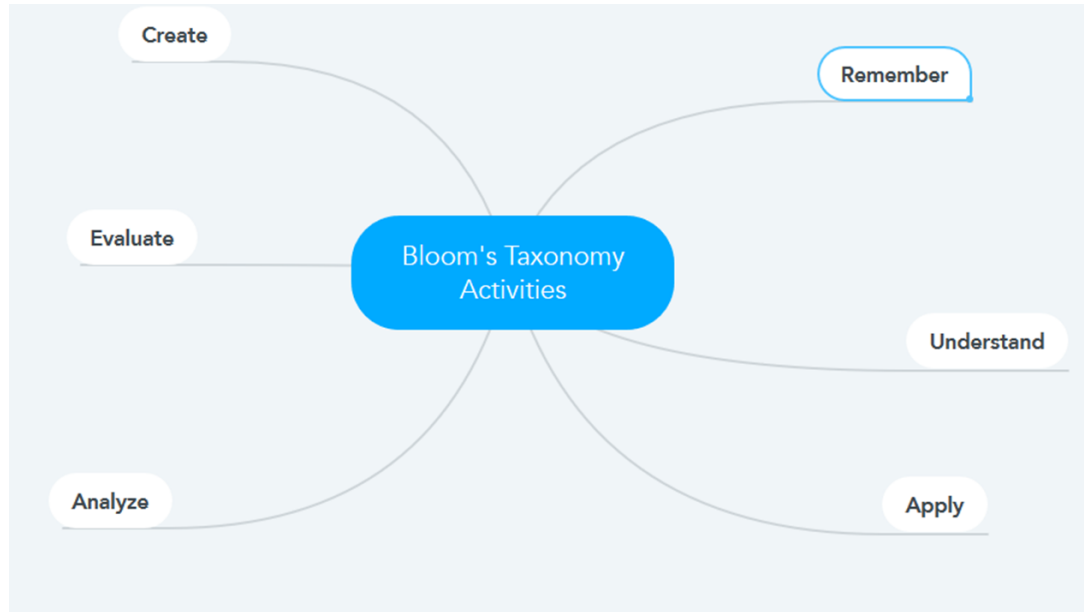
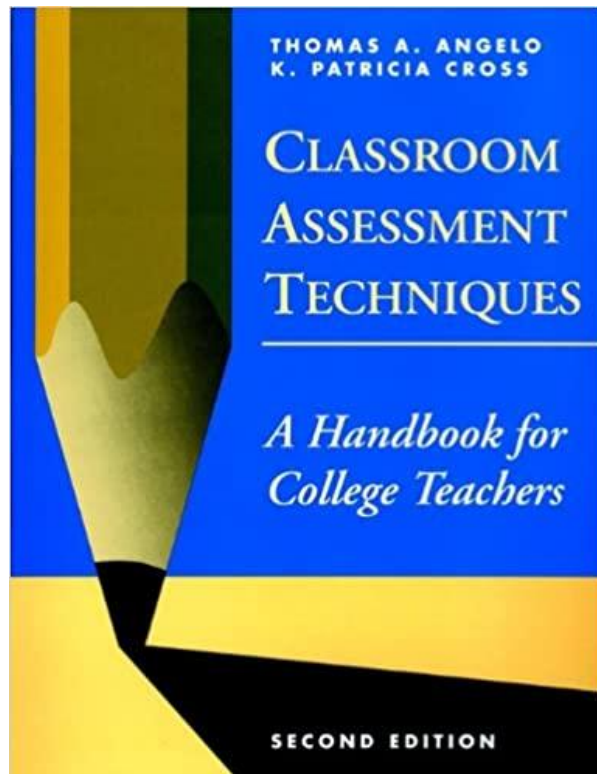


What Activities Can Go
Online?

