

From Koala to Kangaroo: Getting Your Students Hopping With Active Learning



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I just want some practical strategies to use in class this week...

In this fun and interactive webinar participants will learn icebreaker activities and active learning strategies to increase student engagement, encourage higher level thinking, enliven classroom discussions and enhance learning in the classroom. Participants will leave with practical strategies they can implement immediately to move students from passive observers to active participants in their education.



In what format do you teach most of your courses?

- A. Face-to-Face
- B. Online
- C. Hybrid/Flipped/Blended
- D. A combination of all of these

Are my students like koalas?

1. Koalas are nocturnal animals, they are awake at night and sleep during the day. They sleep from 18-20 hours a day and are described as “slow and sluggish”.
2. Koalas make an amazing journey to reach maturity. When they are born they are 2 centimeters long, travel a harrowing journey to the pouch, stay with their mom for $\frac{1}{4}$ of their life, and then must work to create HOME TREES, within a HOME RANGE to live.
3. The word Koala means “no water” as they don’t need to drink water to survive. When Koala’s die, it is usually from starvation. Eucalyptus leaves contain very little nutritional value.
4. Koala’s have a heightened sense of smell that allows them to differentiate between old leaves and fresh leaves which helps them to survive.



We learn and retain...

10% of what we hear

40% of what we discuss

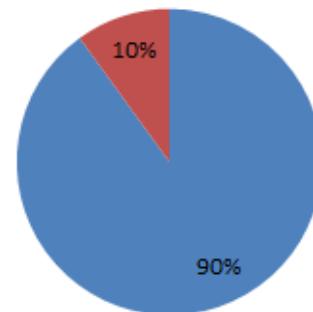
80% of what we experience directly
or practice

90% of what we teach others

(Walter, 1997)

95% of what we teach others

(Glasser, 1998)



What are Ice Breakers? What is Active Learning?



- ❖ **Icebreakers:** Tools to facilitate interaction, stimulate creative thinking and introduce new concepts and material.
- ❖ **Active Learning:** Any type of activity that gets students involved in the learning process so that learners are constructing meaning and collaborating with each other



1. Create a “Name Card”

Write your name in large letters and draw something of interest to you on your name card.

SHAWN



2. THE FIVE FINGER INTRODUCTION

Introduce yourself:
name, major, give a
one word
description of you
as a student

What is
“thumb-thing”
you would
really love to
discuss or learn
about today?

Someone you look up to

Someone you love

Something you need to
be a “little” more or a
“little” less of...



3. Teaching a blended or online class?

Find a digital image that represents something about who you are or why you are taking this course. Post a description of the item on the discussion board and why you choose that object. Make sure to attach a digital image of your object.

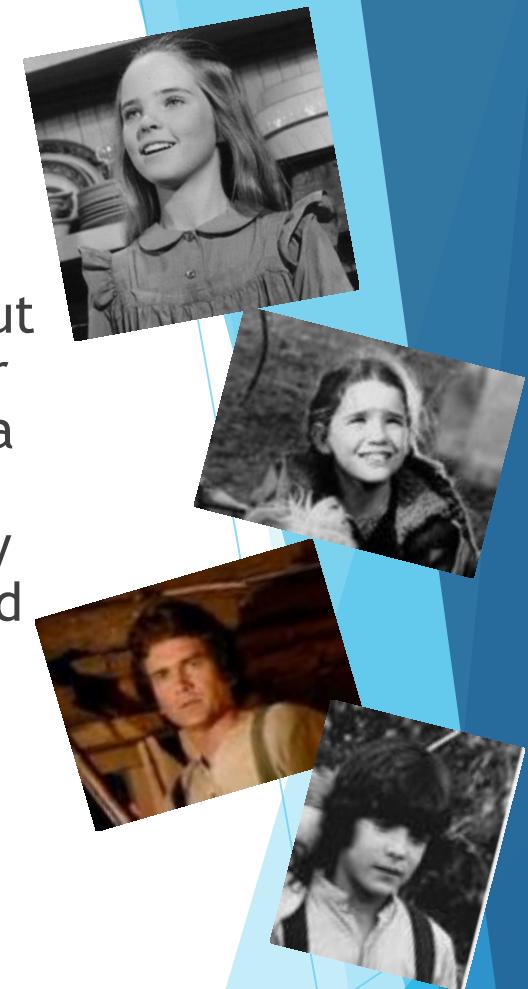
(Conrad, 2004)



4. Commonality

In advance prepare 3-4 sets of 3×5 cards that have names on them that are related. Then pass them out randomly and have students find their matches. For example you would prepare 4 cards each one with a different name such as Laura , Albert , Mary, and Charles. Once those 4 students find each other they should realize they are the Ingalls. You can use band members, movie characters, presidential candidates, etc. Be creative, but use something students will know. Once they have found each other, have them sit together and introduce the group to the class. This is a great activity to get students into random groups.

