



Adaptable Active Learning Techniques in 75 minutes





Hello!



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**Let's learn about
all of you!**



Agenda

1. The what & why of active learning
2. Examples of active learning
 - a. Non-tech based
 - b. Tech-based
 - c. ...and a few fail stories
3. Developing an active learning session
4. Your chance to create & share!

Adopt

Today's Learning Objectives

- Identify active learning strategies & techniques
- Explore the implementation of active learning strategies
- Leave today's session with materials & resources to continue implementing active learning

Share!

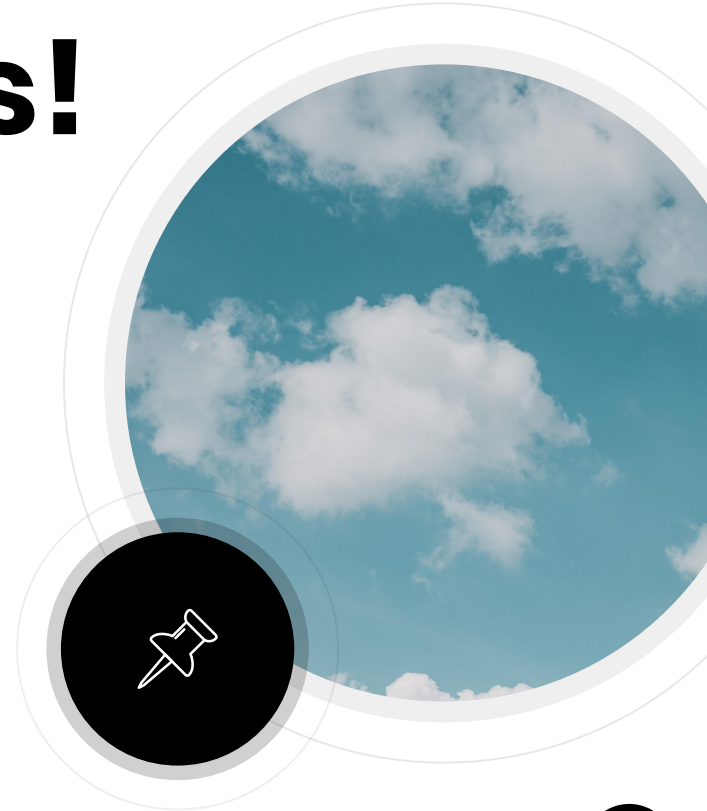



1

The what & why of active learning

Let's blue sky this!

- Get into groups of 2-3
- Discuss the question:
 - **How would you define active learning?**



A row of approximately 20 sharpened pencils of various colors (red, orange, pink, black, purple, blue, green, yellow, teal, orange, yellow, pink, blue, purple, brown, pink, orange) is arranged horizontally along the bottom edge of the slide. The pencils are set against a white background with a large, light gray circular graphic element behind the text.

The **slower pace** required for **active-learning strategies** will allow for **constructive interaction** with the **subject matter**, producing students who are more mature and self-regulating learners...
([Brown Wright, 2011, p. 93](#)).

“

The result will be **classrooms filled with enthusiastic students and teaching faculty** who experience a high degree of job satisfaction ([Brown Wright, 2011, p. 93](#))



Active learning is...

- “Instructional activities involving students in doing things and thinking about what they are doing” (Bonwell & Eison, 1991, p. 3)
- Allows students to be engaged in their own learning – constructing new knowledge and building new skills. (Handelsman, Miller & Pfund, 2007).
- Can take place in any learning environment. For example, large classrooms, seminars, small group training, and eLearning environments.





2

Examples of active learning

Think - Pair - Share

Different article types

Scholarly
Articles



Trade
Articles

FOOD.CANADA
Canada's food & business processing magazine

Newspaper
Articles

THE GLOBE AND MAIL

- Students brainstorm 1 to 2 characteristics for each article type
- Then discuss answers in small groups.
- Select groups are asked to share their answers.