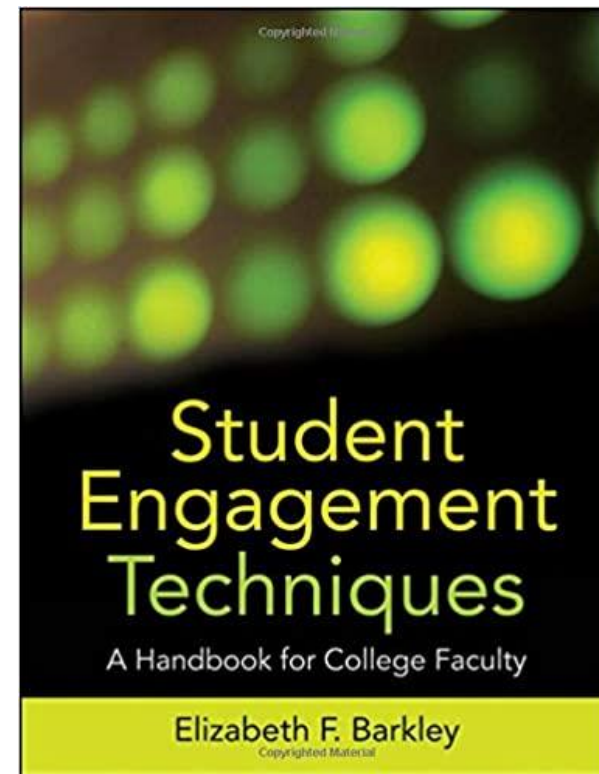


- Group 1: Remember
- Group 2: Understand
- Group 3: Apply
- Group 4: Analyze
- Group 5: Evaluate
- Group 6: Create

CATs



SETs



Remember

Ungraded Quiz

- The testing effect is one of the strongest ways to improve retention

Understand

Directed Paraphrasing (SET #31, CAT #23)

- Students paraphrase an idea for a particular audience you choose.
- Angelo, T. A., & Cross, K. P. (2012). *Classroom assessment techniques*. Jossey Bass Wiley.
- Barkley, E. F., & Major, C. H. (2020). *Student engagement techniques: A handbook for college faculty*. John Wiley & Sons.

Apply

Application Cards (CAT #24)

- “Students generate examples of real-world applications for important principles, generalizations, theories or procedures.”
- [List of CATs with short descriptions](#) – from UC San Diego

Analyze

Defining Features Matrix (CAT #9)

- “Students categorize concepts according to presence or absence of important defining features.”
- [List of CATs with short descriptions](#) – from UC San Diego

Evaluate

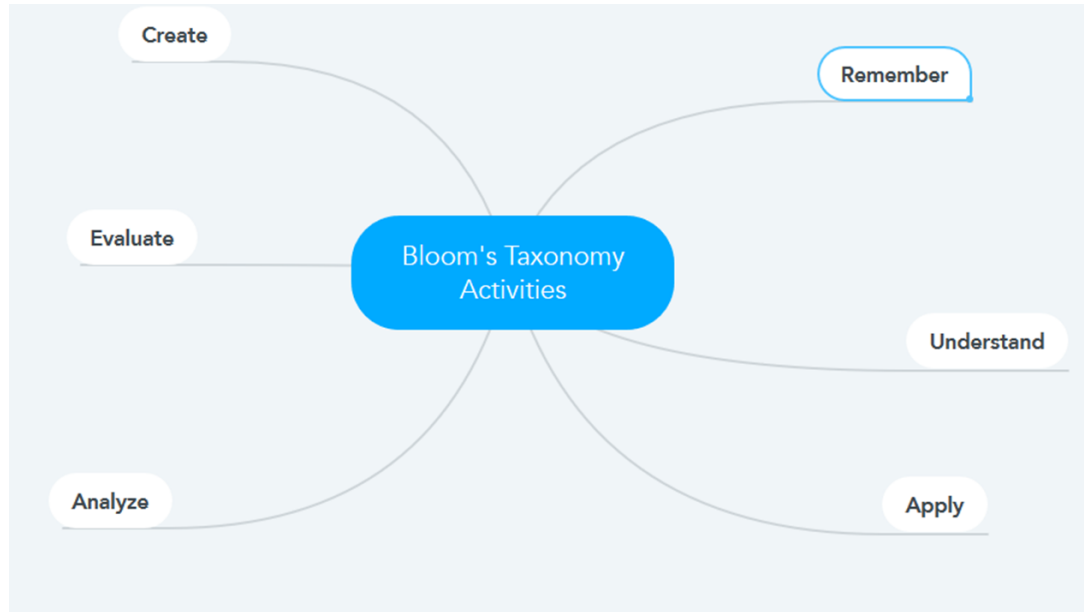
Ethical Dilemmas (SET #38, CAT #31)