<http://scienceboom.com/107/5-ideas-for-first-day-icebreakers.htm#sthash.KXRBPW95.dpuf>



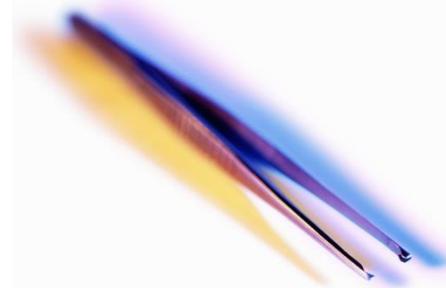
5. CANDY

Look...I have a treat for you!

- ▶ Purchase individual bags of M & Ms.
- ▶ Give each student a bag, telling them to not eat the candy until given permission to do so.
- ▶ After the class has started, ask each person to open their bags and tell one fact from last week's lectures (or from the textbook reading) for each color (you choose) they took.



6. How many items can you remember?



How many items can you remember?

Hint: There are 8 items.

How many items did you remember?



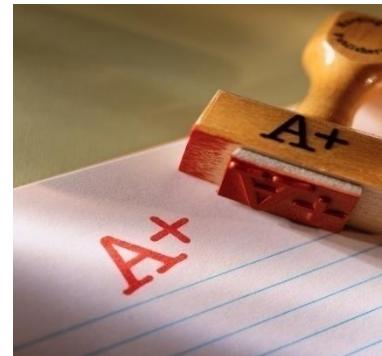
7. ASSESSMENT

Reflections Icebreakers

- ▶ I liked. . .
- ▶ This got me thinking about. . .
- ▶ I wish. . .
- ▶ I learned. . .
- ▶ I was surprised that. . .
- ▶ I can use this by. . .
- ▶ PNI (+, -, interesting)

- ▶ Can be turned in at the end of class for discussion at next class
- ▶ Can be used at beginning of class for instructor or group discussion later

(Angelo, 1993)



Did you know kangaroos have great eyesight, but only respond to moving objects?



If I want my students to “see” the importance of the course content...I’ve got to get them hopping!



8. Active Lecturing (Identify the “gold nuggets”)

When lecturing on a topic...

- ✓ Identify the 2-3 “gold nuggets”,
the thing that student **must** know

(This is what I lecture on)

- ✓ Identify the 5-6 “silver nuggets,”
the things that the student **should**
know

- ✓ Add all the “bronze nuggets” the
many things the students **could**
know



9. PLICKERS

Plickers is a tool that lets teachers collect real-time formative assessment data without the need for student devices.

<https://www.plickers.com>



Give all students the chance to participate and engage in learning without feeling self-conscious.

10. Flyswatter (low-tech clickers)



1. Form teams. Each team gets one swatter
2. One representative for each team comes forward and stand around a target.
3. Ask a question. Students slap their swatters on the target. Swatter on the bottom gets a chance to answer question and score points.

11. Treasure Hunting Definitions (Card Split)

Make-up flashcards of terms and definitions for a chapter in the text as a review for important terms. Put the term on one card and the definition on the other. As students enter the classroom give them a card, then they must find their match. Give students some preparation time to review the concept, then the two students must explain their term to the rest of the class.

