

2023-24 Reflections on Integrating Active Learning, Teaching, and Assessment Strategies

Active teaching, learning, and assessment strategies include times where faculty are not lecturing and where students are actively doing something interactive, meaningful, and relevant (including in their assessments).

Examples of active teaching, learning, and assessment strategies include think-pair-share, one sentence summaries, role plays, case studies, problem-solving, the muddiest point, game-based learning, labs, creating something, etc.

1. Do you feel you are using active teaching, learning, and assessment strategies in your classes more, the same, or less than you did in 2019?

Same: Agriculture, Applied science, Education, Human services

More: Business administration, Crow studies, Science

IS/IT – Not applicable

Math – We are using more active student learning because we are offering lab times and inviting tutors into our classroom. We also do more peer assisted learning.

2. In 2023-24, estimate the % of your class time you feel you used active teaching, learning, and assessment strategies.

Agriculture – AG designated courses (only a couple taught) did not have active learning, but AG degree students did take SC courses that are co-listed with AG courses (although AG number wasn't used in scheduling) – These included SC 132/133 and SC 242/243. In SC 132, 73% of the assignments were taught through active learning/teaching and in SC 242, 32% of assignments were. Both SC 133 and SC 242 were 100% active learning as they were labs.

Applied science – 30% of class time is spent as active learning and teaching practices in the applied science programs.

Business administration – 30%

Crow studies – 20% to 90% of the time. The lower number are basically lecture oriented classes and the higher percentage are courses that lend themselves to interactive teaching and learning, such as Crow art and Crow music and dance.

Education – 25% to 50% based on the course.

Human services – 2%

IS/IT – 80%

Math – 50%

Science – 50-60% active teaching through laboratory courses and classroom activities and homework.

Trades – More

3. Provide examples of **new ways** you used active teaching, learning, and assessment strategies in your classes in 2023-24 that you had not done before.

Agriculture – In 2023-24, the strategies used for active teaching, learning, and assessment didn't change from previous years, the number of activities/assignments that included these strategies.

Applied science – During lecture in SC 160 new case study assignments were introduced into the curriculum.

Business administration – I had more discussion topics and research projects that the students had to actively search for answers rather than listening to the lectures. I also utilized more interactive lectures for those courses that still needed that element of teaching.

Crow studies – Using group discussion to investigate further certain cultural concepts.

Education – Require students to video their teaching, presentation, or classroom activity/game to share with instructor. . . used to assess interactions with students.

Human services – Increase in time planned for discussions and Socratic dialogue.

IS/IT – All classes were new.

Math – Students form groups and work together. During lab times they can communicate and work out problems together.

Science – In 2023-24, the strategies used for active teaching, learning, and assessment didn't change from previous years, the number of activities/assignments that included these strategies increased. A specific example of this is that the number of assignments for active learning increased to 100% in SC 236 in the year 2023-24.

Trades – Building a tiny home.

4. Provide examples of how you used active teaching, learning, and assessment strategies in your classes 2023-24.

Agriculture – Active teaching, learning, and assessment strategies have increased over the past five years in science program courses (that were taken as co-listed as SC) and will continue to be a major component of those courses. Forms of active learning include case studies, in class assignments, laboratory activities, discussion forums, and response papers. For example, the percentage of active teaching/learning assignments and activities in SC 132 is currently 73%, out of 22 assignments 16 of them are active teaching/learning assignments.

Applied science – Science courses often have a lab associated with the lecture, so active learning is utilized heavily in these labs. Additionally, classroom group activities add to the active learning strategies. There also has been field trips to cadaver labs for applied science programs students. Study nights with faculty teaching courses listed in the program courses in the applied science programs are also available for students to attend if they need help with assignments.

Business administration – In BU 202/230/122 I utilized active note taking where, in the lecture I would actively take notes with the students to keep them engaged and teach them what concepts where most important to pick out and go farther into depth. In BU 241 I utilized the practice operations simulation which allows students to hone their critical thinking and problem-solving skills by forcing them to make choices on their own and see the consequences of those choices. In BU 221/222 I do practice problems together with the class to give them real time instruction on how to solve the problems and use the proper formatting before they go on and do the second set of problems on their own.

Crow studies – The most common manner is doing group weekly readings and quizzes which are discussed at the end of a class period.

Education – Expanded field-based learning activities and rubrics for assessment.

Human services – After learning counseling responses and approaches, class time is used to practice these responses and approaches in mock (i.e., fictitious) counseling sessions.

IS/IT – Using Socratic method for discussion, multiple teaching strategies and methods and mediums for each topic as well. The assessments are based on personal examples and not copy pasted answers.

Math – We learned in ACUE that short interval teaching allows for students to interact more and we utilize this. lecture-lab time-lecture-lab time.

Science – Active teaching, learning, and assessment strategies have increased over the past five years in science program courses and will continue to be a major component of those courses. Forms of active learning include case studies, in class assignments, laboratory activities, discussion forums, and response papers. For example, the percentage of active teaching/learning assignments and activities in SC 132 is currently 73%, out of 22 assignments 16 of them are active teaching/learning assignments. Other examples include SC 236 with 100%, SC 242 with 32%, and SC 244 with 56%. All labs are 100% active learning.

Trades – Using simulators, heavy equipment machinery, truck driving and renovations to residential homes.

5. What do you plan to do in 2024-25 to increase the use of active teaching, learning, and assessment strategies in your classes?

Agriculture – To increase active learning within the AG program, first more of the program courses will need to be taught. One credit labs can be taught with all active learning strategies, curriculum will need to be developed to incorporate the active learning. AG 132/133 will integrate new active learning with new hands on (in class activities and labs).

Applied science – Increase the number of group activities and case studies in course curriculum.

Business administration – I plan to continue to integrate more active learning techniques more often in all courses to keep student engagement higher.

Crow studies – Crow studies faculty have been discussing various possibilities. One is having students from all Crow studies meet to have cultural games and activities. This will be intended to reinforce what is being learned.

Education – Look for online or In-service training on active teaching, learning and assessment strategies for faculty.

Human services – Unfortunately, though incorporating active teaching, learning, and assessment is a top priority for human services classes, the actual activities have not been significantly implemented this last year. However, a great amount of time has been spent incorporating resources from textbook publishers into classes and Google Forms. During the process, a number of these textbook resources have suggested activities for each unit/chapter. In future years and course offerings, I plan to explore, modify, and implement these activities to incorporate active teaching, learning, and assessment.

IS/IT – Continue to increase the different mediums of teaching styles.

Math – Amber has started a whole day of class time to do lab and Dorcella would like to start that as well. Also include peer led groups in our classroom.

Science – Curriculum additions in the school year 2024-2025 will include new modules on experimental design in which students design research projects, new data analysis modules and new case studies.

Trades – Planning on continuing building a couple of tiny homes per year, using different heavy equipment machinery from the year before.