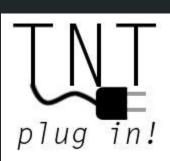# Active Learning Strategies for Librarians Working with Online Courses

By Samantha Harlow and Amy Harris Houk

62nd NCLA Biennial Conference

Agenda:
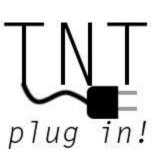
Poll

Universal Design for Learning (UDL)

Why does this matter?

Active Learning

Applying Active Learning and UDL to Library
Work (creating online materials and instruction)

Tools and Strategies

Takeaways and Questions

TNT
plug in!

Follow along!

http://tiny.cc/alonline

Let's do a quick poll!

http://tiny.cc/alonlinepoll

Universal Design for Learning (UDL)

Universal Design for Learning is an approach to curriculum that minimizes barriers and maximizes learning for all students.
-CAST "UDL at a Glance" Video

Universal Design for Learning:

Provide multiple means of
Representation.

Present content and information in multiple media and provide varied support. Use graphics and animations, highlight the critical features, activate background knowledge and support vocabulary so that students can acquire the knowledge being taught.

Universal Design for Learning:

Provide multiple means of
Action and Expression.

Give students plenty of options for expressing what they know and provide models, feedback, and supports for their different levels of proficiency.

Universal Design for Learning:

Provide multiple means of

Engagement

What fires up one student won't fire up another! Give students choices to fuel their interests and autonomy. Help them risk mistakes and learn from them. If they love learning, they will persist through challenges!

Why does it matter?

Accessibility

Students Disclosing Disabilities:

"Just a quarter of students who received help for their disabilities in high school acknowledge in college that they need the same assistance."

- 94% of high school students report disabilities
- 17% of college students report disabilities

"Colleges respond to growing ranks of learning disabled"

ADA Compliance:

Under federal law, Section 504 of the Rehabilitation Act and Titles I and II of the Americans with Disabilities Act (ADA) are applicable mandates for the university's efforts to provide electronic accessibility to persons with disabilities.

Children 3 to 21 years old served under Individuals with Disabilities Education Act, Part B, by type of disability: Selected years, 1976–77 through 2013–14																	
Type of disability	1976–77	1980–81	1990–91	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08[1]	2008–09[1]	2009–10	2010–11	2011–12	2012–13	2013–14
Number served (in thousands)																	
All disabilities	3,694	4,144	4,710	6,296	6,407	6,523	6,634	6,720	6,718	6,687	6,597	6,483	6,481	6,436	6,401	6,429	6,464
Autism	–	–	–	93	114	137	163	191	223	258	296	336	378	417	455	498	538
Deaf-blindness	–	3	1	1	2	2	2	2	2	2	2	2	2	2	2	1	1
Developmental delay	–	–	–	213	242	283	305	332	339	333	357	354	368	382	393	402	410
Emotional disturbance	283	347	389	480	483	485	489	489	477	464	442	420	407	390	373	362	354
Hearing impairment	88	79	58	77	78	78	79	79	79	80	79	78	79	78	78	77	77
Intellectual disability	961	830	534	624	616	602	593	578	556	534	500	478	463	448	435	430	425
Multiple disabilities	–	68	96	131	136	138	140	140	141	142	138	130	131	130	132	133	132
Orthopedic impairment	87	58	49	82	83	83	77	73	71	69	67	70	65	63	61	59	56
Other health impairment[2]	141	98	55	303	350	403	464	521	570	610	641	659	689	716	743	779	817
Preschool disabled[3]	†	†	390	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Specific learning disabilities	796	1,462	2,129	2,860	2,861	2,848	2,831	2,798	2,740	2,665	2,569	2,476	2,431	2,361	2,303	2,277	2,264
Speech or language impairment	1,302	1,168	985	1,388	1,391	1,412	1,441	1,463	1,468	1,475	1,454	1,426	1,416	1,396	1,373	1,356	1,334
Traumatic brain injury	–	–	–	16	22	22	23	24	24	25	25	26	25	26	26	26	26
Visual impairment	38	31	23	29	28	29	28	29	29	29	29	29	29	28	28	28	28

[National Center for Education Statistics](#)

In 2013-2014, 13% of postsecondary students listed a disability on this list.

