Enhancing student participation in taught courses through active learning and reflective practices

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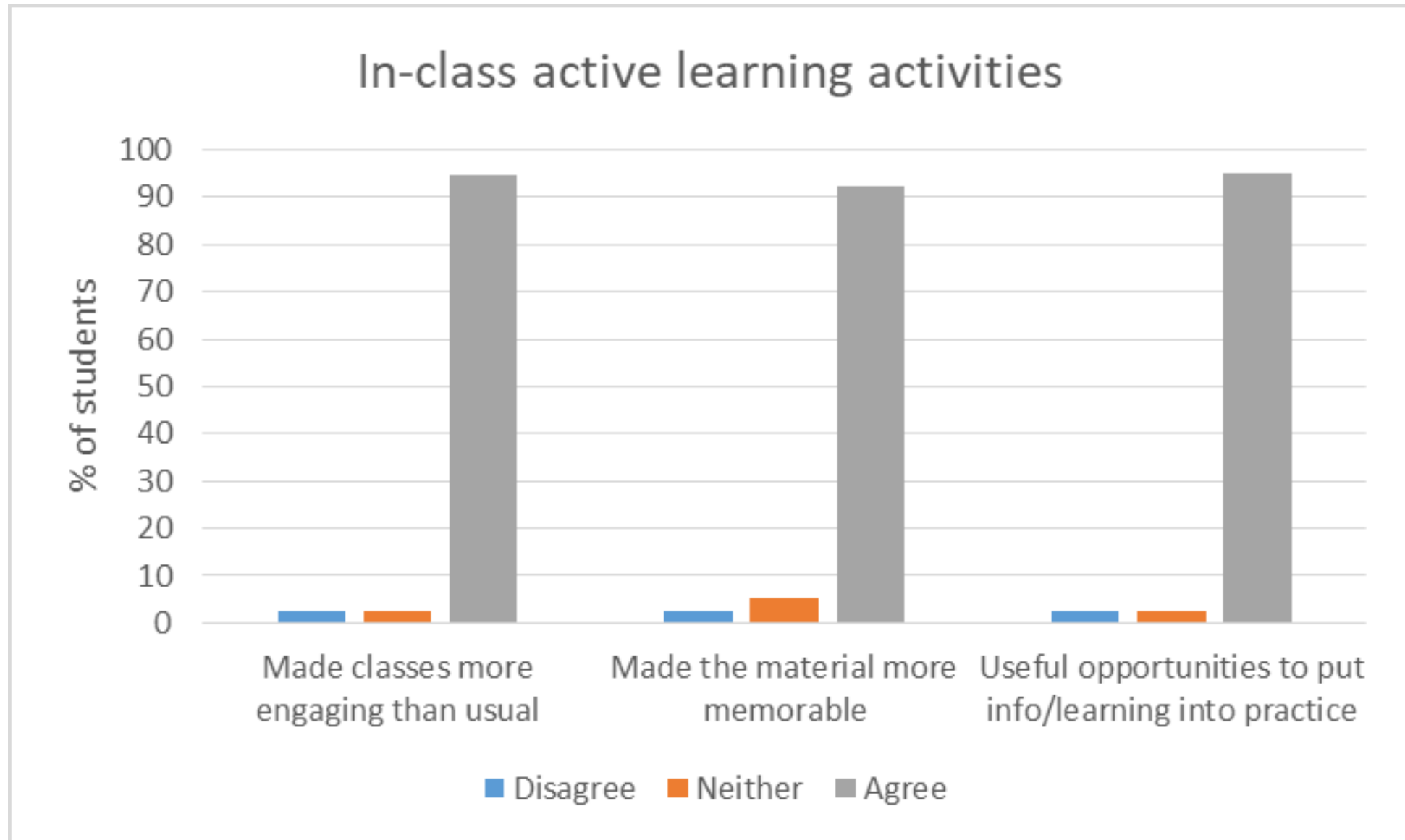
Outline of session

12:00 Welcome and introductions

12:05 Rachel and Ana will run an interactive session

12:55 Final thoughts/thanks

13:00 Finish

PLEASE NOTE The engage network is open to staff and students – You are ALL welcome

In-class active learning activities

% of students (y-axis)

Category	Disagree	Neither	Agree

- Made classes more engaging than usual
- Made the material more memorable
- Useful opportunities to put info/learning into practice

■ Disagree ■ Neither ■ Agree

n = 39 students (total) who took the course in 2016 and 2017

Example of a 'reveal' game using electronic voting

Which of these households is likely to have the higher carbon footprint?