- “Students respond to a case study that poses a discipline-related ethical dilemma.”
- [List of CATs with short descriptions](#) – from UC San Diego

Create

Minute Thesis

- In one column, list several class readings. In a second column, list several overarching course themes. Have a student connect one theme to two different readings. Have other students develop a thesis that would explain the connection.
- Lang, J. M. (2016). *Small teaching: Everyday lessons from the science of learning*. John Wiley & Sons.



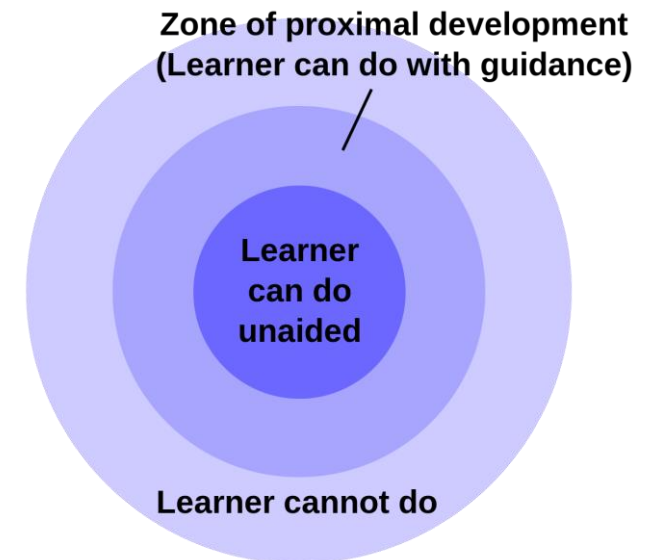
- Group 1: Remember
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Quotes (SET #4)

- “Constructivist learning theory emphasizes that individuals learn through building their own knowledge, connecting new ideas and experiences to existing knowledge and experiences to form new or enhanced understanding (Bransford et al., 1999).”

Quotes (SET #4)

- “Lev Vygotsky’s work elucidated the relationship between cognitive processes and social activities and led to the sociocultural theory of development, which suggests that learning takes place when students solve problems beyond their current developmental level with the support of their instructor or their peers (Vygotsky 1978).”



Quotes (SET #4)

- “They found that students in traditional lectures were 1.5 times more likely to fail than students in courses with active learning... Further, they found that on average, student performance on exams, concept inventories, or other assessments increased by about half a standard deviation when some active learning was included in course design...”

Quotes (SET #4)

- “While the two reviews reported focus on STEM disciplines and no similar reviews exist for the humanities and social sciences, the bulk of the evidence suggest that active learning approaches are effective across disciplines (Ambrose et al, 2010; Bonwell and Eison, 1991; Chickering and Gamson, 1987).”

Quotes (SET #4)

- “In addition to the evidence that active learning approaches promote learning for all students, there is some evidence that active learning approaches are an effective tool in making classrooms more inclusive.”

Quotes (SET #4)

- “Start small, start early, and start with activities that pose low risk for both instructors and students.”
- Brame, C., (2016). Active learning. Vanderbilt University Center for Teaching. Retrieved 7/7/20 from <https://cft.vanderbilt.edu/active-learning/>.

What Activities Can Go
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