(Parker, 2005)



12. Text your thoughts...

Question:

Pick another student in the room and text them the answer to this question (use emojis):

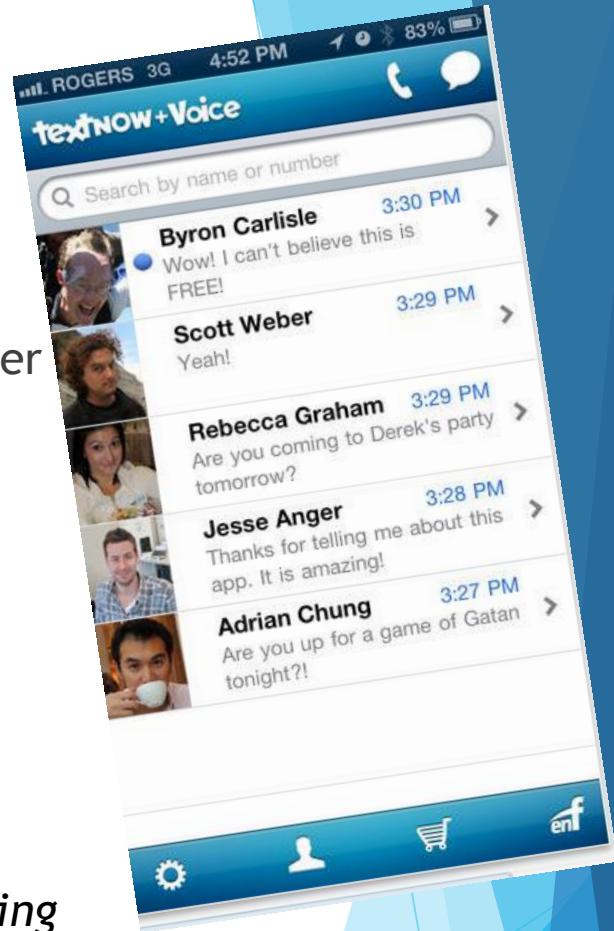
What would happen if you used the Cornell note taking method with an instructor who talked too fast?

What could happen if you used the wrong salutation in a business letter?

Why should you put important information in the beginning of a memo?

What answer did you get to #7 on the homework?

When you receive an answer, text them back with your thoughts.



**TextNow
TextPlus**

13. Changing Charts

1. Form students into teams
2. Each team has a marker
3. Charts with a question are placed around room
4. Teams go to separate charts
5. Team recorder writes answers
6. All teams move to next chart and repeat process
7. Add info, strike through errors
8. Review all once done



14. Photo Scavenger Hunt

(Public Relations Process - Research)

1. Where would you go to find secondary research on Binge Drinking on College Campuses?



2. The place where primary research is conducted at for this campus (hint...there was a focus group there last week).



3. One place you could go on campus if you wanted to administer a survey to a non-probability sample.



15. Student Presentations

Keynote



Prezi

Prezi

- * Prezi is a web-based presentation tool using a map layout and zooming to show contextual relationships which addresses some of the shortcomings of Microsoft PowerPoint.
- * www.prezi.com

www.prezi.com

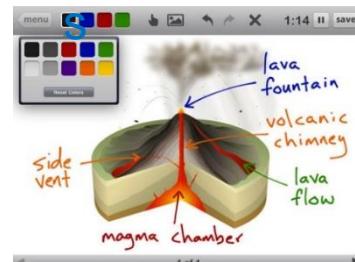


Show Me



ScreenChomp

EduCreation



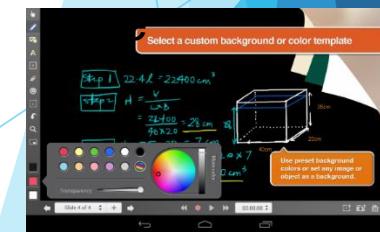
Haiku Deck



Explain Everything



Polleverywh



16. Aurasma (augmented reality)



Makes simple images into an interactive experience.

WEEK SIX
2/17

In Class:

Lecture: Chapter #9 (Film History (9.2 & 9.3)

Online:

1. Go to the Anatomy of a Scene link in CourseMate for Chapter #9. You will be directed to view scenes from the movie "The Artist" and "Mother". Answer questions: 1, 2, 3, 4, & 5 (due by 2/19).
2. Prepare for Midterm Examination

WEEK SEVEN
2/24

In Class:

Midterm Examination (Chapters 1, 2, 9)

Online:

1. Reflections Discussion Board (due by 2/26)

WEEK EIGHT
3/3

Have a great Spring Break!