To answer: go to www.menti.com and use code 7850 9157

Chris and Sue live in a 2 bedroom flat in Newcastle. They love trying new experiences and take several holidays each year, including city mini-breaks and longer getaways. They are Buddhists and members of the Green Party.

Bethan lives with her four best friends in a large old house in rural west Wales that she inherited. She grows a lot of organic vegetables. She's a potter and sells her work at farmers' markets, craft fairs and art galleries. She doesn't go on holiday often, preferring to stay at home.

Here's the reveal:

Chris and Sue are long-standing friends (not a couple) who enjoy living together and appreciate how much it reduces their carbon footprints, compared to living alone. They holiday in Britain (e.g. circle dancing in St Andrews, attending the literary festival in Leeds), and travel by public transport as they don't have a car. Because they are Buddhists they don't eat meat and they are transitioning towards becoming vegan.

Bethan's best friends are her dogs, who eat a lot of meat. She doesn't earn a large income so she's not been able to modernise her house much or buy a new car for a long time, which is worrying as she has to drive long distances to sell her pottery. Her kiln uses a lot of electricity and she would love to power it with renewables but doesn't have the capital.

N.B. My full version of this game involves ranking 5 made-up households in order of carbon footprint, before and after the reveal. This could be adapted for many different subjects.
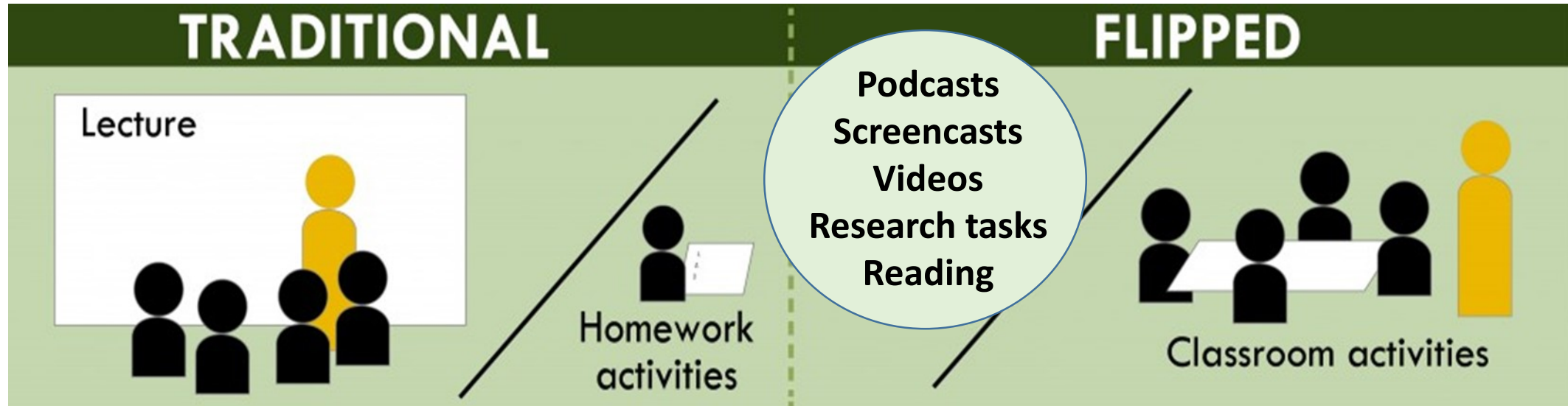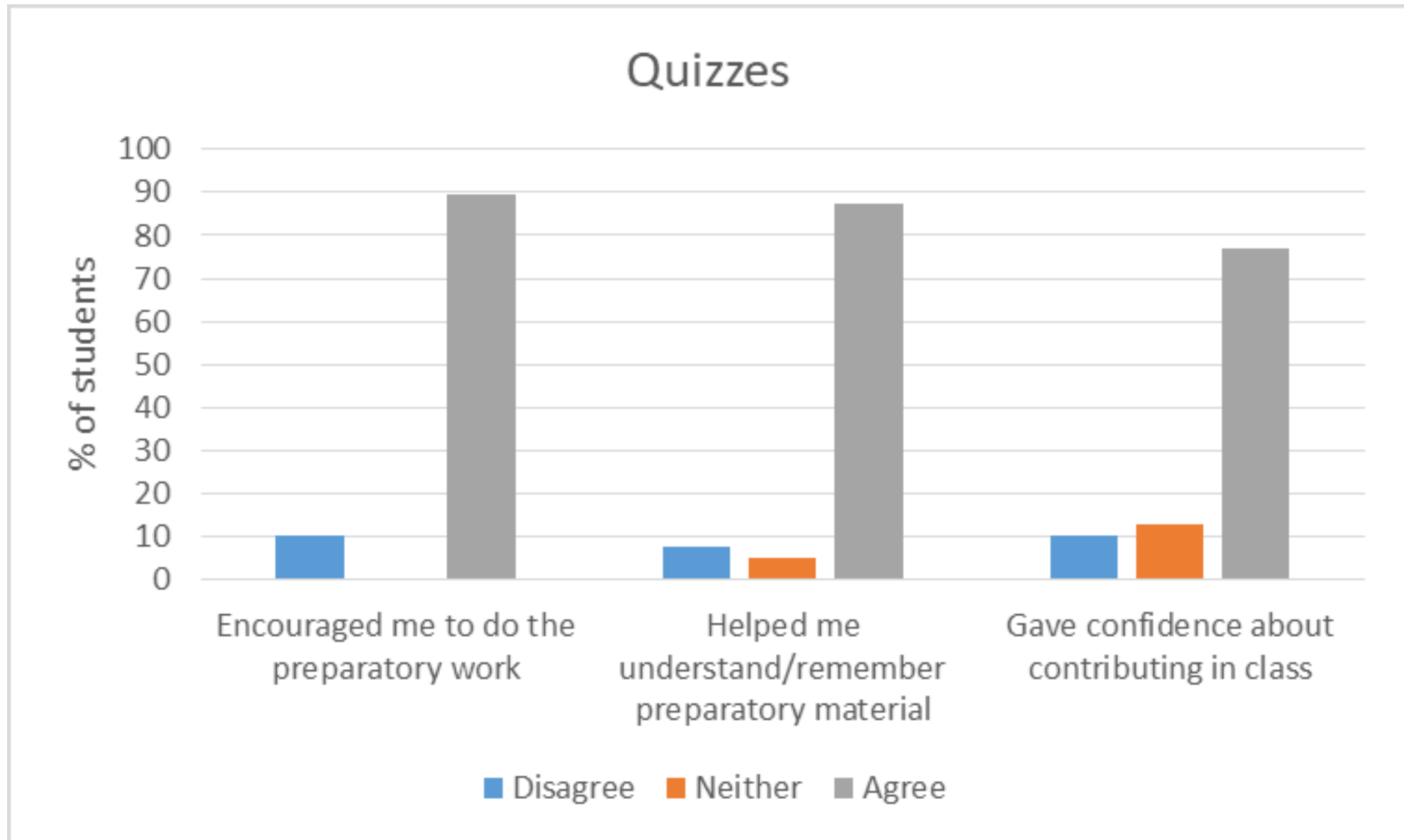
Pre-class tasks