2

Find the search mistakes

work-life balance AND ("parental leave" OR "sick leave")

2

Find the Search Mistakes (Answers)

work-life balance AND ("parental leave" OR "sick leave")

- 1) **Work-Life Balance:** Put double quotations around work-life balance to search for it as a phrase
 - 2) **OR:** Parental leave and sick leave are not synonyms. Better synonyms might be: "paternity leave" OR "maternity leave"
- Students learn basic search operators, then locate search mistakes together & share improvements with class.

Concept Mapping & Search Strategy

- Give students the research query to work with
- Ask them to identify keywords/concepts and come up with synonyms for them
- Ask students to connect the keywords/concepts and synonyms with Boolean search operators



The Telephone Game & Primary and Secondary Sources

- Ask 3-4 students who know about this game come to the front of the classroom to play it. Start the game by whispering a phrase to student #1
- Ask student #4 to reveal to the class what the sentence is



- Share the original phrase with the class
- Ask the class to reflect on the differences between primary and secondary sources, and think about the importance of primary sources based on the game

Mini Charrette



Using concepts from design thinking and research – in a mini charrette, students are put into groups (5–6 students) to troubleshoot and work through a problem – like “developing a search strategy on a given topic” or “developing a research question”



Students are introduced to the concepts: what is a search strategy? What is a good research question? and then they are tasked with putting together one using poster boards, post-it notes etc. They chart or diagram or map out their solutions,

Group Work: Resource Types

- Each group is given a topic (diversity in hiring, Me Too Movement, employee motivation, etc.) and are assigned a specific type of resource.
- Students then discuss and present: a possible research question about that topics and how would their resource contribute to discussing the topic.
- Using poster paper or white boards, students present their ideas to the class and pose a question for discussion.

Group Activity:

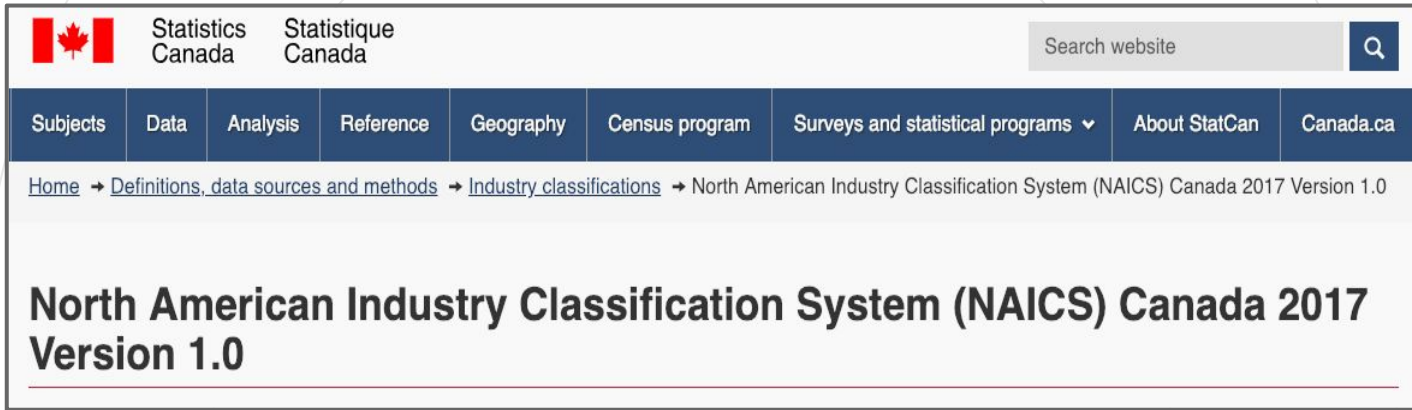


Pick a resource type. Then pick a topic:

- #MeToo
- Diversity / Equity
- Service Animals
- LGBTQ
- Employee Motivation

Think about a possible research question you might want to explore using your chosen resource. How did your resource influence your thinking? Why?