UDL can benefit all students, not just those with disabilities!

Some Tools and Resources to get you Started with UDL:

CAST

CAST Free Learning Tools (curriculum checker),

NC State Center for Universal Design

National Center on UDL (Examples and Resources)

Online Teaching

Online Education Growth:

- More than one in four students (28%) now take at least one distance education course (a total of 5,828,826 students, a year-to-year increase of 217,275).
- The total of 5.8 million fall 2014 distance education students is composed of 2.85 million taking all of their courses at a distance and 2.97 million taking some, but not all, distance courses.
- Public institutions command the largest portion of distance education students, with 72.7% of all undergraduate and 38.7% of all graduate-level distance students.
- Only 29.1% of academic leaders report that their faculty accept the "value and legitimacy of online education."

OLC: Distance Education Enrollment Growth Continues

Taken from "Online Report Card: Tracking Online Education in the United States"

How can we improve our teaching practice and incorporate UDL into online instruction, courses, and materials?

Active Learning Pedagogies

Active learning instructional strategies include a wide range of activities that share the common element of involving students doing things and thinking about the things they are doing.
-Active Learning: Creating Excitement in the Classroom, Bonwell and Eison

Activity time!

http://tiny.cc/a1online2

Active Learning Activities:

- Think Pair Share
- Peer review and peer learning
- Collaborative writing
- Small group work
- 1 minutes papers/presentations
- Student led sessions
- Students making materials within the class
- And more

Synchronous

- Preparation is key
  - This does not mean memorize a script
- Don't be afraid to have activities that you would utilize in your face-to-face
  - Make sure your activities connect to SLOs
- Think about if you need "requirements" in your session
- Let students use the chat to interact with each other
- Know your SLMS tool, including features and limitations
- Flipping instruction works well in an online environment

Synchronous

SLMS (WebEx, Zoom, etc)

Polling

Google Apps - Collaborative Writing

Breakout rooms

Asynchronous

- Discussions
- Videos
- Collaborative Writing
- Interactive Modules
- Form Activity (with rubric for assessment)

Asynchronous

Tools:

Google Forms

Google Docs

SoftChalk, Captivate, etc (interactive modules)

Blogs

LMS (Learning Management System)

Edpuzzle

Sample Activity for Synchronous Instruction:

[Makerspace Website Activity](#): 30 minutes, 30 students

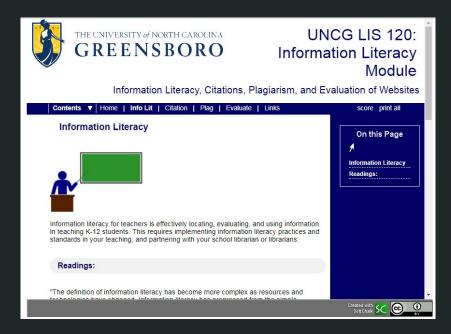|	A	B	C	D	E
	Step 1: Once you are in your breakout rooms, the breakout room leader needs to go in and get corresponding breakout room link.				
	Step 2: 5 minutes to go over the website individually, and then I will announce when you need to start discussing as a group.				
	Step 3: Fill in "answer/comments" field on this spreadsheet from this website by writing a quick description with your group of your group assigned makerspace (2-4 sentences)				
	Step 4: Also answer, what is one takeaway from this website that you can apply to your specific makerspace? Discuss with group, and then pick one to add to this document				
	Step 5: Pick a person to speak for your group for 1 minute (Sam will time you) on your website.				
	Group:	Link to Website:	Answer/comments from group:		
	Breakout Session 1	USC Annenberg Digital Lounge	Great site with a lot of information and tutorials. Application for makerspace proposal shows how transferable digital technology is the online world. A lot of information and support features are nice to inform audience, but if you do not know what you are looking at there is a lot of work and digging.		
	Breakout Session 2	East Forsyth High School Makerspace	The East Forsyth High School Makerspace has several videos on the website, which could be a great benefit to showing the benefits, activities, and products the space creates. One thing that I took away from watching them was that if I make videos for the makerspace website then the sounds I attach or mix into it are important—I got a little distracted by the music playing, it overpowered the images. I did love how they showcased student projects that connected to the curriculum and emphasized the importance of 3D printing for makerspace. -Stephanie J I found it interesting that the East Forsyth High School Makerspace website includes an appeal for tools that the makerspace does not yet have available. I think that helps combat a potentially mistaken belief that a space will already have everything that it feels it needs. I would have liked to have seen a little more explanation about some of the tools and maybe some categories, but that might be me being overly picky.- David T		
			This website is well designed for students, but is overwhelming with information if you aren't quite sure what you are lookng for and it also lacks photos. They provide a good description of a makerspace at the top of their website, as well as how to get started with your own makerspace. Lots of great ideas and inspiration. Would have preferred a tour of the library		

