

Addressing a Learning Challenge

Type of Activity: Modified Jigsaw: 1.5 hours

Resources

http://wiki.ubc.ca/Documentation:Course_Design_Intensive/Facilitators_Guidebook/Day_3_Learning_Plan

Handouts

- * Active Learning Strategies: Spectrum of Complexity
- * Some Basic Active Learning Strategies
- * What's In, Out and In-between? Preparing for Active Learning

Navigate to **Resources on Teaching Strategies to Address Learning Challenges**.

Why are we doing this?

* time constraints: this approach will allow you to learn (from your own exploration and from your peers) at least 5 learning activities/teaching strategies and their potential for addressing various learning challenges.

* active learning strategy in action.

Learning outcomes: activity level

This activity is complex. By the end of it, you will be able to:

-  find examples of learner-centered, active, constructivist approaches to designing a learning environment to further develop your course design.
-  align a learning activity with a learning outcome, evidence and assessment method.
-  propose a rationale for why your chosen activity shows promise in addressing the learning challenge you have identified.

Process

Step 1: (20 minutes) Join your assigned group (based on the themes identified in the challenges you submitted). Present the student-learning challenges to each other. Then, **using the resources on the wiki for Day 3 and in your handout**, independently research activities that may help to address the root of **your** defined learning challenge. Choose a promising activity to help you address the learning challenge you have identified. Use the What's In, Out and In-between doc (if helpful to you) to help you think through what learners would do in order to prep for the activity and what you would need to do support their learning. The middle section would be the activity itself.

Step 2: (15 minutes) Propose a rationale for your selection and get feedback from one of your groupmates on your rationale. Take a few minutes to integrate the feedback into your activity.

BREAK : 10 min.

Step 3: (30 minutes) Form a new group (based on colour coding): each participant to share their active learning strategy/activity by describing (in a maximum 5 minute presentation to your group):

- what is the learning challenge you're aiming to address?
- What activity seems promising in helping you address this challenge?
- Why did you choose this activity?

Step 4: (10 minutes) Align your activity with one of the learning outcomes in your course plan. Adjust learning outcomes and assessment methods as necessary. Assess the fit with your enduring understandings - how does the activity support broader learning goals?

Close: Reflection on the process (5 min)