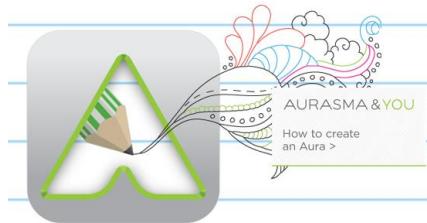
MEET MY FAMILY. WE ARE PLANNING ON GOING SKIING OVER SPRING BREAK...BUT PERHAPS YOU WANT TO GET A HEAD START ON THE PAPER?
AURASMA...



How it works:



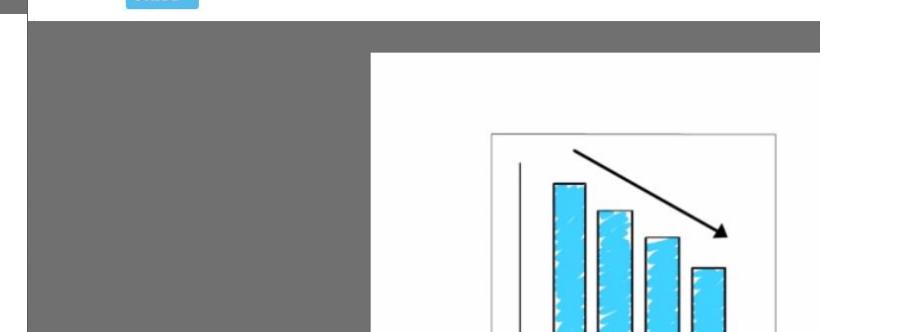
1. Go to Aurasma Studio and create a free account.
2. Watch the video on how to create an aura.



3. Upload an audio or video file as well as a picture. You will link the two within the system.
4. Copy the picture onto any document (hint...use black and white images).
5. KEY!!! Your students must FOLLOW YOU on Aurasma in order to see your auras.

17. What resources come with my textbook? MINDTAP

A person is shown from the side, reading an open book. Two thought bubbles float above their head. The top bubble contains the text "Arrest Falling Sales". The bottom bubble contains the text "Analyze Systems". Below the book, there are two blue buttons labeled "Item" and "Video".



Two blue buttons labeled "Item" and "Video" are shown side-by-side.

Based on what you've learned, what you choose?

- Wide span
- Narrow span

A horizontal flowchart with five boxes connected by arrows. From left to right: "Item" (blue), "Video" (orange), "Item" (white), "Video" (orange), and "End" (blue). The "Item" and "Video" boxes have upward-pointing arrows below them, and the "End" box has a downward-pointing arrow above it.

You have reached the end of this assignment. To record your score, please submit your assignment for grading.

"You Make The Decision" Videos and Cases

What style of leadership should you use?

- Participative
- Autocratic



You have missed the opportunity to revitalize sales and bring Telebling back to profitability.

A participative style is not ideal in a crisis when decisions have to be taken swiftly. And the narrow span structure does not boost communications, something that your company needed desperately at that juncture in order to come up with innovative designs.

Telebling goes bankrupt.

Learning Labs

learninglab Medical Terminology for Health Professions
The Skeletal System

Welcome to the Medical Terminology for Health Professions Learning Lab
The Skeletal System

In this Learning Lab, you'll complete the following activities:

- A Pre-Assessment
- Learning Activities
 - X-Ray Determination
 - Physician Transcription
 - Medical Record Spellcheck
- A Post-Assessment

Continue

CENGAGE Learning Credits Pre-Assessment Learning Activities Page 1 of 49 Post-Assessment

Translate the medical terms from the document below into plain English by clicking on the highlighted terms. Click "Submit" after all the terms have been translated. You may need to scroll down to view all the terms. Once submitted, incorrect definitions will be highlighted in red; correct definitions in green. You may click on the red definitions to try again.

DATE: August 1

PATIENT: Betty Simpson

CHIEF COMPLAINT: Patient reports one-month period of low back pain relieved intermittently by rest and ibuprofen.

HISTORY OF PRESENT ILLNESS: Patient is an 86-year-old Caucasian female who presents with complaint of low back pain for the past month. She states pain is increasingly affecting her active lifestyle. She reports that sometimes long periods of rest and ibuprofen 400 mg p.o. (by mouth) t.i.d. (3 times a day) help relieve the pain. She denies any falls or other injuries.

ALLERGIES: No known allergies (NKA).

MEDICATIONS: Hydrochlorothiazide 25 mg daily.

