Fall 2024 Active Learning Institute

The Active Learning Institute is a worthwhile collaboration where faculty and instructors explore and implement evidence-based teaching practices in a supportive environment with other dedicated teachers.

The Active Learning Institute:

We call it Active Learning, but it is also referred to as Student-Centered Learning and Flipping the Classroom. This research-based teaching and learning approach is grounded on Terry Doyle's idea that, "the person who does the work, does the learning." This is a significant paradigm shift from what we call the "transmission-of-knowledge" notion of teaching and learning that most of us experienced as students and that is still the norm in most classrooms today. Kerri Mitchell and Eric Salahub, longtime FRCC faculty and instructional coaches, developed and facilitated the Active Learning Institute for 6-years for small cohorts of teachers at FRCC. Since 2017, more than 200 of our FRCC colleagues have completed the Active Learning Institute. Since Fall 2022, more than 160 CCCS faculty have participated in Active Learning Institute cohorts.

Details:

- Open to faculty and Instructor applicants.
- Attend 9 two-hour workshop sessions held via. Zoom during the Fall 24 semester.
- Complete 12-hours of independent work between sessions.
- Complete a 40-hour course redesign.
- Teach redesigned class the semester following the redesign work.

What some of participants are saying about their ALI experience:

As a CTE instructor I thought I was doing nothing but active learning. This course has me rethinking every lesson and creating truly meaningful classes. In just a short period of time I have found that I have more class time for discussions and practical applications as a result of this approach. – Vincent Fraker, Law Enforcement Academy Director, Otero Community College

I have thoroughly enjoyed the Active Learning Institute. It has been great to delve into the science of learning and to interact with faculty members across the system. I have incorporated some of the concepts I've learned in my current classes. I highly recommend the course to faculty, whether experienced or novice. It is a great way to energize your approach to teaching. – Julie Alkema, Nursing Faculty Colorado Northwestern Community College

The Active Learning Institute has taught me how to use Active Learning concepts to not only engage students but for improved learning based on research and The Science of Learning to better design my courses for improved student learning and success. – Denise Lefort, Business Faculty, Arapahoe Community College

Before this program, I was a confident educator. I knew my students liked my classes, and they generally performed well. I was naive. The ALI has caused me to reevaluate my teaching practices in the best way possible. Using the science of learning has taught me how to reframe my courses in ways that reinforce concepts and get students to learn what I want them to. ALI has been the most valuable PD I have ever experienced in over a decade of teaching because it provides real-world scenarios and tangible outcomes. -----Emily Litle, English faculty and Chair of Arts, Otero Community College.

Participating in the Active Learning Institute (ALI) has been transformative. While I have been moving towards a more active teaching model for years, I now realize my courses are not structured to support student success. ALI is based on the science of learning and provides step by step modules to help faculty transform their entire course. This course will help me build a stronger foundation for student success in my courses. – Sharon Bjorkman, Sociology Faculty, Pikes Peak State College

I have really enjoyed my time in the active learning institute; it has helped me crystalize my vision for my active learning class by providing me with evidence-based teaching practices that engage students 'actively' in the learning process. As a scientist I really like learning 'why' the active learning techniques work. This class could benefit so many faculty...from skeptics to those who are already using active learning techniques. I wish we had more professional development programs like this. -- Jacob Johnson, Chemistry Faculty Arapahoe Community College

Fall 2024 ALI Session Dates

Friday Cohort 10 AM-12 PM		Monday Cohort 10 AM-12 PM		Tuesday Cohort 10 AM-12 PM	
Session	**Date**	**Session**	**Date**	**Session**	**Date**
Session 1	Sept 6	Session 1	Sept 9	Session 1	Sept 10
Session 2	Sept 13	Session 2	Sept 16	Session 2	Sept 17
Session 3	Sept 20	Session 3	Sept 23	Session 3	Sept 24
Session 4	Oct 4	Session 4	Oct 7	Session 4	Oct 8
Session 5	Oct 11	Session 5	Oct 14	Session 5	Oct 15
Session 6	Oct 25	Session 6	Oct 21	Session 6	Oct 22
Session 7	Nov 1	Session 7	Nov 4	Session 7	Nov 5
Session 8	Nov 8	Session 8	Nov 11	Session 8	Nov 12
Session 9	Nov 15	Session 9	Nov 18	Session 9	Nov 19

<div align="center">**Active Learning Institute Overview**</div>

<u>**Overall outcome**</u> **for the Active Learning Institute.** Participants will utilize active learning course design and research based instructional strategies to improve overall student success and retention rates a target course and reduce the opportunity (success) gaps for URM students.

Session #1 Outcomes – The Active Learning Paradigm

- Begin to understand the active learning paradigm and its components (role of teacher, role of student, and role of outcomes/content) by participating in evidence based instructional strategies.
- Experience active learning as a student to determine its potential for student learning as contrasted with the lecture model.

Session #2 Outcomes – How Learning Works (The Science of Learning)

- Develop an understanding for how learning works and begin to make concrete connections between the science of learning and teaching.
- Explore the concept of growth mindset teaching and why growth mindset course design and facilitation are essential for student success. **Session #3 Outcomes – The Role of Lecture in the Active Learning Paradigm**
- Consider and evaluate the role of lecture within the active learning paradigm, specifically the usefulness of "Just in Time" or "Dynamic" lectures rather than traditional canned lectures.
- Understand the value of activating students' existing knowledge bank, or schema, as a way to build students' confidence, help them make meaningful connections, and engage them in the learning process.

Session #4 – Course Outcomes and Backwards Design

- Articulate the various learning outcomes for your target course and examine how these outcomes are or could be integrated with each other.
- Compare and contrast course content with course learning outcomes and reconsider the roles of content and outcomes in the Backwards Design process used to develop Active Learning courses.

Session #5 - Summative Assessments

- Begin to backwards design the selected course to create a summative assessment that attends to the course outcomes identified earlier in the training.
- Consider how key concepts like "making connections" and "practice" will affect the scope of the assessments and the time needed to prepare students to be successful on them. **Session #6 - Formative Assessments and Lesson Planning**
- Understand the crucial role that formative assessment plays within the active learning paradigm in helping students attain course outcomes.
- Explore eleven research based instructional strategies and determine which ones to utilize with the upcoming course redesign

Session #7: Mindsets for Active Learning

- Confront the fact that teachers often talk about wanting Growth Mindsets in students but often fail to design courses that foster Growth Mindsets.
- Consider concrete ways to "walk the walk" by designing Growth Mindset classrooms.

Session #8 – Transforming Students into Engaged Learners

- Understand what the student role in the active learning paradigm looks like and how the teacher as guide or learning facilitator compliments this role.
- Understand why some students will resist the active learning paradigm and develop techniques for helping students step into the role of engaged learners. **Session #9 – Active Learning and Equity**
- Examine the findings around active learning and equity that show how active learning approaches have a disproportionate positive influence on URM students.
- Think critically about WHY active learning helps to decrease or even eliminate achievement gaps. Identify equitable practices from active learning that may lead to improved results.

After the Institute:

- Participants complete the redesign of an entire target course and submit their work.
- Participants teach the redesigned, active learning course the following semester.
- Participants engage in follow up support if desired or needed.