The Match Game



The screenshot shows the Statistics Canada website header with the Canadian flag, the text "Statistics Canada" and "Statistique Canada", and a search bar. Below the header is a navigation menu with links for "Subjects", "Data", "Analysis", "Reference", "Geography", "Census program", "Surveys and statistical programs", "About StatCan", and "Canada.ca". The breadcrumb trail reads: "Home → Definitions, data sources and methods → Industry classifications → North American Industry Classification System (NAICS) Canada 2017 Version 1.0". The main heading of the page is "North American Industry Classification System (NAICS) Canada 2017 Version 1.0".

In this activity, students are broken up into two groups, in one group, students are given common (non jargony) keywords related to a specific industry. While in the other, students are given NAICS specific terminology for an industry – students then have to find their match.

They can ask questions and talk to each other about their “roles” but they cannot use the internet to help them define the terms they have been given.

The Match Game



Not all activities work out!

...two groups, in one group, (jargon) keywords related to a ... other, students are given NAICS specific ... - students then have to find their match.

... questions and talk to each other about their “roles” but cannot use the internet to help them define the terms they have seen given.

Your turn!

- Discuss in groups of 2-3
 - **Q1:** Have you ever used any of these techniques?
 - **Q2:** Are there any other no-tech active learning techniques you'd add to the list?

Mentimeter / Poll Everywhere

Go to www.menti.com and use the code 79 38 71

Why would books and articles be useful for your career essay?

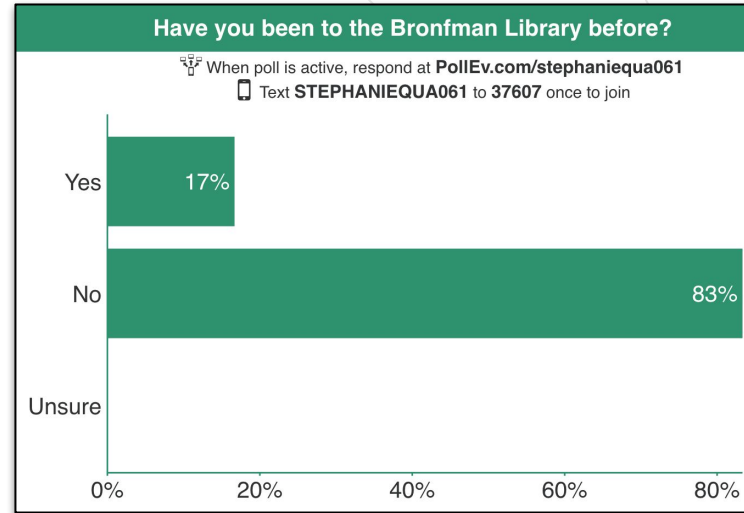
They are a more reliable source of information than random websites	Scholarly information	Tons of Information and insider interviews
Statistics	Provides different experiences	Sight on different perspectives
To back up your ideas	real life experiences	More info
They have a lot of good info on your career	Get additional information	So you can get a different perspective and know the reality of a job that you may not have known about.
facts	concrete information with real experiences and examples	

Pause scroll

43

Mentimeter example

- Both tools have similar functionality, but different limitations for free account.
- Question types include multiple choice, open-ended, and much more.
- Act as useful tools for icebreakers, pre-tests, & post-tests, especially in larger classes.



Poll Everywhere example

Flip Quiz

The Library	Research Starting Points	Specific Databases
100	100	100
200	200	200
300	300	300
400	400	400
500	500	500

- Fun tool for creating jeopardy-style games in the classroom.
- Can be used as a group post-test for library introduction sessions where a lot of basic pieces of information are covered such as accessing resources off-campus, printing, group study rooms, and getting started resources.

Research Starting Points → 200

Where can you find a **complete list** of the Library's business databases?

