



Active Learning in Asynchronous environments



WARWICK
THE UNIVERSITY OF WARWICK

Monday 21st September 2020

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Session objectives

- To consider the importance of active learning in Higher Education pedagogy.
- To explore ways in which this can be achieved effectively in asynchronous learning environments, with examples from two programmes in the Academic Development Centre.
- To consider benefits and affordances versus difficulties and disadvantages.
- To share practice with others of asynchronous active learning.

What is Active Learning?

Active learning is any **learning activity in which the student participates or interacts with the learning process, as opposed to passively taking in the information**

Active learning can be:

- Interactive (between student and others, or stimuli)
- Task-based and 'managed' (specific actions related to learning outcomes)
- Individual (prompted thinking, reflections)
- Collaborative (group, problem-based, peer to peer or student to teacher)
- Student-centred and constructivist in nature

Asynchronous Learning Activities



Read + Take Notes



Watch Video-based
Instruction



Listen to Podcasts



Explore Teacher-curated
Resources



Engage in Online Discussions



Practice + Review



Research + Explore



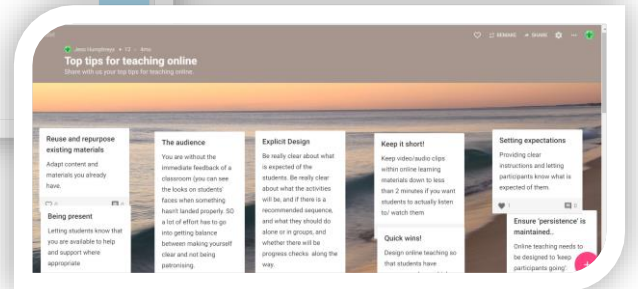
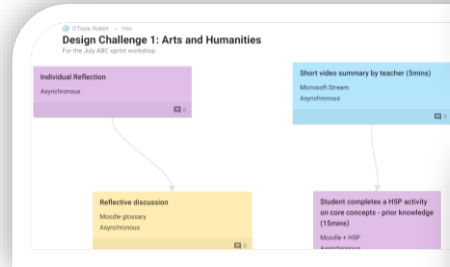
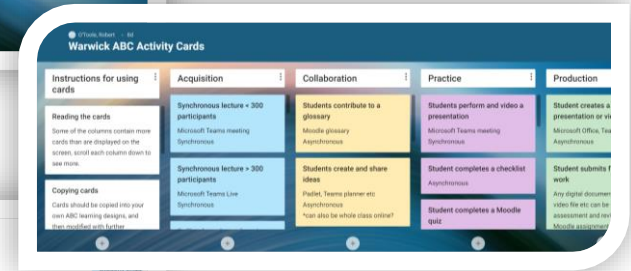
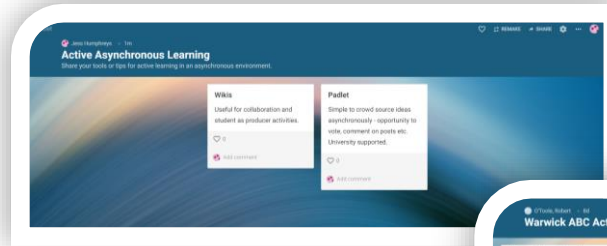
Reflect + Document
Learning

Tools we'll explore today

- Padlet walls for crowd-sourcing, collaborative activities and peer review.
- Moodle quizzes and questionnaires – formative and self-assessment
- H5P – guided learning through interaction
- Task-based activities with multimedia
- Wikis and shared spaces
- Forums – best use and issues which can arise
- Portfolios, blogs etc. for reflection

Padlet

- Padlet is an online pinboard that allows users to 'stick' comments onto it or to share audio, video and text-based files on it.
- LDCU [Padlet workshop recording](https://moodle.warwick.ac.uk/mod/book/view.php?id=909037&chapterid=120838)



Teaching for Learning Online:
Padlet: <https://moodle.warwick.ac.uk/mod/book/view.php?id=909037&chapterid=120838>

Your examples of active learning from the Padlet

padlet
Jess Humphreys + 4 • 1m
Active Asynchronous Learning
Share your tools or tips for active learning in an asynchronous environment.

Echo 360
I need a solution to pre-recording slides and webcam.
- Powerpoint's recording feature doesn't give me "presenter view", making it unusable for me.
- Microsoft Teams would solve this but the audio and video quality is not good enough.
- I've chosen to use Echo 360. It records my screen as though it were a live lecture, and webcam too. However, what I really want is something that allows me to

Small groups
Dividing students into small groups (like here on Moodle) can be a first step in getting active, collaborative learning going online.

Department	Roles	Groups	course	Status
History	Student	Giraffe	2 days 23 hours	Active
School of Life Sciences	Student	Giraffe	2 days 21 hours	Active
Warwick Business School	Student	Giraffe	20 hours 53 mins	Active
Psychology	Student	Giraffe	2 days 20 hours	Active

Moodle
Power point slides with narrations
pre-recorded audio for the PPT slides
formative assessments such as: multiple choices; simple questions;
Q&A session and general feedback on Teams

Formative feedback on essays through annotation
It's quite simple, technology-wise, but I like working on drafts of essays with students and annotating with comments which they then use to improve the piece. Students can do this in pairs for peer assessment too.

Moodle
Useful for storing texts, handouts, videos etc in preparation for a class.

Wikis
Useful for collaboration and student as producer activities.

<http://bit.ly/ldcuactiveasync>

Moodle quiz

Choose a question type to add

- All-or-Nothing Multiple Choice
- Calculated
- Calculated multichoice
- Calculated simple
- Drag and drop into text
- Drag and drop markers
- Drag and drop onto image
- Drag-and-Drop Matching
- Embedded answers (Cloze)
- Essay
- Gapfill question type
- Java molecular editor
- Matching

The answer to each of a number of sub-question must be selected from a list of possibilities

1 min 20 secs	6.8	✗ 0.0	✓ 2.3	✓ 2.3	✓ 2.3
1 min 2 secs	6.8	✗ 0.0	✓ 2.3	✓ 2.3	✓ 2.3
54 secs	6.8	✓ 2.3	✗ 0.0	✓ 2.3	✓ 2.3
2 mins 59 secs	9.0	✓ 2.3	✓ 2.3	✓ 2.3	✓ 2.3

Question behaviour

Shuffle within questions: Yes

How questions behave: Deferred feedback

Each attempt builds on the last: Yes

> Students learn best when their individual differences are taken into consideration

> Learning is critically influenced by learner motivation. Teachers can help students become more motivated learners by their behaviour and the statement:

> Learners must know how to plan and monitor their learning, how to set their own learning goals and how to correct errors

Adapted from Mean what you Say: <https://www.inacol.org/wp-content/uploads/2015/02/mean-what-you-say-1.pdf>

Social Participation

Meaningful activities

Relating new information to prior knowledge

Self-regulation & being reflective

Creating motivated learners

Active involvement

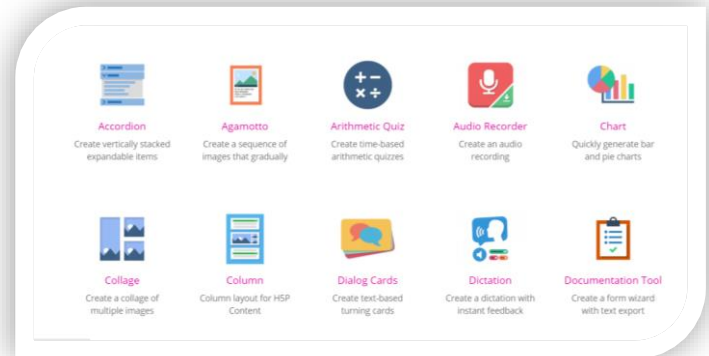
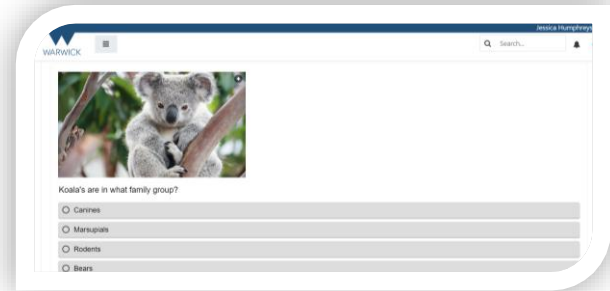
- Moodle quiz is a versatile tool with a **range different question types**, answer options and presentations.
- It affords opportunities for **formative and self-assessment**, and **results can be captured and compared** across cohorts, to inform the ongoing curriculum.
- Building up a **question bank** means the same assessment can be used again, **randomised** or presented at different points in the course.
- **Built-in feedback** can support students' study independent of the tutor.

Teaching for Learning Online: Formative and Peer Assessment

Activities: <https://moodle.warwick.ac.uk/mod/book/view.php?id=909037&chapterid=101271>

H5P

- H5P provides interactive web experiences and is intergrated with Moodle.
- You can combine images, text, links, multimedia etc.in structured sequences - [interactive video](#)
- Self evaluation - [quizzes](#), [interactive presentations](#)
- [Many more examples](#)



Multimedia - video and audio



Presentation timings

Pause the recording at the following times to engage in activities:

- 04:31 – Activity 1: Mental calculation – go to the Padlet
- 08:17 – Equality and Diversity – pause and think
- 14:44 – Activity 2: Dyslexia/assessment – go to the forum
- 28:03 – Reading task – pause, read and think
- 43:59 – Activity 3: The White Curriculum – video/forum
- 49:57 – Activity 4: Dimensions of Diversity - forum

Equality, Diversity and Inclusion at Warwick



The promotion of Equality, Diversity and Inclusion concerns all of us and is the responsibility of all members of our community. We expect that we will all contribute to ensuring that the University of Warwick continues to be a safe, welcoming and productive environment, where there is equality of opportunity, fostered in an environment of mutual respect and dignity.

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognising our individual differences. We understand that simply having diversity in our work force and community does not ensure that all people are able to contribute and reach their full potential.

Inclusion is engaging the uniqueness and talents, beliefs, backgrounds, capabilities and ways of working of all individuals, joined in a common endeavour, to create a culture of belonging, in which people feel valued and respected.

056:22



Watch this video by UCL which considers the notion of the 'white curriculum'. How does this support/challenge your understanding of the curriculum you have been a part of?

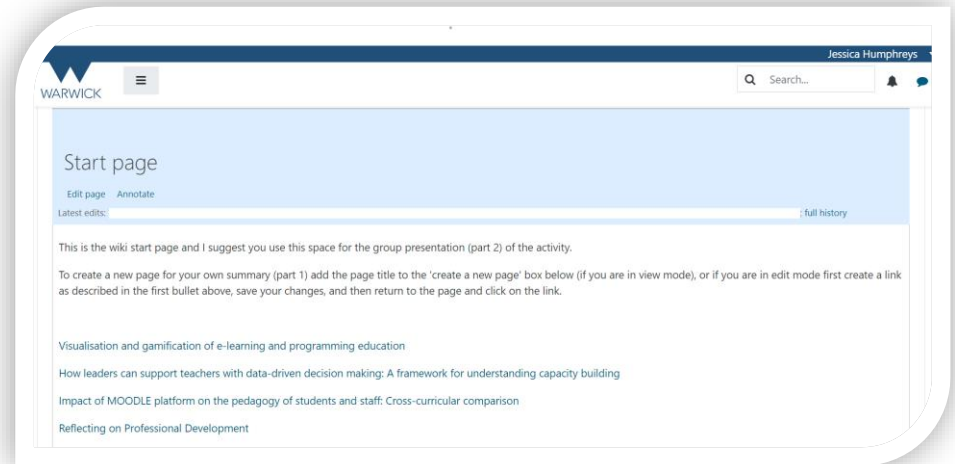


- **Videos, screencasts, audio recordings and podcasts** represent multimedia opportunities for active learning.#
- The **authentic voice of the tutor and/or student** can maximise engagement and relevance and/or support assessment and feedback (research into audio feedback on assignments shows this works well, alongside written forms).
- **Videos can be deployed as part of learning tasks** and alongside other tools (e.g. forums, padlets) and 'chunked' to help manage the work.
- Multimedia is both **easy to embed on VLEs and download to devices of preference**.

Teaching for Learning Online: Creating audio and video content: <https://moodle.warwick.ac.uk/mod/book/view.php?id=909037&chapterid=101104>

Wikis

- A wiki is a **collaborative tool** that enables students to contribute and modify one or more pages of course related material.
- They can facilitate **community building** within a course.
- Gives the students an opportunity **create** together their knowledge and content.
- Examples of wikis in action could include mini research projects to document work, collaborative bibliographies; glossary of terms; collections of links where the tutor and student can post, comment, classify etc.



Forums

Forum created for a small sub-group of the cohort ('action learning set'), which may encourage more dialogue.

Brilliant Meerkats

2.2 Active and Engaging Learning Strategies

Forum can be 'task-based' to ensure a focussed discussion.

← 1.6 Teaching Philosophy

Display replies flat, with oldest first

Move this discussion to ...

Move

2.2 Active and Engaging Learning Strategies
by [redacted] - Sunday, 2 August 2020, 12:19 PM

Reading the materials on teaching strategies, I realised how the size of the teaching group makes a huge difference to teaching practice. With the other two resources, the suggested strategies wouldn't really have worked in quite large groups and the methods described seem mostly to be a way of illustrating the concepts in lectures in the future.

"Reading the materials...I realised that..."

First student responds to the stimulus of the task.

Debating is a strategy that I have used extensively and, in fact, my whole sense of teaching is perhaps particularly suited to the discipline, with history students entering the room and participating in the discussion described in the top trump cards. Generally, the discussion in pairs either car

Re: 2.2 Active and Engaging Learning Strategies
by [redacted] - Friday, 7 August 2020, 11:29 AM

Replying to [redacted] I agree that the size of the group makes a huge difference to teaching practice and such topics and small group sizes, many of the suggestions on large group teaching are just not practical. These smaller sessions to teaching lectures to 50+ students was quite a leap with an entirely different structure. There's only one way of declining certain verbs and nouns, so no need for forming discussion groups.

"Replying to XXX I agree that the..."

Forum task encourages students to respond to each other's comments.

Re: 2.2 Active and Engaging Learning Strategies
by [redacted] - Friday, 7 August 2020, 11:41 AM

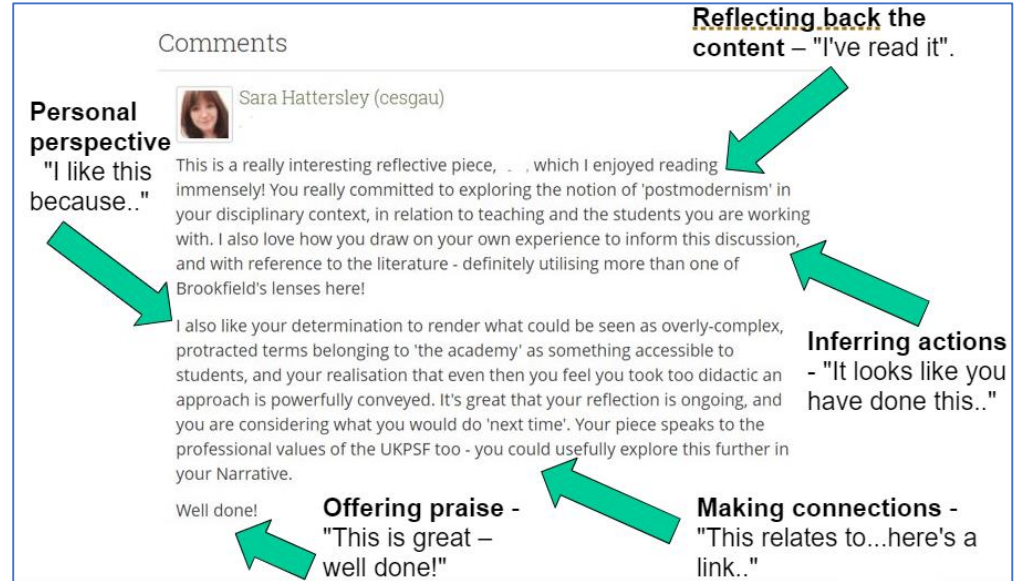
It was interesting to read of the numerous strategies used for engaging large groups. Ian Turner's caros seemed the most engaging as a result of my observation throughout the Classics dept this past academic year. One idea I used was something I saw one of our postgrads do at last year's conference - the idea of moving about the lecture theatre and not being rooted behind the desk. My teaching space was a tiered lecture theatre which is

- Forums are a **ubiquitous part of asynchronous learning** through VLEs like Moodle.
- Forums provide the space to open up **dialogue between peers** and to respond to course stimuli, as well as provide a record of student thinking, for the course tutor.
- However, **undirected fora can have a 'bus stop' effect** (students hop on and off, rather than engage more fully).
- **Forum notifications** can help students (and tutors) be more alert to new contributions.
- Different **forum types** can be deployed, depending on the learning activity.

Teaching for Learning Online: Moderating forums: <https://moodle.warwick.ac.uk/mod/book/view.php?id=911219&chapterid=101528>

- Active learning and engagement can take place through **personal narratives in blogs and e-portfolios**. Students can reflect on learning content and/or in relation to a learning stimulus.
- Reflections on learning can provide **a record of formative and/or self-assessment**, as well as account for the 'process' of learning.
- Blog and e-portfolio comments enable tutors and peers to enter into a **reflective dialogue** with students.
- E-portfolios also afford the opportunity for students to **curate and create** their own materials

Portfolios and blogs for reflection



Comments

Personal perspective
"I like this because.."

Reflecting back the content – "I've read it".

Sara Hattersley (oesgau)

This is a really interesting reflective piece, . . . which I enjoyed reading immensely! You really committed to exploring the notion of 'postmodernism' in your disciplinary context, in relation to teaching and the students you are working with. I also love how you draw on your own experience to inform this discussion, and with reference to the literature - definitely utilising more than one of Brookfield's lenses here!

Inferring actions - "It looks like you have done this.."

I also like your determination to render what could be seen as overly-complex, protracted terms belonging to 'the academy' as something accessible to students, and your realisation that even then you feel you took too didactic an approach is powerfully conveyed. It's great that your reflection is ongoing, and you are considering what you would do 'next time'. Your piece speaks to the professional values of the UKPSF too - you could usefully explore this further in your Narrative.

Well done!

Offering praise - "This is great – well done!"

Making connections - "This relates to...here's a link.."

Converting from classroom to asynchronous online

Synchronous small group discussion and 'game'; physical resources to support (easy to re-use); classroom space; non-recorded; student-led; identifiable individuals; equitable exchange?



How does your own diversity affect learning and teaching?

Race	Sexual orientation	Religion	Age
Disability	Schooling	Gender	Learning difficulties
Prior knowledge	Cultural background	Learning preferences	Languages
Mental health	Industrial experience	Family	Literacy

As teachers we are not neutral. We have our own experiences of diversity, which will impact upon our work, consciously or not. Look at the dimensions of diversity in this image, and consider how this relates to you. Has an element of your diversity been an advantage to you, as a learner or teacher; or has it raised issues? One APP PGR student's account is below.

As a non-native English speaker who has pursued a degree in an anglophone country, I understand the interior struggle that some foreign students face when they have doubts or valid points to add during a seminar or a class, but feel insecure to speak or ask questions in front of an audience because of their linguistic ability. Because of this, I always take some time during each seminar to go around the class and ask privately to the most silent students whether they have any doubts I can help them with.

This individual's own experiences led to a change in approach in how she worked with her own students.

Use the Padlet wall below to post a short, anonymous piece (50-150 words) about your own diversity in relation to learning and teaching. You can 'like' or comment on any other post that you find interesting.

Dimensions of Diversity

As a White, UK, middle class student I have not experienced discriminations at the university personally and am increasingly aware of the privileges I am afforded because of my identity. I am a woman and aware of the existence of sexism and misogyny in academia more broadly, but I am also conscious that White women are very

I am female and I have always enjoyed having female supervisors. I feel like they are strong role models for myself and that it's not always an "old boys club" at the top. As someone who has been called "aggressive" (where a man would have been called assertive), it gives me hope that I can follow in my

I was also the first in my family to go to university but as a British male have never experienced any form of discrimination. Quite the opposite. I returned to uni as a mature student and found that when first teaching I was assumed to know more than I

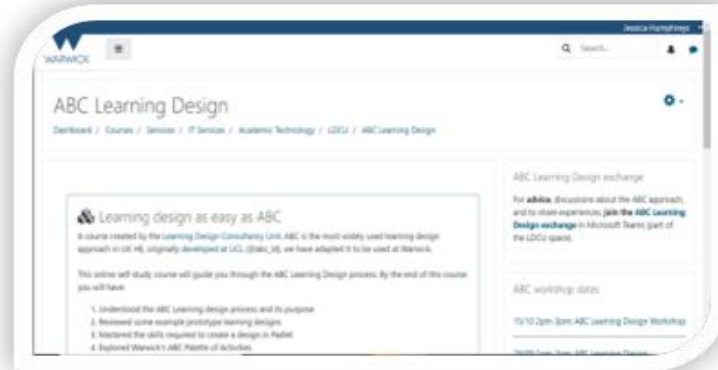
As a mature, first generation, female PhD student with a young family I understand the barriers that come with not feeling part of the institution. However, because of this I encourage students to reflect on their own experiences in relation to the work studied as this

I am white, heterosexual, cisgender male, so I do not have a close understanding of what it is like to be discriminated in the workplace due to one's identity. I have tried to educate myself through reading others' experiences, but I need to be aware that my understanding is not perfect and I should continue to listen to

Asynchronous whole group static presentation; electronic resources to support (less easy to re-use); Virtual Learning Environment; permanent record; student-led; anonymous contributions; opt out?

ABC Learning Design

- ABC Learning design is traditionally a hands-on curriculum development workshop developed by UCL.
- This model has been adapted by the LDCU in the form of an asynchronous Moodle and synchronous mini sprints.
- Further information can be found here – www.go.warwick.ac.uk/lDCU
- <https://moodle.warwick.ac.uk/course/view.php?id=38475>



Communication and community building

- Communication is crucial. Here are a few things to consider:
 - Provide clear instructions for activities
 - Incorporate check-in points – set ground rules and create points for support
 - Debrief – provide a space for reflection.
 - Create and curate a community space – somewhere for discussions to take place following the activity.
- Find out more at the upcoming LDCU Community Building workshop - <https://warwick.ac.uk/ldcuevents>

Pitfalls/things to look out for...

- Asynchronous and timing – when students don't engage together.
- How long should activities take?
- Checking the welfare of students on a course.
- Purposefulness of asynchronous work - relationship to synchronous activities and assessment.
- Clarity of instructions, links and currency of materials.
- Your reality versus the student experience?

Accessibility and inclusivity

- Asynchronous learning activities are flexible and can be accessed at a time that works for the learner.
- Agency and choice – gives student the opportunity to engage with a range of different activities at a time and pace that works for them.
- Opportunity to scaffold learning through a series of activities
- Differentiated activities for different students – to reaffirm understanding or stretch and develop new understanding.

What students say...

I have learnt not to underestimate the power of reflective learning. **Reflection, indeed does contribute significantly to cognitive gain.**

Although the video allows interaction, **it still feels a little more detached** than discussing things in a group in face-to-face. Not that there is much that can be done to avoid that at the moment!

This section was very text heavy, and there was a lot of reading to do. Although it was very informative, **it might have been easy for me personally if there were multimedia approaches**, rather than just websites to read

I really enjoyed getting replies from other students on the forum! Great to hear how others saw different messages in the same content.

I think the **time limits for the online activities gave a useful indicator** of how to structure my time.

As of yet, I am waiting on other students to make wiki and forum entries.

I'm not sure about the creating a wiki idea still. **As a lot of people don't seem to interact with the course until very near the deadline it can make me feel like I'm doing all the work** and therefore I don't want to do it

I think the fact that the **session recordings are available**, for learners who are not able to attend the sessions, makes life a lot easier. **With other home commitments, this aspect of the learning process really helps.** Thank you.

There seemed **less interaction with peers, but in a sense that didn't matter so much.** There was a bit more of that in the class last time, so it feels fine to **have more personal time to reflect**

Tomorrow's session...

Tuesday 22nd September (2-3pm): Active Learning in Synchronous environments This second workshop looks at ways in which live sessions can facilitate active learning. Principally focused on Teams, but using additional learning apps, we will model and explore activities which support whole and smaller group interaction and engagement.

- Come prepared to engage in real time, active learning techniques!
- You might like to download the Vevox app to your phone or a tablet, to have a second device handy. :)



LDCU

Learning Design Consul... ⋮

General

1. Discussion and exchange

3. Workshops

4. ABC Mini Sprint

5. ABC Learning Design exchange

Breakout room 1 Arts and Humanities

Breakout room 2 Science Medicine an...

Breakout room 3 Social Sciences

Discussion hub 1

Discussion hub 2

Discussion hub 3

Discussion hub 4

Discussion hub 5

Events and Announcements

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