Choose one question

1. What is most compelling to you about student-centered activities? What benefits do you think there are to this approach?

2. What sorts of student-centered activities would you like your students to be doing in your courses?

3. What are the primary challenges when incorporating student-centered activities into your courses?

4. Describe a successful or challenging student-centered activity that you have used in a course.

Please share your answer

online:
1. Login at: tle.wisc.edu
2. Go to: tinyurl.com/sclearn
3. Reply with your response.

offline:
1. Post your response.
Questions

1. What is most compelling to you about student-centered activities? What benefits do you think there are to this approach?

2. What sorts of student-centered activities would you like your students to be doing in your courses?

3. What are the primary challenges when incorporating student-centered activities into your courses?

4. Describe a successful or challenging student-centered activity that you have used in a course.

Discuss your answers with a partner.
Reflecting on the activity

- Time to think/write
- Time to talk
- A place to share your ideas (either on paper or electronically)
- A place to read / react to colleagues ideas

Potential benefits?

1. What is most compelling to you about student-centered activities? What benefits do you think there are to this approach?

2. What sorts of student-centered activities would you like your students to be doing in your courses?

3. What are the primary challenges when incorporating student-centered activities into your courses?

4. Describe a successful or challenging student-centered activity that you have used in a course.
Reflecting on the activity

- Time to think/write
- Time to talk
- A place to share your ideas (either on paper or electronically)
- A place to read / react to colleagues ideas

Potential benefits?

- Create conversations and conversation spaces
- Engage different learning styles (thinkers, writers, talkers)
- Enable everyone to participate
- Provide a persistent record of contributions
- Provide insight into what participants know and want to know
- Extend time on task
- Allow more opportunities for analysis, synthesis, evaluation
Difficult?

We had

- Background knowledge on available technologies
- The right questions
Real World Examples

- The course
- The task or project
- The environment(s)
- Key questions / challenges
- Student and instructor feedback
- Key pedagogical decisions
Courses

• EA Studies (351, 371, 672)
  Rania Huntington

• Scandinavian Studies (426, 431)
  Julie Allen

• 20 - 60 students

• Face to face class, enhanced with collaborative site for interaction outside of class time
Task / Project

1. Do the readings for the week

2. Go online and write a reader's response, or a glossary entry

3. Read and comment on posts by other students, using tags to track the topics that interest you most

4. (Scand St - Group chats outside of class time)

5. In class discussions

6. Online discussions
Environment: Collaborative Sites

- Student centered online learning environment
- Focused on student contributions and interaction
- Places student generated content at the center of the learning environment
- Common platform used to build custom sites for multiple courses
Key Questions

- How do you provide more opportunities for analysis, synthesis, evaluation?

- How do you create a community of readers / thinkers?

- How do you extend discussion and group work time?
How do you provide more opportunities for analysis, synthesis, evaluation?

• “Class discussions are valuable but much of the thinking is off the cuff, whereas on the [site] questions and responses can be more thoroughly thought out.”

• “[The site] gave students a chance to interact with one another at a different level of discourse.”

• “[The site] allowed debate without confrontation and allowed the debate to be elevated to higher level.”
How do you create a community of readers / thinkers?

- “Getting to know the other students beyond the classroom through posts and entries.”
- “It’s fun to read other peoples thoughts and comments”
- “Connection outside of class; feel a part of something.”
- “Allows us to see multiple points of view”
- “Hearing other people's opinions can help yours to grow.”
How do you extend group work and discussion time?

- “Because only so much time is available in class for discussion, this served as a way for us to continue interests and discussion points.”

- “The group chat feature is very helpful, and much more convenient than trying to coordinate a meeting.”

- “Asking group questions about readings that may not be covered in class”

- “Find time to discuss the more interesting topics people post”

- “Ability to use at any time of day; not limited to discussion times”

- “Makes group work easier for multiple schedules”
Key Pedagogical Decisions

- Required to make 3 contributions to the site each week. Contributions can be reflections, glossary entries, or comments (rich set of options for contributing).

- Students are generating the discussion threads

- Instructors read and respond to student posts - but not all of them, being sure to check in on the work of each student several times through the course of the semester

- Discussions that happen online lead-in to class discussions (prepared participation)

- Final Project Option - summarize student contributions to the site over the course of the semester, tracking key ideas and evolving discussions
Pharmacy course

• Introductory Pharmacy Practice Experiences I & II (IPPE I & II)
  Beth Martin & Andrea Duchac

• ~135 students. First year professional students. Third year of college or older

• Experiential course: Most course activities occur out in the community, most course communication occurs online.
Task / Project

1. Small group plans for visit with senior partner. (Plan, Prepare)

2. Small group meets with senior partner in the community. (Do)

3. Each group member reflects upon the visit and group dynamics by responding to guided questions in their Group Reflections area. (Reflect)
Environment: Learn@UW

- UW's course management system is available for every timetable course on campus.

