

Residential to Remote: Active Learning Strategies by Instructional Modality

ffsf Active learning strategies can be used to engage students in the classroom, regardless of delivery method. Active learning and groupwork a

Basic Knowledge, Recall, and Understanding of Concepts/ Skills of Concepts/ Skills

| Active Learning Strategy | Remote-Synchronous | Remote-Asynchronous | Physically Distanced Classroom |
|---|--|--|--|
| <p>Think-pair-share</p> <p>Numbered Heads Together Students form groups (2–4) and number off and discuss a question/concept. Instructor calls on students from a certain number to share.</p> | <p>Use breakout meeting rooms in MS Teams or Zoom to simulate small group discussions.</p> | <p>Pose an equivalent question to the asynchronous students, either in video or text, and ask the students to respond in a small group discussion forum. The group reports can be shared to the larger class discussion forum.</p> | <p>Set up small groups of 3-4 students in MS Teams or shared document to participate in discussion.</p> <p>Send pairs out of classroom for a</p> |

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|---|---|---|--|
| <p>Posters or Gallery Walk Images or student work is placed around the room like an art gallery.</p> <p>Dot Voting Students review posters and vote using dot stickers or markers.</p> | <p>Use online collaborative spaces (MS Teams, Google, Padlet, etc.) for small groups to create/share virtual posters and classmates can record ideas/votes.</p> | <p>Use online collaborative spaces (MS Teams, Google, Padlet, etc.) for small groups to create/share virtual posters. Peers review the posters and record ideas/votes and share with the instructor. The instructor shares with the class as part of the module's activities.</p> | <p>If allowed, place poster boards around the room. Dismiss one group of students to go separate posters and record a response. When they finish and return to their seats, dismiss a second group. Continue until the entire class has been able to record responses. Read/ review the posters with the class or save and use to start the following class period. This activity encourages movement, individual response, and can serve as an assessment of students' opinions or understanding (depending on the questions). You may need to think about options for students that are not moving around the room. One option is to consider using virtual poster boards.</p> |
| <p>Empty Outlines Instructor provides students with an empty/partially completed outline and gives them a limited amount of time to fill in the blank spaces. Students can work alone or in groups, depending on what is being assessed.</p> | <p>Create a set of class notes with blanks for important information and share on the LMS. Encourage students to fill in the blanks during the class session.</p> | <p>Create a set of class notes with blanks for important information and share on the LMS. When viewing course materials, students complete and annotate the notes.</p> | <p>Create a set of class notes with blanks for important information and share on the LMS. Encourage students to fill in the blanks during the class session.</p> |

Application of Concepts

Active Learning Strategy

Remote-Synchronous

Remote-Asynchronous

Physically Distanced Classroom

Directed Paraphrasing

This technique provides visibility into student's ability to translate highly specialized information into everyday language.

Varied Voices

After teaching a challenging topic, have students form groups of 3-5 and have

Analysis, Critical Thinking & Evaluation

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|---|---|---|--|
| <p>Pro & Con Grid Students identify pros and cons associated with a particular act, event, issue, etc.</p> <p>Categorizing Grid Students sort a scrambled list of terms, images, equations, or other items predefined categories.</p> <p>Defining Features Matrix Students categorize concepts according to the presence or absence of important defining characteristics.</p> | <p>Individually or in groups, use a shared document in Teams or Google in real time or on a shared screen.</p> | <p>Individually or in groups, use a shared document in Teams or Google in real time or on a shared screen.</p> | <p>Use a shared presentation Teams or google to categorize features. Share presentations and report out to others.</p> <p>Consider using appropriately spaced white boards and/or poster boards to share a grid or matrix.</p> |
| <p>Analytic Memo Students write a one- or two-page analysis (briefing memo, white paper, etc.) of a specific problem or issue, usually directed towards a particular audience. Peers provide feedback using a prompt: <i>Sample prompt:</i> (Someone) wanted ____ but ____, so ____ based on the memo.</p> | <p>Students compose memo before class. Memos are emailed to a partner during class and partners summarize memo.</p> | <p>Students compose memo outside of class and post on a discussion board in the LMS. Students choose a memo and provide feedback to the author based on a rubric.</p> | <p>Students compose memo before class. Memos are emailed to a partner during class and partners summarize memo</p> |

Synthesis and Creative Thinking

Active Learning Strategy

Remote-Synchronous

Remote-Asynchronous

Physically Distanced Classroom

Problem Solving (Metacognition and Strategies for Solving)

Active Learning Strategy

Remote-Synchronous

Remote-Asynchronous

Physically Distanced Classroom

Fishbowl