Active Learning in the Classroom

Kay C Dee & Glen A. Livesay
Rose Hulman Institute of Technology

Friday, October 19
Room 50 Milton Hall

Implementation Fundamentals
9:30–11:30 a.m.

This workshop is designed to introduce instructors to active learning. In this practical workshop, we’ll describe what active learning is and how it fits into other pedagogical theories and practices. We’ll explain why an instructor might consider using active learning techniques—including potential benefits to students as well as potential benefits to instructors. Finally, we’ll focus on implementation: How might an instructor efficiently and effectively start to use these techniques? How might an instructor overcome potential resistance to these ideas? How might an instructor know if these techniques are working?

Participants will leave this interactive workshop with a selection of ideas for active learning exercises that can be applied across multiple academic subjects, and that fit into periods of classroom time ranging from 30 seconds to one hour.

Beyond Activities—Evidence, Analysis, Action
1:30–3:30 p.m.

This interactive workshop will focus on designing active learning exercises for maximum impact. First, we’ll focus on linking the activities that students perform in the classroom to demonstrable instructional objectives, so that artifacts from the activities can be collected to provide evidence of student learning. Next, we’ll share strategies for designing activities so that they can be analyzed quickly, with an emphasis on writing and using rubrics. Finally, we’ll discuss how faculty (and students) can efficiently and effectively use information gained from active learning exercises.

Participants will leave this workshop with a practical framework for crafting activities that are strongly linked to objectives and assessment practices.

Famed workshop presenter, Richard Felder, says, “Attend these workshops for the most fun you’ll ever have in workshops!”

Kay C Dee, Ph.D., is a professor of applied biology and biomedical engineering, and the founding director of the Center for the Practice and Scholarship of Education at Rose-Hulman Institute of Technology. She’s received many teaching-related honors and has given more than 50 presentations/workshops on education. Her educational research interests include student learning styles, faculty development, and assessments of teaching and learning. She’s an author of the textbook An Introduction to Tissue-Biomaterial Interactions, and more than 50 graduate and undergraduate students have worked with her on research to control biochemical and mechanical events at the interfaces between cells and their surrounding environments.

Glen A. Livesay, Ph.D., is a professor of applied biology and biomedical engineering, and served as the inaugural designee of the Samuel F. Hulbert Endowed Chair in Biomedical Engineering at the Rose-Hulman Institute of Technology. He has given more than 40 presentations/workshops on educational topics, and his educational research interests include student learning styles, the statistical evaluation of assessment instruments, and examining student engagement. He has worked with more than 45 undergraduate and graduate students on research investigating the mechanical response of soft biological tissues of the human body, finite deformation modeling of these tissues, and overall joint mechanics.