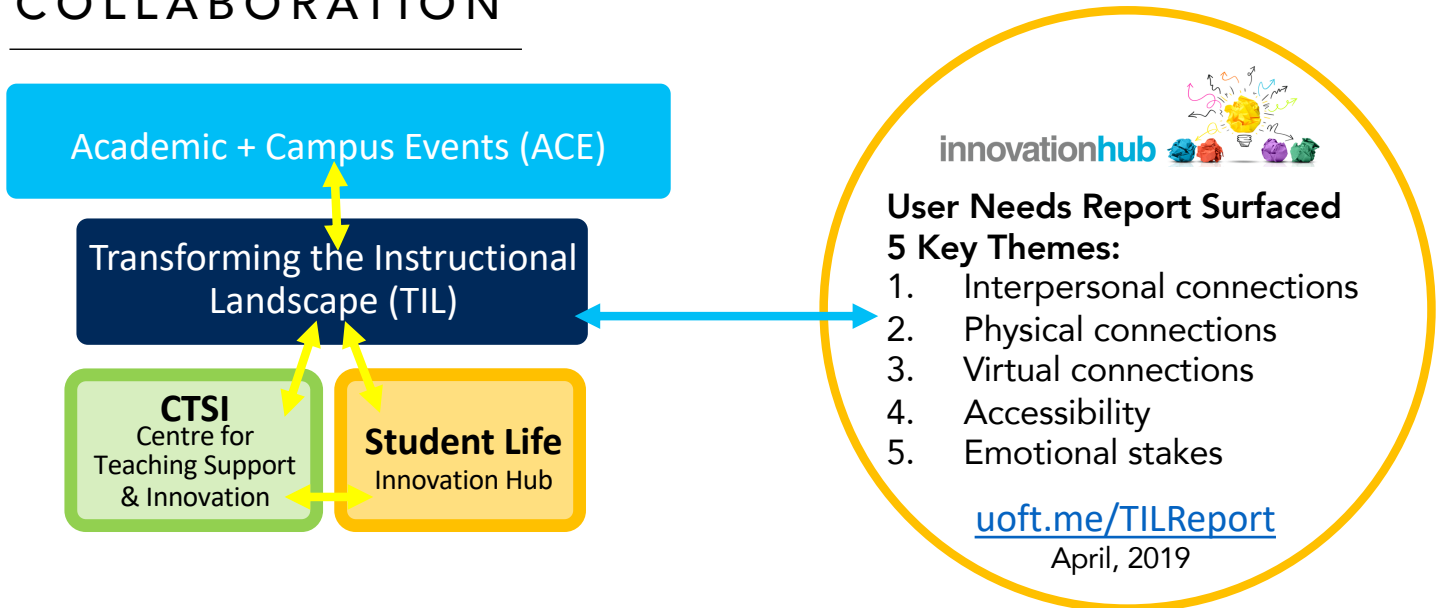# Transforming the Instructional Landscape Assessment Project

GOAL

Supporting Active Learning (AL) and capitalizing on the affordances of Active Learning Classrooms (ALCs).

COLLABORATION

Academic + Campus Events (ACE)

Transforming the Instructional Landscape (TIL)

CTSI Centre for Teaching Support & Innovation

Student Life Innovation Hub

innovation**hub**

User Needs Report Surfaced 5 Key Themes:
1. Interpersonal connections
2. Physical connections
3. Virtual connections
4. Accessibility
5. Emotional stakes

uoft.me/TILReport
April, 2019

CTSI'S INQUIRY TO DATE

1. Active Learning in Large Classrooms Resource -**Environmental Scan**
2. ACE/CTSI/TIL **Website Review**
3. **Report** on the Pedagogical and Technical Support for ALCs at U of T

CTSI'S CURRENT INQUIRY

1. What are faculty members' and their teaching teams' experiences teaching in ALCs?
2. What are U of T's broader institutional goals for these spaces?
3. How can faculty/teams entering these ALCs spaces be best prepared and supported?
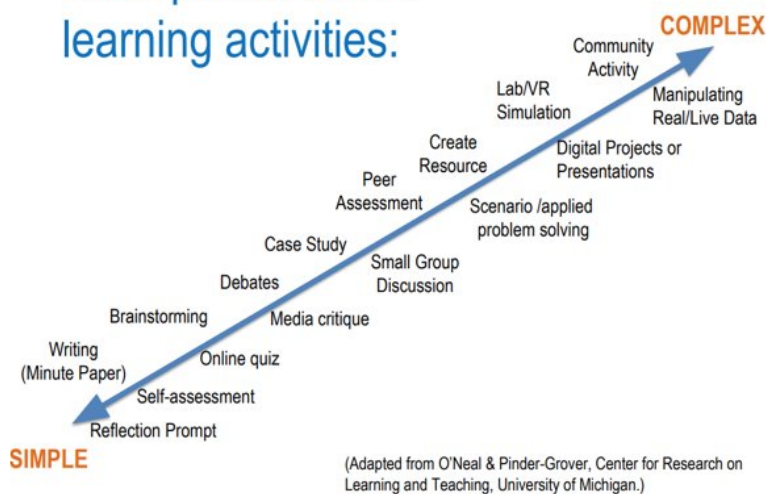
METHODS

- Senior administrator Interviews and document collection
- Instructor Interviews – sampling of diverse classrooms, disciplines and faculty who have taught in ALCs in 2018-2019 and Fall 2019
  - Classroom observations
  - Syllabi analysis
- Instructional Team Focus Groups

SURFACING CHALLENGES

1) Defining Active Learning (AL):

• reviewed definitions from the literature – common attributes distilled

• learning processes that require students to collect and synthesize information, practice critical thinking, and engage in problem solving activities

• emulate real-life situations that graduates will experience in a professional setting.

• consideration of a continuum (simple to complex) of instructional strategies to engage learners in the learning process

• role and goal of self-regulation aimed at understanding one's learning needs, content knowledge and discipline-specific methods, and to take action to improve in the identified areas

• AL can also be enhanced with technology

Examples of active learning activities:

(Adapted from O'Neal & Pinder-Grover, Center for Research on Learning and Teaching, University of Michigan.)

This is a spectrum of some active learning activities arranged by complexity and classroom time commitment. Adapted from the Center for Research on Learning and Teaching, University of Michigan
http://crlt.umich.edu/sites/default/files/instructor_resources/how_can_you_incorporate_active_learning.pdf

2) Developing a Matrix of U of T's ALCs

CATEGORIES	ALC	ALC 1	ALC 2	ALC 3: Large
Room Layout	Easily reconfigurable with movable chairs and tables	Easily reconfigurable with movable chairs and tables	Easily reconfigurable with movable chairs and tables	500-seat auditorium is the only lecture hall of its kind in North America, featuring small-group seating and interactive learning. Chairs are arranged around tables
Table Size	1 to 8 students	1 to 8 students	4 to 8 students	4 or 6 students per table
Writing Surface	Single/Multiple Chalkboard or Whiteboard	Multiple Whiteboards	Multiple Whiteboards	
Presentation Options	Dedicated Front of Room	• Flexible: Teacher to class and Student/small group to class • Pre-set number of Technology Enhanced Presentation Options • Wireless presentation option	• Flexible: Teacher to class and Student/small group to class • Flexible number of Technology Enhanced Presentation Options (independent collaborative presentation and ad hoc presentation group formation) • Wireless presentation option	• Flexible: Teacher to class and Student/small group to class • Flexible number of Technology Enhanced Presentation Options (independent collaborative presentation and ad hoc presentation group formation) • Each table is fitted with a microphone and instructors control the presentation order to the whole class • Wireless presentation option