PAST SURGICAL HISTORY: Arthrodesis, left ankle, 1999, [synovectomy](#), left knee, 1997

PAST MEDICAL HISTORY: Hypertension.

PLAN: Lumbosacral and thoracic spine x-ray.

FINDINGS:

1. Lumbosacral spine x-ray:Negative for [lordosis](#), [scoliosis](#), [spondylolisthesis](#) and [subluxation](#)
2. Thoracic spine x-ray: Negative for [kyphosis](#), scoliosis and subluxation

Submit

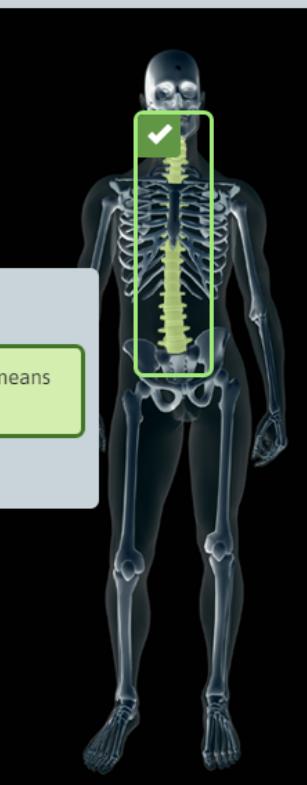
Charles is a 32-year-old Caucasian male complaining of chronic pain. He has a family history of ankylosing spondylitis. The doctor wants an x-ray to rule it out. Highlight the correct area and press the 'take x-ray' button.

Take X-Rays

✓ **Correct**

That's right, the spine is correct! Spondylitis means inflammation of the vertebrae.

Continue



Students connect with interactive content.



Answer the following questions based on the video.

When asked if Imus's words would have meant something di-

- She said it would have been worse coming from a bla
- She said that "vulgarity is vulgarity" whether it is com
- She said it would have been better coming from a bla

Explanation:

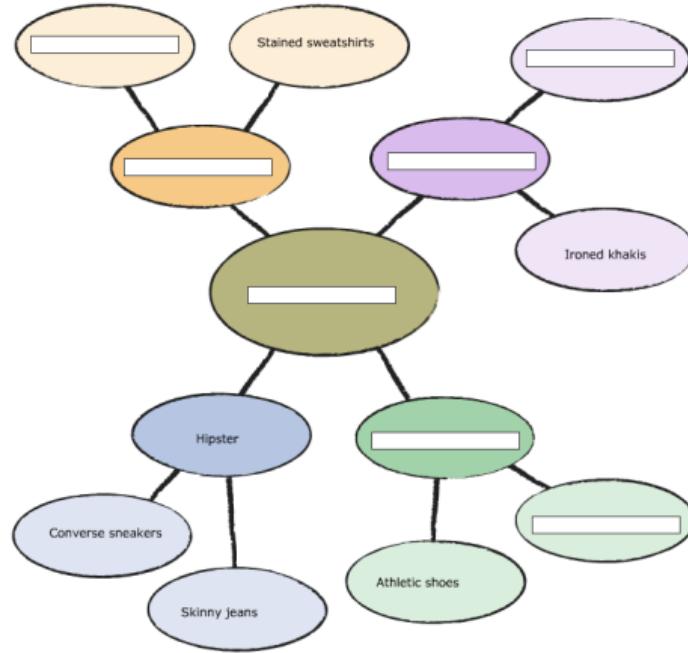
She stated that "vulgarity is vulgarity," and does not depend on who says it. This means that anything that lessens the value of another human being, it is vulgarity.

What was Angelou's response to the comment made by hip-h

- She disagreed with him and said it was all the same.
- She agreed with him and said she saw a difference.
- She disagreed with him on many points, but agreed with him on this one.

Explanation:

She responded by saying she disagreed with Simmons and stated it was all the same. She went on to explain that anything that is said to demean a person supports the idea that this person is not worthy of respect or concern.



Did you know that Kangaroos can reach speeds of over 40 mph and jump 10 feet in the air achieving a distance of 25 feet in one hop?



From Koala to Kangaroo: Getting Your Students Hopping With Active Learning in the Classroom



18. Think of a word that starts with the first letter of your name that summarizes the lesson or captures the essence of the ideas we learned about today. You have 15 seconds to think about this and then post your word on the chat.

(Rutherford, 2012)

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