Syddansk Universitet

Tools for Active Teaching & Learning Online

Kjær, Christopher; Christensen, Inger-Marie F.; Hansen, Pernille Stenkil

Publication date:
2015

Citation for published version (APA):

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

• Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
• You may not further distribute the material or use it for any profit-making activity or commercial gain
• You may freely distribute the URL identifying the publication in the public portal?

Take down policy
If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Download date: 21. jan., 2019
### Between classes

**Help students get an early start on their exam paper and learn from each other**

**Teacher:** Dron Roseibak Haner, Faculty of Humanities

**Course:** Course on Philosophy in the Master Programme in Education. 40 students. 15-page written exam paper.

**Challenge:** Students started too late! Do not benefit fully from individual supervision on exam paper.

**Solution:** Multi-stage assignment with peer feedback using Blackboard’s blog tool.

**Purpose:**
- Present topic, theory, methodology and empirical data
- Act upon feedback
- Inspire and learn from each other

**Evaluation:**
- Teacher studies feedback and supervision begins at a higher level than before the blog activity was introduced. Students’ questions and the dialogue with the teacher is more qualified and informed.

**Motivation:**
- Critical thinking and reflection.
- Students engage in peer instruction when working in groups which allows the teacher to help, facilitate and guide more students in problem solving.

**Tools for Active Teaching & Learning Online**

- Christopher Kjær - ckiær@sdu.dk
- Inger-Marie F. Christensen - imc@sdu.dk
- Pernille Stenkil Hansen - pha@sdu.dk

### During classes

**Engage students in active learning in the lecture hall by using student response systems (SRS)**

**Teacher:** Ole Graumann, Faculty of Health Sciences

**Course:** Radiology. 80 students.

**Challenge:** How to engage students in active learning in the lecture hall – from passive reception to active learning.

**Solution:** Using [www.poll Everywhere.com](http://www.poll Everywhere.com) and the pedagogical method Think-Pair-Share.

**Process:**
- **Presentation of theory (5-10 min.)**
- **Individual thinking (2-3 min.)**
- **Small group discussion of case and poll (2-3 min.)**
- **Peer discussion of case and poll (2 min.)**

**Purpose:**
- Analyse and interpret x-rays
- Propose and discuss diagnoses
- Contribute
- Establish a clearer connection between class activities and written assignments.

**Motivation:**
- Students answer the poll whenever they like
- Students get an early start on their exam paper and learn from each other

**Evaluation:**
- Live results and feedback
- Engaging activities
- Students get a better understanding and higher grades.

**Average grade in 2013:** 4.4
**Average grade in 2014:** 7.0

**Why flipped learning?**

**Teacher:** Henrik Midtiby, Faculty of Engineering

**Course:** Introduction to Mathematics & Physics. 30 students.

**Challenge:** Students have difficulties understanding basic mathematics and physics and get low grades.

**Purpose:**
- Give and receive help
- Discuss assignments
- Increase understanding and learn from each other

**Evaluation:**
- Students get a better understanding and higher grades.
- Average grade in 2013: 4.6
- Average grade in 2014: 7.0

**Flipped Learning**

**Bloom’s Revised Taxonomy**

**Higher Order Thinking Skills**

- Creating
- Evaluating
- Analysing
- Applying
- Understanding
- Remembering

**Lover Order Thinking Skills**

**During classes**

**Enhance students’ writing skills using Padlet - a free virtual wall**

**Teacher:** Anders Klitmøller, Faculty of Humanities

**Course:** Philosophy of Science. 30 students.

**Challenge:** How to capture the insights and knowledge from verbal in-class discussions and convert these into a written format thereby establishing a clearer link between class activities and written assignments.

**Solution:** Convert knowledge from oral peer-to-peer discussion into a written format using [www.padlet.com](http://www.padlet.com).

**Process:**
- Teacher poses a question on the Padlet wall
- Students write their answers on the Padlet wall
- Teacher uses the answers to initiate discussion on both form and content
- Teacher compiles answers in a written report which is made available to students on Blackboard.

**Purpose:**
- Transfer knowledge from oral discussions to a written format
- Improve writing skills

**Motivation:**
- Interact with the teacher and fellow students and get more nuanced feedback on written assignments.

**Evaluation:** Padlet walls are a good way of sharing knowledge and discussing written proficiency.

**During classes**

**How can students’ learning during internships be supported?**

**Teacher:** Mette Elmose Andersen, Faculty of Health Sciences

**Course on Philosophy of Science. 30 students.**

**Challenge:** How can students’ learning during internships be supported?

**Solution:** Students’ joint construction of an internship handbook using Blackboard’s wiki tool.

**Process:**
- Teacher poses a question on the Padlet wall
- Students write their answers on the Padlet wall
- Teacher uses the answers to initiate discussion on both form and content
- Teacher compiles answers in a written report which is made available to students on Blackboard.

**Purpose:**
- Establish a clearer link between class activities and written assignments.

**Motivation:**
- Improved understanding and higher grades.

**Evaluation:** The wiki activity was helpful because it gave students the opportunity to reflect on their learning process from the start of the internship and until they completed it. They reflected on their point of departure and their level of knowledge, skills and competencies as they ended the internship. They identified the important steps in the process; components that supported their learning journey and challenges they met on the way.