



STRATEGIES FOR FACILITATING ACTIVE LEARNING IN LECTURES

live in-person lectures (recorded)

You are presenting in-person to learners in the same room, and to learners who are accessing the lecture remotely

- Pose a question
- Deflect a question from a learner back to the group
- Take a poll using devices or raised-hands
- Ask students to “turn and talk” to a partner about a question or concept
- Assign a “quick write” or “one-minute paper” that identifies previous knowledge, summarizes a concept, or articulates any questions
- Stage a mini-debate in which one learner presents one side of an issue, another the opposite point of view
- For remote, live-streaming learners- Take an electronic poll
- For remote, asynchronous learners- Provide review questions; conduct virtual office hours

live virtual lectures (recorded)

You are presenting virtually to remote learners

- Pose a question
- Deflect a question from a learner back to the group
- Take a poll using devices or virtual raised-hands
- Send learners to “break-out rooms” to discuss a question or concept
- Assign a “quick write” or “one-minute paper” that identifies previous knowledge, summarizes a concept, or articulates any questions
- Stage a mini-debate in which one learner presents one side of an issue, another the opposite point of view
- Have students share information using the “annotate” function of the virtual platform
- For remote, asynchronous learners- Provide review questions; conduct virtual office hours

pre-recorded virtual lectures

You are presenting in recorded form only

- Provide review questions
- Conduct virtual office hours
- Post an “open-book” quiz, or on-line pre- and post-tests
- Have students submit questions or comments via brief videos
- Utilize a message board or shared document for student notes, questions or comments