Reveal Answer

Research Starting Points → 200

Business Resources A-Z List

Home | Library Catalog | Shelton Business Library | Print and Email Collection | Business Resources A - Z

Business Resources A - Z
The business collection includes books, business journals, full-text databases, and specialized databases available in the library only. We have prepared a list to help business research. We encourage you to call our reference desk for help finding business library items (920) 324-6242. Email at reference@shelton.edu or visit our reference service on phone at 920-324-6242 for research assistance.

Major Business Databases
The A-Z list is a comprehensive list of databases and web site resources used for business research. For a quick overview and list of these resources see the Quick Start Guide.

Additional Reader: Consider our collection and guides for research focused leading business and management publications including journals, books, reports and news titles. A very large majority of these titles is available in full-text with online access for use in the library. A wide range of business subjects is covered. This resource also includes industry, company and market research reports. This A-Z list in [LibGuides](#) will give you insight into the collection and strategies for using the resources effectively.

Additional Trade and Industry: This related database covers several thousand trade publications (including trade magazines and journals) with a large majority available in full-text format. An easy search tool of information for current and future trade and industry trends and developments will change to current day and expanding back in time. This is a free-to-use tool and gives you insight into the collection and strategies for

Padlet

padlet Stephanie +15 - 11mo
HRM 3430
Upload your group's answer here.

A&MB
5A. Scholarly article
5B. Can provide sources of other information in references
5C. Narrow search to be more specific

bri & mar
5a. scholarly
5b. provides different subject terms
5c. select specific fields

S A N
6A. Scholarly article
6B. Provides a wide array of information on any credible articles relating to compensation or salary for the company
6C. Put in more terms (broad or specific) for the search since most of the articles we got were not related to what we were looking for

MAG
Activity 1: It helps us determine the existing competition in the labour market and ways to improve strategies in order to keep up with the competitive advantage.

Activity 2:
a) It is a scholarly article
b) It gives us background information on our company
c) Be inclusive with more specific terms in regards to what you're specifically looking for

P N' J
Marketline provides an in-depth, comprehensive SWOT analysis that would be beneficial for section A that asks groups to conduct a SWOT analysis

D & S
5a. trade article
5b. companies value/worth is publicly shown. It allows you to see where a company has done well or poorly and the outcomes that have followed it.

YorkU HR Consultants
- scholarly article
- credible resources by experts in the field
- the complexity of the search bar entry

M&R
It provides information on the internal and external environment that would impact the corporate and business strategies of the company. Highlighting the strengths, weaknesses, threats and opportunities in which will give an insight to what the company will work towards.

ACTIVITY 2:
- Scholarly article
- it provides a great source of content due to the bibliography

canadian tire
-it's a scholarly article
-it's useful because it's researched-based
- add specific fields in order improve

bye
a SWOT analysis is required for this assignment. all the information on the website can help us in terms of defining the strengths, weaknesses, opportunities and threats in the company as well, some of the information found under the SWOT analysis can be helpful towards other sections

ACTIVITY 2:

Group Name
Put your answer for the question here.

A&G
This info might be useful because it allows us to know what the company needs to improve on and know what its doing well in.

Swot analysis is a great way to figure out where the company stands and if its taking the right steps to reach its goal.

Scholarly insight on companies info

D & S
It helps us identify the pitfalls of the company. The SWOT analysis shows us what the company deals with on a day-to-day basis and where they will strive to improve

rj
It helps us get a better understanding of the internal and external environment.

#5 a. Newspaper (Reuter News)
b. Barrick Gold is improving the technology it is using this may lower the need for human resources
c. make it easier to navigate



Daniela, Jaskiren, Nadishka
The SWOT Analysis helps us determine how the company's strengths can combat the threats. It also helps us determine how improvements can be made


- Assign students activities in small groups and ask them to submit their answers via Padlet.
- The padlet will update in real time and can encourage students to complete the activity before other groups.

Google Docs

IBISWorld

Instructions - Part 1:

- 1) Go to the Libraries' homepage: <https://www.library.yorku.ca>
- 2) Type **IBISWorld** in the search bar and click **Find**:

- 3) Click **Click** to access this resource:


1) In the top-left corner, type **coffee** in the search, and click the **search icon**.