TRADITIONAL — Lecture — Homework activities

Podcasts
Screencasts
Videos
Research tasks
Reading

FLIPPED — Classroom activities

Image: University of Washington Center for Teaching and Learning

PLUS: weekly online pre-class quiz
All quizzes combined = 10% of final course mark

Quizzes

n = 39 students (total) who took the course in 2016 and 2017

Resources for active learning

- Blackboard Learn 'test' function for pre-class quizzes and 'survey' function for anonymous feedback

- mentimeter.com – free online electronic voting software (3 Qs, unlimited respondents); polleverywhere.com (also free) offers unlimited Qs, 25 respondents

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Resources from today

We will post the **recording, slides/other resources** from this session to the engage webpage

https://www.ed.ac.uk/institute-academic-development/learning-teaching/connect/engage

Scroll down to 'Previous engage events and resources'

Give us **feedback** – how was the session today? Link in the chat (and sent afterwards)
https://edin.ac/3B64vQC

Would you like to be on the **engage mailing list**? Send an email to Christy MacLeod:
Christy.macleod@ed.ac.uk

Next engage event

Tuesday 8th March 2022 In-person Room 2.03 Charteris Land – STUDENT ONLY EVENT

Writing personal stories to think academically: blogging workshop for students

Josephine Foucher, Teaching Matters Co-editor and Student Engagement Officer, Institute for Academic Development and PhD Candidate, Sociology

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