

Use this document to help you envision and grasp tactics that will make the learning experience you’re planning engaging, intriguing, and learner focused. As the learning experience you conceptualize formulates in your mind, write down your ideas and consult with an Instructional Designer to help you architect them into a multi-modality design for course developers and technical experts.

Keys to Identifying Active Learning...
“[I]nvolving students in doing things and thinking about the things they are doing” (Bonwell & Eison 1991).
All genuine learning is active, not passive. It involves the use of the mind, not just the memory. It is the process of discovery in which the student is the main agent, not the teacher (Adler, 1987).

Talking and Listening

Writing

Reading

** Reflecting **

1 - WHAT IS ACTIVE LEARNING?

Active learning is a kind of learning that involves deliberate effort by a participant to engage in cognitive processes and/or physical activities that involve *connecting prior knowledge with incoming information*, and as a result constructing new meaning. Learning participants who are actively learning do the following:

- * Speak and Think about their words;
- * Listen and Process what they are hearing;
- * Write and Conceptualize what they want to say;
- * Read and Process mental imagery and meanings; and
- * Reflect on connections both new and old with knowledge and skills.

2 - WHAT ARE MODES FOR COMMUNICATING CONTENT ONLINE?

For online learners to be active in their learning, it is necessary for an *experience* to be carefully designed to include a mix of modalities and/or online tools to help communicate the ‘story’ and allow practice effectively across a diverse audience. With that in mind, consider mixing some of the following:

01. Text

02. Video

03. Still Images

04. Charts and Graphs

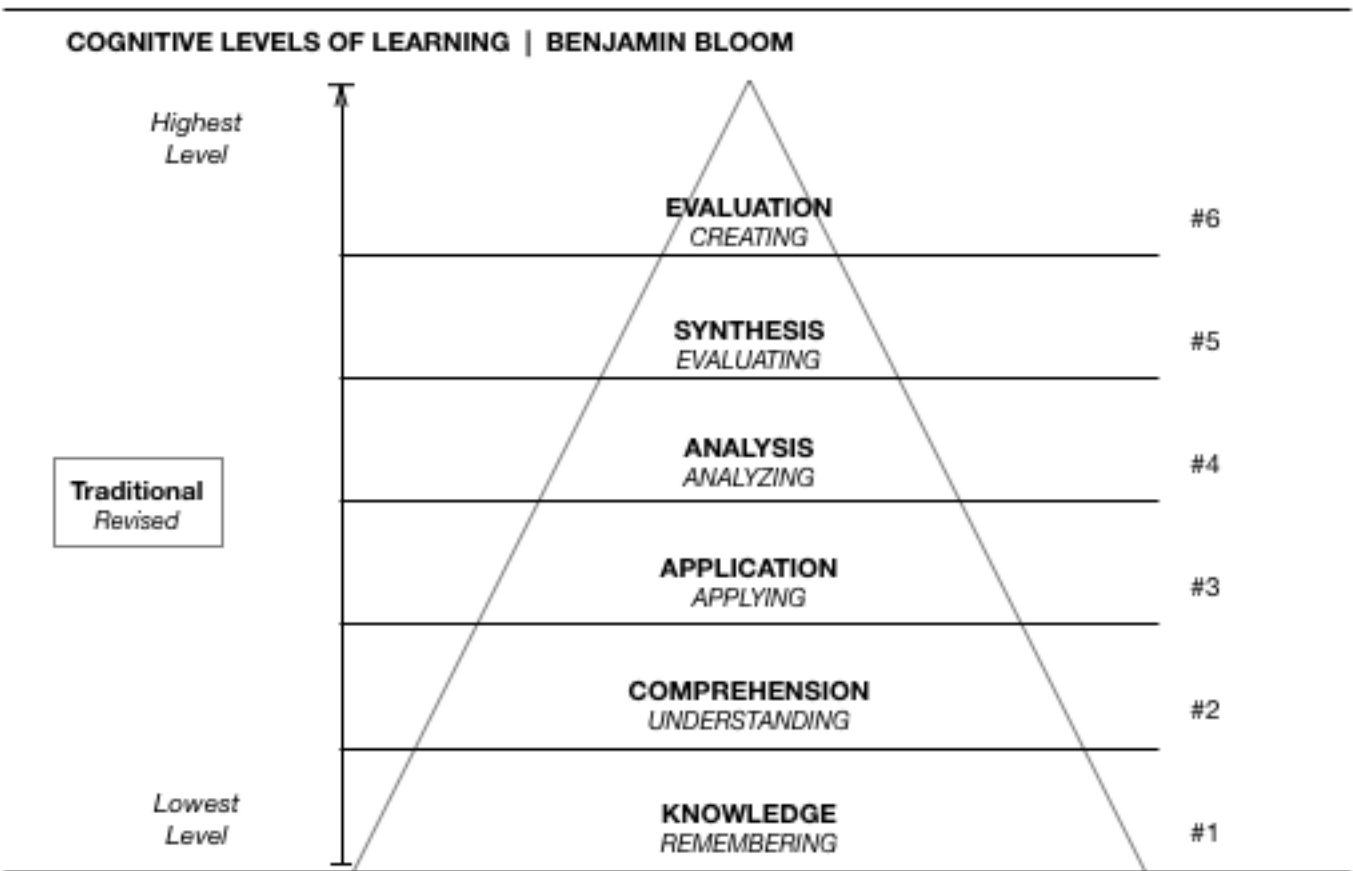
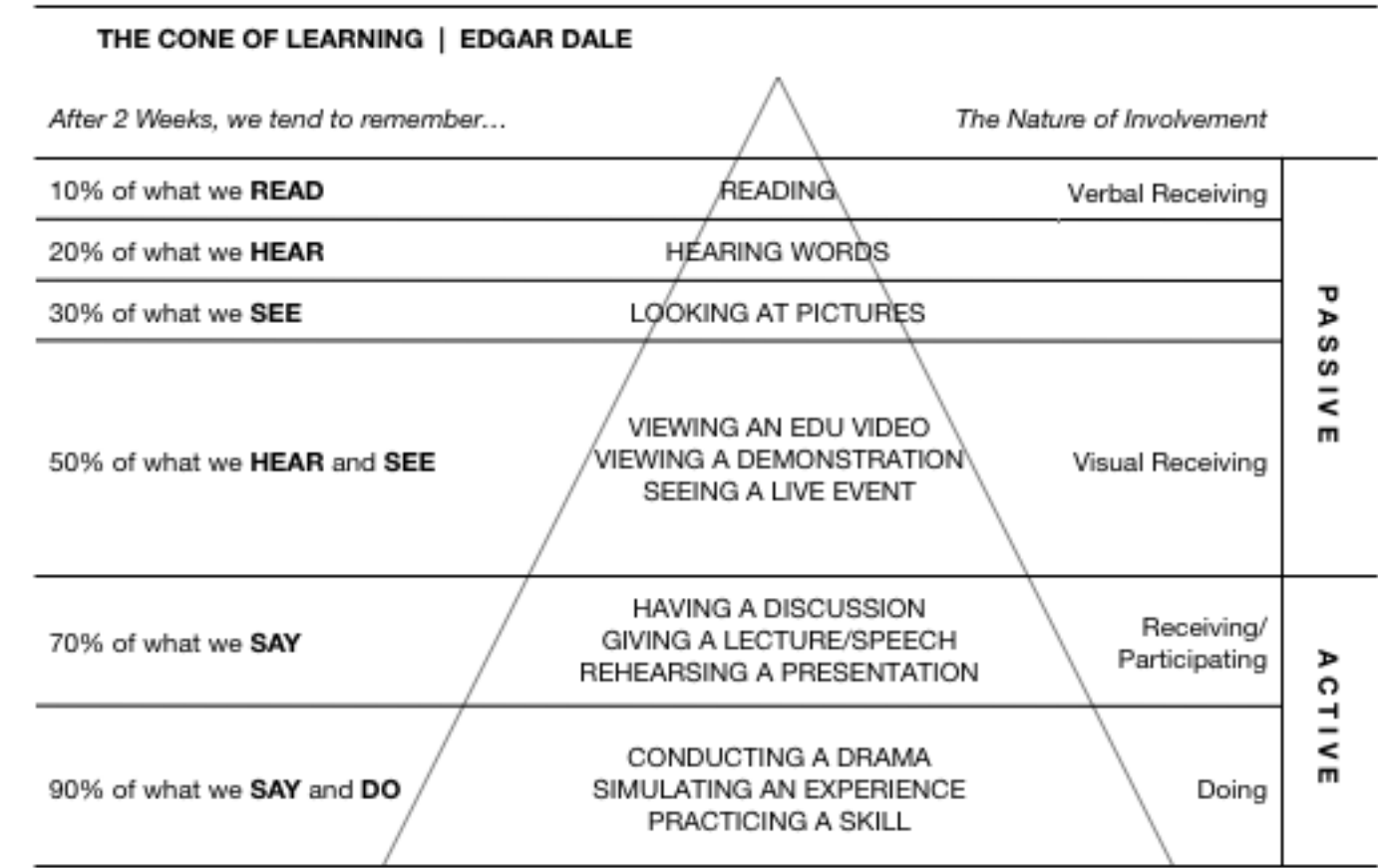
05. Documents, Spreadsheets, Presentations
06. [Web 2.0] Wiki Site