Instructions - Part 2:

Q1: Select a report. Why would it be useful when researching the coffee market?

Q2: List 1 strength of this database.

Instead of using paper handouts for exercises, you can create virtual handouts in Google Docs.

- **Tip 1:** make sure you only give students the **View link**
- **Tip 2:** create custom short URL in bit.ly

Activity

- Form groups of 2-3 & go to your assigned worksheet
 - **IBISWorld:**
bit.ly/1030ibis
 - **Marketline:**
bit.ly/1030marketline



Google Forms

HRM 3430: Library Research Pre-Test

By completing this pre-test, the librarian will be able to refine Part 2 of the library research session. It will take approximately 5 minutes to complete.

* Required

1) For each statement, select the type of article it describes: *

	Scholarly Article	Trade Article	Popular Article (newspaper / magazine)	Unsure
This kind of article is typically written by researchers like professors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This kind of article is usually written by journalists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This kind of article tends to provide practical information to people working in a specific industry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This kind of article is meant to inform, entertain, and sometimes influence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This type of article provides readers with a lengthy bibliography.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Excellent tool for conducting pre-tests, post-tests, and session evaluations.
- For example, Stephanie has done pre-tests with students a few weeks before she teaches her session.
- Then she modifies her content based on students' performance on the pre-test.

3) You're researching the following topic: "How do work-life balance policies impact employee retention rates." Which of the following search strategies would you use to find articles on this topic? *

- work-life balance policies impact employee retention
- "work-life balance" AND "employee retention" AND policies
- "work-life balance" OR "employee retention" AND policies
- Unsure which strategy works best

4) Is it easier to research a.... *

- Publicly traded company
- Privately held company
- Unsure

5) Describe how you would find an annual report for a company like Lululemon. *

Your answer _____

Matt's Google Form Worksheet

Students are given access to the form at the start of the session. A concept is introduced and then in groups of 2-3 work through the questions before coming back together to discuss issues and learning the next concept. Students get a copy of their answers and the librarian can chart progress and understanding.

Library Research for Business (BU111)

This worksheet will ensure you

- Are familiar with business research
- Are familiar with key resources when doing company, industry & consumer research
- Be able to navigate various databases

This worksheet is meant to help you keep track of the information from this session and become familiar with using databases.

* Required

Email address *

Your email

Name(s) *

Your answer

Industry Research

What are the three pieces of information you need to properly do industry research?

Your answer

What does NAICS stand for, and where can you find a NAICS code?

Your answer

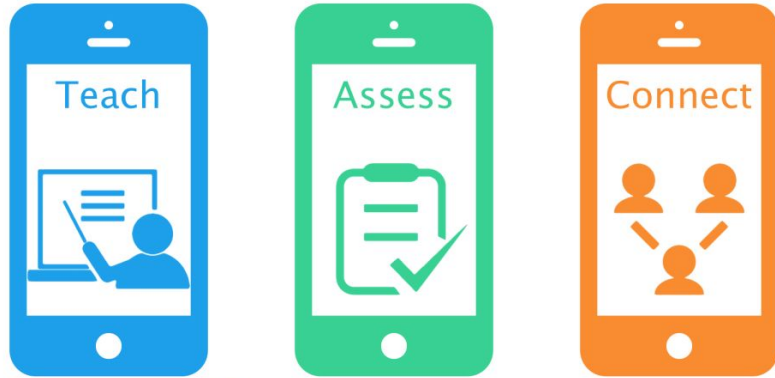
What are the two primary pieces of information you want to find when doing a competitive environment analysis?

Your answer

Can you find the market share for the Canadian soft drinks industry using IBISWorld? What is it?

Your answer

Nearpod



Nearpod is an interactive online software that allows you to create slide show presentations that incorporate active learning elements directly into the lesson.

Including:

- Collaborative elements
- Short answer
- Draw answers
- Quizzes
- Etc.