Google Forms Activity:

Using Google Forms to assess students is a great strategy for activities in an online course. The examples linked below show an example of a librarian doing an activity paired with an ENG 101 persuasive argument essay assignment. With this activity, we wanted students to gain an understanding of getting started on research, website evaluation, and online resources for their essay.
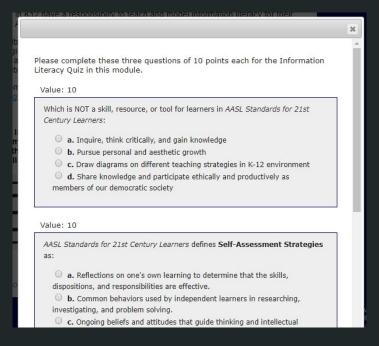
Example of Form

Example of Responses

Example of Rubric Assessment

Interactive Module: SoftChalk Example

Examples of Interaction: Polling

Do you have any comments you want to share with the class about your experience with finance, budgets, or grants?

10 responses

no thank you

My only experience with budgeting is my dad and little brother trying to teach me how to personally budget with excel. Not working well for me at the moment LOL.

This is my first year balancing the budget, and my first time applying for a grant, but I managed it just fine, and was awarded the grant! Wins!

I have virtually no experience with budgets for a library outside of what I learned last semester in LIS 650—so looking for any tips or suggestions.

Be conservative it usually costs more than you think, and someone out there wants to give you money you just have to know who to ask and how

For schools..state monies are for books only. Anything else, money wise, you have to come up with yourself.

I'm Scared!!!

I have had the opportunity to copy-write/ copy-edit for several education grants, but do not have grant research experience.

Most of my funding comes from donations of materials, and cash I earn from book fairs. I do not have any school $$ except from the PTSO.

Polling Tool Examples:

Google Forms

Socrative

Poll Everywhere

Mentimeter

Sli.do

Kahoot

Plickers

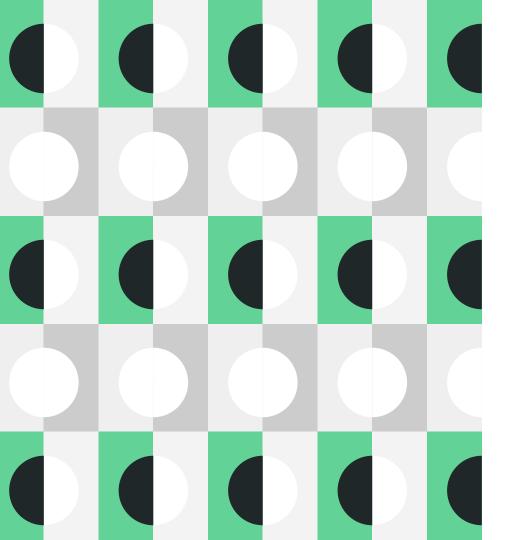<u>And more!</u>

Examples of Interaction: Padlet

Group Activity about Bridges

Themes in Persepolis

Best on Education

One more Padlet...

http://tiny.cc/alonline3

Questions?

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Survey:
https://goo.gl/forms/Z
WP373y5O7rvDpR23