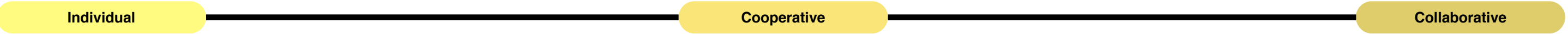
07. [Web 2.0] Discussion Board

08. [Web 2.0] Google Docs

09. [Web 2.0] Prezi; Gliffy; Equation Editor

10. Web-based Resources





01. Writing	
Purpose of Use / Benefit	How to Implement
Moving the messaging of the learning content towards internal processes so as to promote new connections, thoughts for discussion, and reflection.	You may require research and reflective answers to questions, contribution to a team or course discussion board, and/or developing position statements.

02. Community/Team Building and Discussions	
Purpose of Use / Benefit	How to Implement
Promote the ‘saying’ of thoughts within small groups to allow for discussion and thought development in a likely thoughtfully diverse setting.	Use discussion forums with assigned small groups. Alternatively, there could be arranged times for groups to discuss with the course experts (by region).

03. Problem-Solving	
Purpose of Use / Benefit	How to Implement
Encourages the use of prior, incoming, and newly formed knowledge and skills. A good problem will have multiple solutions and allow room to create and discuss.	Present small problems scaffolded from easy to hard through a module. Then at the end, allow one big problem with multiple interpretations and require a deliverable.

04. Readings and Case Studies	
Purpose of Use / Benefit	How to Implement
Combining reading with Case Studies allows the internalization of a problem. But encouraging the formulation of a solution to the case allows ‘doing’.	Build a course with a single case in mind. Allow each module to reveal some of the problem(s), and allow the learner to solve/create some aspect with each module.

05. Participant Online Presentations	
Purpose of Use / Benefit	How to Implement
Allow for the creation of an example that demonstrates how comprehension, analysis, and the construction of meaning.	Have participants put together a 3-5 slide presentation or large single sheet document, arranging and discussing a topic through multiple modalities.

06. Guided Lesson Video (for Skill Development)	
Purpose of Use / Benefit	How to Implement
The utilization of an educational video to ‘partner’ with the viewer whereby viewing includes information intake, doing something, returning, and reflecting.	Use a 5-7 minute span to provide content, then pause, and require the completion of some small task. Un-pausing will assume the task is complete.

07. Video to Directed Discussion	
Purpose of Use / Benefit	How to Implement
Combining video and a discussion can help lead others to the formulation, expression, and defense of ideas. Which then enhances the creation of new connections.	After presenting a series of content blocks, provide a short (1 min.) video that proposes a topic or critical question for discussion in a discussion board.

08. Pausing (in a Video) to Redirect	
Purpose of Use / Benefit	How to Implement
Pausing acts as a queue for reflection where connections can be made, a learner can construct something, and/or a learner can discuss ideas and activities.	Build-in pausing points for the learner to go study the connection between ideas then return. When they return, the video continues assuming they discovered X.

09. Video Demonstration	
Purpose of Use / Benefit	How to Implement
Provision of a demonstration of some activity whereby a learner follows just as they would face-to-face. The aim is to provide strong support in basic skill development.	The traditional instructional video - Participants are provided clear instructions and follow a hands-on video lecture to complete a specific task.

10. Directed Reflection	
Purpose of Use / Benefit	How to Implement
Purposefully embedding a time to have participants pause and think about what they’ve learned and done. But with the aim of specifically consider some intersection.	Some guided activity prior to summative assessments, some directed question leading into a discussion, and/or some introduction of pathways for consideration.

11. Directed Research	
Purpose of Use / Benefit	How to Implement
Assisting a learner down a path of identifying the important pieces and discovering how they fit together through real-world examples.	Provide learners with a series of steps and/or questions, a set of resources, and key items. They may present findings through writing, discussion, or presentation.

12. Collective Knowledge Creation (Wiki)	
Purpose of Use / Benefit	How to Implement
Promote the ‘writing’ of thoughts within small groups to allow for knowledge creation and thought development in a likely thoughtfully diverse setting.	Utilize small spaces external of the course (yet linked) where groups can share knowledge, experience, and thoughts specifically aimed at connecting bits.