Can import PowerPoints or Google Slides and adapt them into active learning elements.

Nearpod examples

An Introduction to Library Research
for Business

Where do you go to find information?



Brainstorm keywords related to the topic of diversity in advertising.

Please enter your answer here.

250



Post

Your turn!

- Discuss in groups of 2-3
 - **Q1:** Have you ever used any of these techniques?
 - **Q2:** Are there any other tech-based active learning techniques you'd add to the list?



3

Developing an active learning session

BOPPPS

A way to structure your lesson plans with 6 distinct elements focused on active learning:

- **B**ridge-In
- **O**utcomes / Learning Outcomes
- **P**re-Assessment / Pre-test
- **P**articipatory Learning
- **P**ost-Assessment / Post-test
- **S**ummary

BOPPPS in Action

Bridge-In example from today's session:

- **Mentimeter questions:**
 - **Q1:** What type of library do you work in?
 - **Q2:** How much teaching do you currently do?

Go to www.menti.com and use the code 88 78 43

What type of library do you work in? Mentimeter

- University
- College
- Public
- School
- Special
- Other

Go to www.menti.com and use the code 88 78 43

How much teaching do you currently do? Mentimeter

- 1 to 5x a year
- 5 to 10x a year
- 10 to 20x a year
- 20+ more a year
- I'd like to teach - but don't have the opportunity right now.

0

BOPPPS in Action

Outcomes / Learning Outcomes for today's session:

Agenda

Today's Learning Objectives

- Identify active learning strategies & techniques
- Explore the implementation of active learning strategies
- Leave today's sessions with materials & resources to continue implementing active learning

Share!

BOPPPS in Action

Pre-Assessment example from today's session

- **Think – Pair – Share:**
 - How would you define active learning?



Let's blue sky this!

- Get into groups of 2-3
- Discuss the question:
 - **How would you define active learning?**

7

BOPPPS in Action

Participatory Learning examples from today's session:

- Occurred during bridge, pre-test & in group activities following more traditional lecture content

Your turn!

- Discuss in groups of 2-3
 - **Q1:** Have you ever used any of these techniques?
 - **Q2:** Are there any other tech-based active learning techniques you'd add to

Go to www.menti.com and use the code 88 78 43

Your turn!

- Discuss in groups of 2-3
 - **Q1:** Have you ever used any of these techniques?
 - **Q2:** Are there any other no-tech active learning techniques you'd add to

Go to www.menti.com and use the code 88 78 43

What type of library do you work in?

- University
- College
- Public
- School
- Special
- Other

How much teaching do you currently do?

- 1 to 5x a year
- 5 to 10x a year
- 10 to 20x a year
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- I'd like to teach - but don't have the opportunity right now.

Go to www.menti.com and use the code 88 78 43

Let's blue sky this!

- Get into groups of 2-3
- Discuss the question:
 - **How would you define active learning?**

BOPPPS in Action

Post-Assessment examples from today's session:

- Having small groups share answers from think-pair-share activities
- **Final post-assessment coming up!**

Your turn!

- Discuss in groups of 2-3
 - **Q1:** Have you ever used any of these techniques?
 - **Q2:** Are there any other no-tech active learning techniques you'd add to the list?

Your turn!

- Discuss in groups of 2-3
 - **Q1:** Have you ever used any of these techniques?
 - **Q2:** Are there any other tech-based active learning techniques you'd add to the list?

BOPPPS in Action

Summary examples from today's session:

- Having groups share what they discussed, then instructor provides comments and ties it back to larger lesson.

Your turn!

- Discuss in groups of 2-3
 - **Q1:** Have you ever used any of these techniques?
 - **Q2:** Are there any other no-tech active learning techniques you'd add to the list?

Your turn!

- Discuss in groups of 2-3
 - **Q1:** Have you ever used any of these techniques?
 - **Q2:** Are there any other tech-based active learning techniques you'd add to the list?

