. Get acquainted with your table mates
 - Introduce yourselves briefly (name, position, faculty, experience with ALC)
2. The future of ALC @ UG
 - Opportunities (green) and Challenges (pink)
 - Classroom, Policy, Teacher, Students - Other?
 - Up on the whiteboard
3. Wrap up by us



Think - Pair - Share
1-2-4 Pyramid

Literature

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