Teaching in the Active Learning Classroom: History, Research, and Practice

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EDUCAUSE
Overview

- What are ALCs?
- What evidence do we have that they work?
- What are the common teaching challenges in ALCs?
- How can we support all faculty?
How many ALCS are on your campus?
How are you involved with ALCs?

- I teach in ALCs
- I support ALCs (technology/registrar/facilities)
- I support ALCs (faculty/TA development)

Start the presentation to activate live content.
If you see this message in presentation mode, install the add-in or get help at Poll Everywhere.
What are ALCs?
Active Learning Classrooms (ALCs)
Active Learning Classrooms (ALCs)
Evidence
Top motivating factors to integrate technology into teaching or curriculum, by Carnegie class
## Ranking of all motivating factors mentioned by faculty

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear indication/evidence that students would benefit</td>
<td>&gt;30%</td>
</tr>
<tr>
<td>Release time to design/redesign my courses</td>
<td></td>
</tr>
<tr>
<td>Confidence that the technology would work the way I planned</td>
<td></td>
</tr>
<tr>
<td>A better understanding of the types of technologies that are relevant to teaching and learning</td>
<td></td>
</tr>
<tr>
<td>Direct assistance from IT staff to support the technology I choose to implement</td>
<td></td>
</tr>
<tr>
<td>Direct assistance from an instructional design expert to design/redesign my courses</td>
<td></td>
</tr>
<tr>
<td>More/better technology-oriented professional development opportunities</td>
<td>20-29%</td>
</tr>
<tr>
<td>A monetary or other value-oriented incentive</td>
<td></td>
</tr>
<tr>
<td>Working in a faculty cohort or community that is adopting the same types of practices</td>
<td>10-19%</td>
</tr>
<tr>
<td>A teaching assistant to assist with technology implementation</td>
<td></td>
</tr>
<tr>
<td>Increased student expectations of technology integration</td>
<td></td>
</tr>
<tr>
<td>Tenure decisions and other professional advancement considerations</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Support/encouragement from peers</td>
<td>&lt;10%</td>
</tr>
</tbody>
</table>

Percentage of respondents ranking item in their top 3
Evidence of Impact: ALC Publications

British Journal of Educational Technology

Journal of Learning Spaces

RESEARCH

Computers & Education

September 2014, Vol. 78

It’s not about

learning classrooms

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A GUIDE TO Teaching in Active Learning Classrooms

HISTORY, RESEARCH, AND PRACTICE

Paul Baeppler, J.D. Walker, D. Christopher Brooks, Kem Saichae, and Christina I. Petersen

Foreword by Bradley Cohen

basis (Michael, 2006; Prince, 2004; However, the interpretation of these
#1 Strategic Technology of 2017
#1 Strategic Technology of 2017

Active learning classrooms

- Associates
- Doctorals
- Larger sizes (FTEs)
- Medium (4,000-7,999 FTE)

Devoting more attention than others

Devoting less attention

- Bachelors
- Smaller sizes
What is your teaching challenges with ALCs
What are the common teaching challenges in ALCs?

• Generating Buy-In
• Implementing Collaborative Learning
• Supporting Students
• Supporting Faculty
Select the top 5 most desired characteristics among recent college graduates as reported by hiring companies?

- Creativity
- Strong Work Ethic
- GPA (above 3.0)
- Leadership Skills
- Problem-solving Skills
- Teamwork Skills
- Verbal Communication Skills
- Analytical/Quantitative Skills
- Written Communication Skills

Generating Student Buy-In

![Figure 1: Attributes employers seek on a candidate's resume](image)

<table>
<thead>
<tr>
<th>Attribute</th>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>80.1%</td>
</tr>
<tr>
<td>Ability to work in a team</td>
<td>78.9%</td>
</tr>
<tr>
<td>Communication skills (written)</td>
<td>70.2%</td>
</tr>
<tr>
<td>Problem-solving skills</td>
<td>70.2%</td>
</tr>
<tr>
<td>Communication skills (verbal)</td>
<td>68.9%</td>
</tr>
<tr>
<td>Strong work ethic</td>
<td>68.9%</td>
</tr>
<tr>
<td>Initiative</td>
<td>65.8%</td>
</tr>
<tr>
<td>Analytical/quantitative skills</td>
<td>62.7%</td>
</tr>
<tr>
<td>Flexibility/adaptability</td>
<td>60.9%</td>
</tr>
<tr>
<td>Technical skills</td>
<td>59.6%</td>
</tr>
<tr>
<td>Interpersonal skills (relates well to others)</td>
<td>58.4%</td>
</tr>
<tr>
<td>Computer skills</td>
<td>55.3%</td>
</tr>
<tr>
<td>Detail-oriented</td>
<td>52.8%</td>
</tr>
<tr>
<td>Organizational ability</td>
<td>48.4%</td>
</tr>
<tr>
<td>Friendly/outgoing personality</td>
<td>35.4%</td>
</tr>
</tbody>
</table>

Source: National Association of College and Employers, 2016
How do I promote buy-in?

For faculty:

- Involve them in the ____ process
- Show them the research
- Provide continual support
Preliminary Plans for ALC in Walker Hall – University of California, Davis
How do I integrate collaborative learning?

<table>
<thead>
<tr>
<th>Start Small</th>
<th>Team Dynamics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Assessment</td>
<td>Outside of Class time</td>
</tr>
</tbody>
</table>
How do I integrate collaborative learning?

- How do I cover the content?

- How will this affect my evaluations?

- How do I get started?

How can we support all students?

- Be Intentional
- Reduce Distractions
- Provide Multimodal Engagement Opportunities

How can we support all faculty

<table>
<thead>
<tr>
<th>Varied Programming</th>
<th>Actively Promote Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding (development &amp; technology)</td>
<td>Look Forward</td>
</tr>
</tbody>
</table>
There is help!
Tinyurl.com/ALCbook
Thank you!

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