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

COLLABORATION

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

CTS I’ 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

CTS I’ 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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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 Tersha 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

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### 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><strong>Room Layout</strong></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><strong>Table Size</strong></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>
</tr>
<tr>
<td><strong>Writing Surface</strong></td>
<td>Single/Multiple Chalkboard or Whiteboard</td>
<td>Multiple Whiteboards</td>
<td>Multiple Whiteboards</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation Options</strong></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>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pre-set number of Technology Enhanced Presentation Options</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>
</tr>
<tr>
<td></td>
<td></td>
<td>• Wireless presentation option</td>
<td>• Wireless presentation option</td>
<td>• Each table is fitted with a microphone and instructors control the presentation order to the whole class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Wireless presentation option</td>
</tr>
</tbody>
</table>