



# Active Learning Classrooms



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# Goals for Today

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- Learn about the setup of active learning classrooms and certification program at UC Irvine
- Review and discuss the Active Learning Institute
- Practice an active learning strategy

# The Anteater Learning Pavilion (ALP)

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# The Anteater Learning Pavilion (ALP)

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- 65,000 feet - 15 classrooms plus small group tutorial rooms, lounge spaces, and Tutoring and Office of Information Technology
- 2 lecture halls with swivel seats - 400 and 250 seats
- 6 ALCs, students in pods of 6 - 102, 84, and 60 (x4) seats. One is low tech
- 4 classrooms with mobile chairs - 30 seats
- 3 computer classrooms - 50 (x2) and 20 seats















# Certification Program

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- ALP is controlled by the Office of the Vice Provost for Teaching and Learning
- Faculty with certification in active learning get priority scheduling in the ALP
- List is shared with registrar and department schedulers
- Pilot program was implemented a year in advance of the ALP opening
- Two options - Active Learning Institute or Consultation and Observation

# Active Learning Institute

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- Series of 8 workshops focused on course redesign
- Interactive and supportive
- 300 faculty certified, more than half did the ALI
- Offered once per quarter

# Consultation and Observation

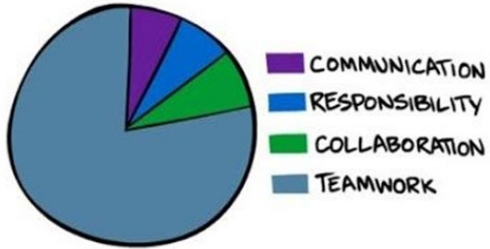
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- For faculty already using active learning strategies
- 30 minute consultation to discuss what their teaching looks like - a typical day in the classroom - and how they came about using these strategies
- Classroom observation using the Classroom Observation Protocol for Undergraduate STEM (COPUS).
- Observation can include no more than 50% of class time lecturing

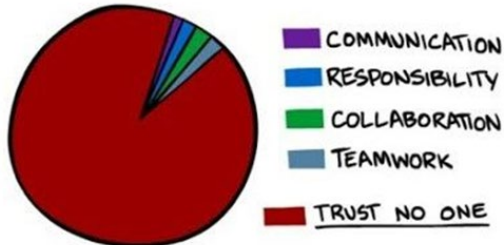


# Making Group Work...Work!

WHAT GROUP PROJECTS ARE  
SUPPOSED TO TEACH YOU



WHAT GROUP PROJECTS  
TAUGHT ME



# Why Groups?

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Research overwhelmingly confirms that we learn more, gain multiple perspectives, increase our problem solving abilities, and improve collaborative and conflict management skills when we work in groups.

The key is to set student groups up for success through defined goals, holding each member accountable, creating an interdependent assignment, and offering clear assessment guidelines.

# #1: Purpose Unclear

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Problem: Students do not understand why they are being asked to work in groups.

Solution: Show students how the activity and process connect with course goals. Demonstrate the value of collaboration during and after an activity.

- Ask the same question before and after small group activity
- Point out insights that emerge from group discussion
- Structure group activities for interdependence



## #2 - No Practice

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Problem: Students are put in groups to work on a major project, yet students have never worked together before. No time for learning how to work as a team.

Solution: Use a low-stakes assignment or activity to help them practice working together.

- Short worksheet or paper
- Group quiz
- In-class activity

## #3 - Undefined Roles

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Problem: Students are given a task but no roles. This leads to students who dominate, withdraw, or blindly follow. It can also lead to power inequities and exclusion.

Solution: Provide clearly defined roles that have specific responsibilities and goals.

*Tip: Consider having students change roles if the project allows.*

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Let's Try It

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# Activity: Know Your Team

Goal: Understand your team dynamics while also practicing your roles.

Each person:

**Name one strength you bring to the team**

*(I am a good listener)*

**Name one characteristic your team should be aware of**

*(I don't make decisions quickly, so please give me time to think)*

**Describe how you handle conflict**

*(I shut down)*

Managers: 2 minutes per person

Recorders: Take notes

Reflectors: Put info together-  
how would you characterize  
your team?

Presenters: Share your analysis



# Questions?



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