

LIS Pedagogy Chat is a discussion series for library and information science instructors. Our goal is to provide an informal space to ask questions and share ideas about online pedagogy, and to build a community of practice. Each session focuses on a different topic and features a short presentation on best practices followed by a facilitated discussion and a collaborative document of ideas to share. Slides and notes from each session are available in a shared folder. For more information or to propose a topic, contact the organizers: Laura Saunders (laura.saunders@simmons.edu) and Melissa Wong (mawong@illinois.edu).

Active Learning

Date: April 10, 2020

Moderator: Lili Luo, San Jose State University

Link to [Slides](#)

Slide Notes

- Two key features of active learning
 - Students do something as part of their learning
 - They reflect on what they did and their learning
- In active learning, students engage with course content, not just passively receive information from instructor
- Key words - engagement, interaction
- Three major kinds of interactions:
 - Student-content - easy to get distracted in online learning, need to present interesting content with opportunities for interaction; can use tutorials (including ones created by others), quizzes to reinforce learning, external links for more information, interactive presentations where learners have choices about what to read/do, reflections on readings and video lectures, instructors should model reflective behavior by connecting course objectives and specific assignments and by listing unit learning objectives, simulations, games and gamification concepts (reward system like badges for tasks), problem solving
 - Student-faculty - direct instruction as well as informal mentoring and support; feedback on assignments (written or voice message), participate in discussion forums (idea of summarizing themes so far, posing new questions every few days), send frequent announcements, online office hours (give each meeting a theme, like talking about specific assignments for 30 min),
 - Student-student - group projects and case studies, peer teaching, role playing, collaborative brainstorming;
 - Group projects: can take time to organize groups and address issues, but worth it for student learning; explain benefit of group projects so students

understand the rationale, give resources and guidance on working together, give them autonomy on how to evaluate each others' contributions (students can create their own rubric)

- Best Practice Suggestions
 - Use variety of learning strategies
 - Encourage collaboration - show that everyone is learning together, create community and avoid isolation
 - Connect course with real world - especially important for LIS students who are preparing for practice (e.g., interview working professionals, guest lectures)
- Interactive Tools (see slides)

Discussion Notes

- How can we include opportunities for students to think and reflect?
 - Have students submit a short reflection (1-2 paragraphs) with an assignment.
 - Tiered assignment with multiple parts that include reflection pieces - relate what they learn to course outcomes, professional competencies.
 - Survey about students' course expectations and what they hope to learn and mid-semester survey about how learning is going. Instructor summarizes and shares.
 - Reflection prompt - why is this course required? Why did I give this assignment? Prompts them to think not only about their learning, but also about relevance to practice.
 - Critical Incident Questionnaire (there is an article that shows how to modify for an online course) - see Phelan, L. (2012). Interrogating students' perceptions of their online learning experiences with Brookfield's critical incident questionnaire. *Distance Education*, 33(1), 31-44.
 - Dissect assignment and have students document their decisions and why they made them (why did you pick this research question? Why did you write this survey question in this way?)
- How can we connect students to real world practice?
 - Interview practicing professionals
 - Panels of guest speakers
 - Survey librarian colleagues for challenges they are currently facing (or encourage students to reach out and talk to librarians), share with students and have them incorporate into assignments (e.g., design a solution)
 - Ripped from the headlines - find current events and bring into class discussion
 - In my academic librarianship course, we read the Chronicle of Higher Ed and discuss. It allows us to follow current events and relate to the more theoretical concepts we are learning.
 - Sharing personal experience as a practitioner (or stories from colleagues).

- Encourage students to bring in their own experiences if they are currently working in the field.
- Use complicated examples - move beyond the typical “which book is banned” to look at meeting rooms, issues around closing libraries in pandemic
- Use mistake driven examples
- Strategies to Support Student Collaboration
 - Scaffold assignments - have intermediate deadlines that make task more manageable, hold all partners accountable
 - Have an element of individual work (e.g., separate lit reviews)
 - Have groups write group contracts re: expectations for one another, how they will handle disagreements
 - In synchronous courses, have designed time for groups to meet
- How can we use technologies to create active learning?
 - Padlet - creates boards (similar to Pinterest) of images and comments, can “like” and comment on others’ contributions; use for brainstorming, sharing ideas and examples, reflection (eg., share a gif that captures your thinking about inclusive teaching)
 - VoiceThread to share feedback on assignments
 - FlipGrid to make and share short videos for introductions, peer feedback (add password for privacy)
 - Hypothesis (Chrome plug-in that allows people to annotate a document) to collaboratively read the syllabus and ask questions, for reading groups or group projects
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