Overview of BOPPPS

- [Queen's Teaching and Learning Centre](#) has created an excellent overview of the BOPPPS model
- [Access our lesson plan from today's session.](#) It includes additional sections, but can serve as a useful template.



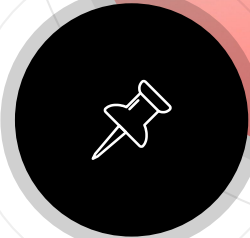
4

**Your turn
to create
& share!**

Brainstorm a mini-lesson plan

At your tables, we'll place:

- Stacks of sticky notes & pens
- Instruction sheet with topic list, BOPPPS description, & list of active learning techniques



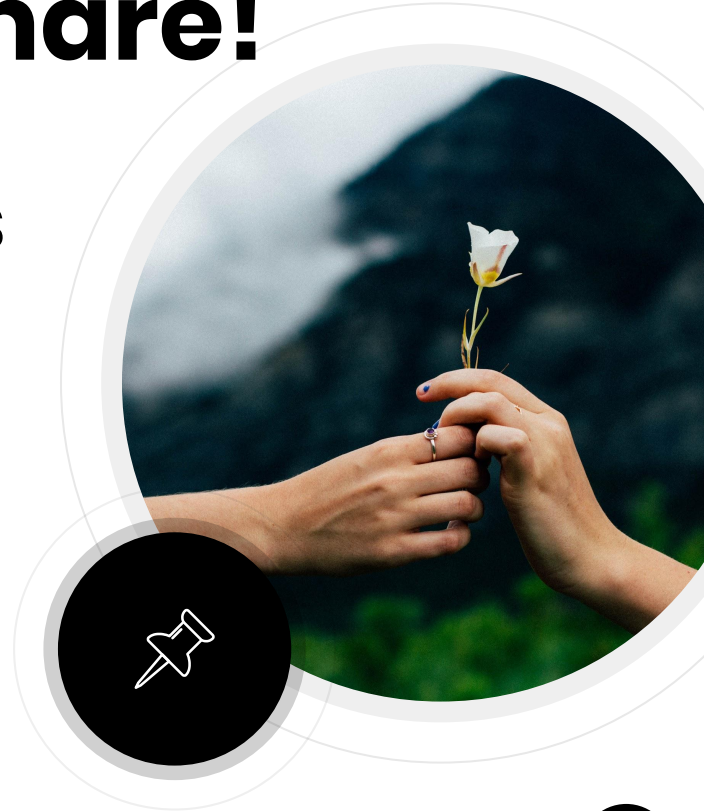
Brainstorm instructions

- Form groups of 2 to 3 & select topic from list.
- **Individually** brainstorm ideas & write each key component on a sticky note.
- **Discuss** in groups & rearrange stickies to create a stronger active learning session.



Take a second and share!

- We'd love for a few groups to share their mini-lesson planning experience.



Further Reading

Here are a few excellent resources on creating active learning classrooms.

[Active Learning Strategies from UC Berkeley's Center for Teaching and Learning.](#)

[Active Learning from the Center for Teaching at Vanderbilt University](#)

[Active learning strategies in higher education : teaching for leadership, innovation, and creativity by Misseyanni, Anastasia \(ed\).](#)



Keep in touch

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Slides:

bit.ly/OLAsession

Your feedback:

bit.ly/OLA19feedback



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Slides 17 & 18: Screenshots from [Statistics Canada's NAICS 2017 webpage](#)

Slide 20: Screenshots from Stephanie Quail's Mentimeter and Poll Everywhere accounts

Slide 21: Screenshots from Stephanie Quail's FliQuiz account

Slide 22: Screenshot from Stephanie Quail's Padlet account

Slide 23: Screenshots from Stephanie Quail's Google Docs account and Google Slides

Slide 24: Screenshots from Stephanie Quail's Google Forms account

Slide 25: Screenshots from Matt Rohweder's Google Forms account

Slide 26: Screenshot from [Nearpod website](#)

Slide 27: Screenshot from Matt Rohweder's Nearpod account

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