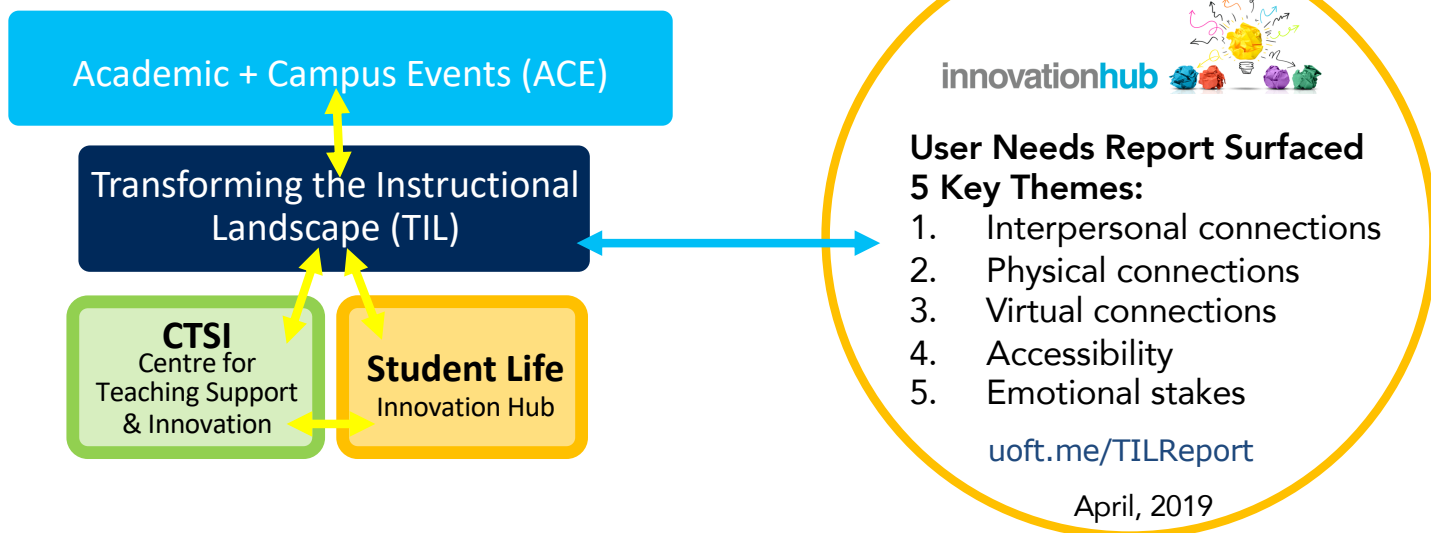


Transforming the Instructional Landscape Assessment Project

GOAL

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

COLLABORATION



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?

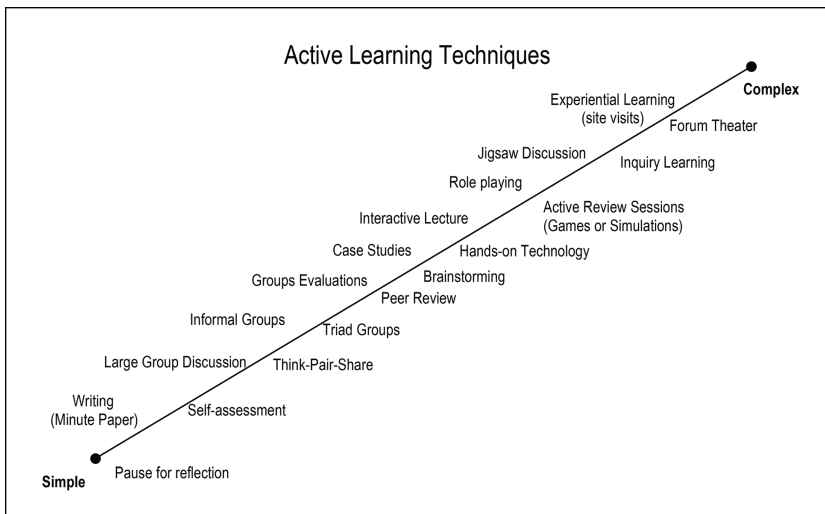
METHODS

- 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): We have drawn on definitions of Active Learning (AL) by Bonwell & Eison (1991), Prince (2004), and the Greenwood Dictionary of Education (2011) to propose a working definition of AL within the context of U of T.

AL involves using a **continuum of instructional strategies** to actively engage the learners in the learning process and to encourage them to self-regulate their learning process. Engagement in learning processes can be achieved through activities that require students to collect and synthesize information, practice critical thinking, and engage in problem solving activities. These activities or AL techniques are located on a continuum and can be as simple as individual journal writing or as complex as team-based learning. AL can also be enhanced with technology. Desirably, the AL techniques used in a course become progressively more complex to emulate real-life situations that graduates will experience in a professional setting. Self or peer regulation enables students to understand their learning needs, content knowledge and discipline specific methods, and to take action to improve in the identified areas.



This is a spectrum of some active learning activities arranged by complexity and classroom time commitment. Prepared by Chris O'Neal and Tershia Pinder-Grover, 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	<ul style="list-style-type: none"> Flexible: Teacher to class and Student/small group to class Pre-set number of Technology Enhanced Presentation Options Wireless presentation option 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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