- Offers online discussion area. Easy to create a separate discussion area for each group.

Looking ahead: Next year we will be using Moodle instead of Learn@UW. Moodle offers the option for students to subscribe to discussion forums.
Key Questions

• How do you promote professional growth and skill development? (i.e. reflection, communication, and collaboration)

• How do you keep students accountable -- especially when most activities occur outside of the classroom?

• How do you make it easy for busy students to collaborate outside of class?
How do you promote professional growth & skill development?

- “The activities helped me develop skills for critically assessing group dynamics.”
- “[helped me] realize my strengths and weaknesses in group work.”
- “It gave us an opportunity to hear the feelings of our group members after each visit. Without these reflections, some of these things would have never been talked about.”
- [I saw] opportunities for improvement from what others saw in us.”
- “... I learned from my group, from their strengths, and took it as my own. I also learn[ed] how to actually sit and think about the group's dynamic and how that could be changed.”
How do you keep students accountable?

• “The online activities held everyone in the group accountable. One student couldn’t do all the work.”

• “It’s better than a classroom discussion because you get to hear from every student; not just the five who would normally speak up.”

• “You could see what students did over the course of their visits -- where they spent their time.”

• “Having a deadline kept them on task. Reflection has to happen soon after a learning event.”
How do you make it easy for students to collaborate outside of class?

- “I like how all it was all organized in one place as opposed to using email where the messages may get mixed in with everything else”

- “It allowed our group to communicate and work outside of class”

- “the Moodle site alerts you when [new discussions are] posted”
Key Pedagogical Decisions

- Providing teamwork training at the beginning of the semester. (clear expectations).

- Creating opportunities for students to practice the skills we wanted them to learn, inc. personalizing concepts from lecture through small group interactions.

- Thoughtful planning of Group Reflection questions.

- Required periodic, anonymous, individual reflections to keep groups accountable – to head off any potential problems.
Real World Examples

• Learning in context

• Group-based learning

• Increased time on task

• Increased frequency of feedback

• Positive classroom climate
Moving toward student centered learning in your course

1. What is most compelling to you about student-centered activities? What benefits do you think there are to this approach?

2. What sorts of student-centered activities would you like your students to be doing in your courses?

3. What are the primary challenges when incorporating student-centered activities into your courses?

4. Describe a successful or challenging student-centered activity that you have used in a course.
Getting Started

1. Begin to define your project goals and objectives

2. Contact an Instructional Technology Consultant: http://comets.wisc.edu/first-contact

3. Discuss teaching and learning challenges: http://tle.wisc.edu

- What do you want students to learn? Consider skill sets in addition to course content.
- What do you want your students to create?
- What do you want your students to be able to do?
- How can you give students more opportunities to identify, react to, and discuss the things in the course that spark their interest?
- Where in your course would collaboration really matter or make a difference?
A consultant can help with...

- Clarifying goals / developing the task
- Providing and/or obtaining knowledge of possible technology solutions
- Accessing technology training for instructors and students
- Awareness of legal considerations (FERPA, putting student work on the web, etc.)
- Assessment strategies

"Thank God for consultants!"

"You don't know what you don't know. Consultants have exposure to many other courses."

“I learned a new vocabulary this year!"
Questions?

Lauren Shawl
lshawl@pharmacy.wisc.edu

Doug Worsham
dmworsham@wisc.edu

1. What is most compelling to you about student-centered activities? What benefits do you think there are to this approach?

2. What sorts of student-centered activities would you like your students to be doing in your courses?

3. What are the primary challenges when incorporating student-centered activities into your courses?

4. Describe a successful or challenging student-centered activity that you have used in a course.
Photo Credits

Post-its: http://www.flickr.com/photos/aleksiaaltonen/3276833785/

Discuss: http://www.flickr.com/photos/ryanr/142454709/in/

Rubics cube: http://www.flickr.com/photos/mickybond/2890040066/

Keys: http://www.flickr.com/photos/stewiedewie/47190519/

Mom & baby: http://www.flickr.com/photos/mudkat/60479359/

Girl studying: http://www.flickr.com/photos/m00by/2835842733/

Clock: http://www.flickr.com/photos/ppdigital/2054205239/

Large lecture: Copyright © 1999-2003 The Board of Regents of the University of Wisconsin System

Senior Partners photos: Copyright © Media Solutions, University of Wisconsin-Madison

Thinker: http://www.flickr.com/photos/tmartin/32010732/

White coats: Copyright © The Board of Regents of the University of Wisconsin System