

ACTIVE LEARNING TO ENHANCE YOUR PROGRAMS

“Not having heard something is not as good as having heard it. Having heard it is not as good as having seen it. Having seen it is not as good as knowing it. Knowing it is not as good as putting it into practice.” -Xun Kuang, a Chinese Confucian philosopher

OUR AGENDA

1. What is it?

Activity 1: Let's define it.

2. Why should you do it?

Activity 2: What are the benefits?

NACE Job Outlook 2017 Report

NACE Career Readiness Competencies



3. How can you do it?

Example 1: LinkedIn Series &

Example 2: Job Search Boot Camp

Activity 3: Let's design one together.

4. Open Discussion

ACTIVITIES

One-minute Paper (*What else would you like to know? Describe the connection between today's workshop and your life outside. Muddiest point?*) • Think-Pair-Share & Peer Review • Lecture Reaction (*Questioners, Example Givers, Divergent Thinkers, Agree-ers*) • Role-play, Choose Your Own Adventure, & Interactive Demonstrations

CHALLENGES

Preparation Time

- To design an active learning workshop.
- To train staff to deliver material in a new way.

You cannot cover as much content.

- What is the most important information?
- What can be assigned as pre-work?

Room Setup / Furniture Arrangement

- Round tables are ideal to encourage group work.
- What if you must use a lecture-style classroom?

Technology

- Learning curve for “classroom response systems”
- Requiring students to bring laptops/tablets

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GET STARTED WITH “BACKWARDS DESIGN”

- 1. Identify Learning Goals:** What do I want students to learn? What information is critically important? What knowledge/skills should they master? Enduring understanding vs. Important to know and do vs. Worth being familiar with.
- 2. How Will You Assess:** How will I be able to distinguish between those who really understand and those who don't? What misunderstandings are likely, and how will I check for those? How will I know if they are “getting it”?
- 3. Plan Learning Experiences and Instruction:** What would be interesting & engaging activities on this topic? How can they practice using new knowledge to gain the skills I want them to learn? How can they apply their learning? What will students do before, during, and after the workshop? How much time will I devote to the entire workshop, to each activity, to the lecture components, etc.?

Other tips: **1. Start small.** Choose one simple technique to try in one workshop. | **2. Frame and introduce activities.** Think about how you will facilitate the process each step of the way. How will you introduce the activity? Do you need to provide visual aids with directions?

RESOURCES

SCALE-UP (Student-Centered Active Learning Environment with Upside-down Pedagogies) | <http://scaleup.ncsu.edu/>
A repository of active learning resources.

Project Merlot | <https://www.merlot.org>
Teaching and learning materials. Search for “active learning”.

Rutgers Active Learning Community | <https://dcs.rutgers.edu/active-learning/teaching-tools>
Resources to help with designing active learning, such as sample activities, overcoming common challenges, and more.

“Using Active Learning Instructional Strategies to Create Excitement and Enhance Learning” | <https://www.cte.cornell.edu/documents/presentations/Active Learning - Creating Excitement in the Classroom - Handout.pdf>

A literature review on active learning strategies.