Tools for Active Teaching & Learning Online

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Tools for Active Teaching & Learning Online
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Between classes

Help students get an early start on their exam paper and learn from each other
Teacher: Dion Rüsselbæk Hansen, Faculty of Humanities
Course on Profession Theory at the Master Programme in Education. 40 students. 10-page written exam paper.

Challenge:
Students get 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: Students should be able to
- 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.

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 on Radiology. 80 students.

Challenge:
Students watch videos at home freeing up time for problem solving in class where the teacher is present.

Solution:
Using www.polleverywhere.com and the pedagogical method Think-Pair-Share.

Process: Presentation of theory (5-10 min) → Presentation of case and poll (2-3 min) → Individual thinking (2-3 min) → Peer discussion of case and poll (2 min) → Students answer the poll → Depending on the answer the teacher reviews topic or moves to new topic.

Purpose: Students should be able to
- analyse and interpret x-rays
- use subject vocabulary
- propose and discuss diagnoses
- formulate and share experiences made
- negotiate meaning with fellow students
- give peer feedback
- give and receive helpful feedback
- present topic, theory, methodology and empirical data

Motivation:
Engaging activities
Variety in teaching methods
Live results and feedback

Evaluation:
All students are engaged in active learning, when using anonymous SRS compared to traditional show of hands. Students engage in critical thinking and reflection.

Help students reflect on their learning and experiences during an internship
Teacher: Mette Elise Andersen, Faculty of Health Sciences
Internship on the Psychology Programme. 98 students.

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

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

Process: 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: Students should be able to
- transfer knowledge from oral discussions to a written formal
- improve writing skills
- improve written proficiency

Motivation: Interest 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.

Bloom’s Revised Taxonomy

Higher Order Thinking Skills

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Lover Order Thinking Skills

During classes

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: Students should be able to solve basic math and physics assignments.

Motivation:
- In class the teacher is present.
- The teacher has more time to help students working in groups.

Evaluation: Students get a better understanding and higher grades.
Average grade in 2013 = 4.4
Average grade in 2014 = 7.0

Before classes

- Students watch videos before class covering introduction to math and physics, exam papers, theory, guides and SDS math.
- Students watch videos whenever they like and as many times as they want.

Scan the barcode and watch one of Henrik’s videos: