Transforming the Instructional Landscape Assessment Project

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

COLLABORATION

1. Academic + Campus Events (ACE)
2. Transforming the Instructional Landscape (TIL)
3. CTSI Centre for Teaching Support & Innovation
4. Student Life 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
  o Classroom observations
  o Syllabi analysis
• Instructional Team Focus Groups

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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:

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](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

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>ALC</th>
<th>ALC 1</th>
<th>ALC 2</th>
<th>ALC 3: Large</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room Layout</td>
<td>Easily reconfigurable with movable chairs and tables</td>
<td>Easily reconfigurable with movable chairs and tables</td>
<td>Easily reconfigurable with movable chairs and tables</td>
<td>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</td>
</tr>
<tr>
<td>Table Size</td>
<td>1 to 8 students</td>
<td>1 to 8 students</td>
<td>4 to 8 students</td>
<td>4 or 6 students per table</td>
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<tr>
<td>Writing Surface</td>
<td>Single/Multiple Chalkboard or Whiteboard</td>
<td>Multiple Whiteboards</td>
<td>Multiple Whiteboards</td>
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</tr>
<tr>
<td>Presentation Options</td>
<td>Dedicated Front of Room</td>
<td>• Flexible: Teacher to class and Student/small group to class</td>
<td>• Flexible: Teacher to class and Student/small group to class</td>
<td>• Flexible: Teacher to class and Student/small group to class</td>
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<tr>
<td></td>
<td></td>
<td>• Pre-set number of Technology Enhanced Presentation Options</td>
<td>• Flexible number of Technology Enhanced Presentation Options (independent collaborative presentation and ad hoc presentation group formation)</td>
<td>• Flexible number of Technology Enhanced Presentation Options (independent collaborative presentation and ad hoc presentation group formation)</td>
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<tr>
<td></td>
<td></td>
<td>• Wireless presentation option</td>
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