

What unique pedagogical opportunities and challenges does this course surface?

Situational Factor Category	Situational Factors Affecting My Course
<p><b>Specific context of the learning situation</b></p> <ul style="list-style-type: none"> <li>• How many students are in the course?</li> <li>• What is the classroom space like?</li> <li>• What is the length and frequency of class meetings?</li> <li>• What is the delivery method for the course (online, in-person, etc.)?</li> </ul>	
<p><b>Expectations by those outside the course</b></p> <ul style="list-style-type: none"> <li>• What specific curricular goals does the institution or department have that affect this course?</li> <li>• What do folks in the broader field expect students to know about the course topic?</li> <li>• What does society at large expect students to know about the course topic?</li> </ul>	
<p><b>Nature of the Subject</b></p> <ul style="list-style-type: none"> <li>• Is this subject matter for the course convergent (works toward a single right answer) or divergent (works toward multiple, equally valid interpretations)?</li> <li>• What kinds of skills does work in this subject require: cognitive, affective, and/or physical?</li> <li>• Is this field of study relatively stable, undergoing a period of rapid change, or controversial (competing paradigms challenging each other)?</li> <li>• What are the teaching traditions associated with this subject?</li> </ul>	

### **Characteristics of the Students**

- What is the life situation of the students? (full-time, part-time, work or family responsibilities, etc.)
- Why are students enrolled in this course? What personal or professional goals and motivations to students have related to the course content?
- What are the students' attitudes and beliefs about their own abilities and efforts in the course?
- What prior experiences, knowledge, skills, and attitudes do students have regarding the subject?
- What college-ready skills and habits do the students have? Which do they still need to develop?
- What are the students' learning styles?
- Other relevant student characteristics?

### **Characteristics of the Teacher**

- What prior experiences, knowledge, skills, and attitudes does the instructor have regarding the subject matter? Is this a new course for the instructor or one they have taught before?
- Does the instructor have a high level of competence and/or confidence in this material?
- What prior experiences, knowledge, skills, and attitudes does the instructor have surrounding pedagogical theory and practice?
- What are the instructor's values and opinions about how students best learn this material?
- What technological skills does the instructor have that is applicable to this learning experiences?

Learning Mode	Action Verbs for Learning Outcomes			
<b>Remember</b>	Arrange Choose Copy Define Describe Duplicate Find	Identify Label List Locate Match Memorize Name	Omit Order Quote Recall Recite Recognize Relate	Repeat Reproduce Select Spell State Tell
	<b>Understand</b>	Arrange Associate Clarify Classify Compare Contrast Defend Describe Differentiate	Discuss Exemplify Explain Express Grasp Identify Illustrate Indicate Infer	Interpret Locate Paraphrase Organize Outline Recognize Reorganize Rephrase Report
<b>Apply</b>		Apply Appraise Break down Calculate Choose Classify Compute Construct Contrast	Criticize Demonstrate Determine Develop Diagnose Dramatize Employ Estimate Examine	Execute Formulate Give examples Identify Illustrate Implement Interpret Make use of Manipulate
	<b>Analyze</b>	Analyze Break down Calculate Categorize Change Classify Combine Compare Contrast Criticize Debate	Deduce Derive Diagram Differentiate Discriminate Discuss Dissect Distill Distinguish Divide Examine	Experiment Extrapolate Formulate Identify assumptions Illustrate Induce Inspect Investigate Figure Find Model
<b>Evaluate</b>		Agree Appraise Argue Assess Award Challenge Check Choose Conclude Convince	Critique Debate Decide Defend Detect Discount Discredit Disprove Dispute Estimate	Evaluate Judge Justify Monitor Predict Prioritize Persuade Qualify Rank Rate
	<b>Create</b>	Adapt Arrange Assemble Build Change Collect Compose Conclude Construct Create	Design Develop Devise Discover Estimate Extend Formulate Forward Generalize Imagine	Infer Integrate Invent Make up Manage Modify Organize Originate Plan Posit

SIMPLE



COMPLEX

“Assessment is authentic when we anchor testing in the kind of work people do, rather than merely eliciting easy-to-score responses to simple questions.”

~Grant Wiggins, *Educative Assessment*, 1998, p. 21

Create assessments (questions, problems, tests, and assignments) that:

- **Are realistic.** The task or tasks replicate the ways in which a person’s knowledge and abilities are tested in real-world situations.
- **Require judgment and innovation.** The student has to use knowledge and skills wisely and effectively to solve unstructured problems, such as when a plan must be designed, and the solution involves more than following a set routine or procedure or plugging in knowledge.
- **Ask the student to do the subject.** Instead of reciting, restating, or replicating course content and prior knowledge through demonstration, the student has to carry out exploration and work within the discipline of science, history, or any other subject.
- **Replicate or simulate the contexts in which adults are tested in the workplace, in civic life, and in personal life.** Contexts involve specific situations that have particular constraints, purposes, and audiences. Typical school tests are context-less. Students need to experience what it is like to do tasks in workplace and other real-life contexts, which tend to be messy and murky. In other words, genuine tasks require good judgment. Authentic tasks undo the ultimately harmful secrecy, silence, and absence of resources and feedback that mark excessive school testing.
- **Assess the student’s ability to use a repertoire of knowledge and skill efficiently and effectively to negotiate a complex task.** Most conventional test items are isolated elements of performance—similar to sideline drills in athletics rather than to the integrated use of skills that a game requires. Good judgment is required here, too. Although there is, of course, a place for drill tests, performance is always more than the sum of the drills.
- **Allow appropriate opportunities for students to rehearse, practice, consult resources, and get feedback on and refine performances and products.** Although there is a role for the conventional secure test that keeps questions secret and keeps resource materials from students until during the test, that testing must coexist with educative assessment if students are to improve performance.

The idea is to focus student learning on realistic and meaningful tasks through cycles of performance-feedback-revision-new performance.

If you want students to...	...you could assess them through:
<p><b>Remember</b></p> <ul style="list-style-type: none"> <li>• Recall</li> <li>• Recognize</li> <li>• Identify</li> </ul>	<p>Objective testing activities such as fill-in-the-blank, matching, labeling, or multiple-choice questions that require students to:</p> <ul style="list-style-type: none"> <li>○ recall or recognize terms, facts, and concepts</li> </ul>
<p><b>Understand</b></p> <ul style="list-style-type: none"> <li>• Identify</li> <li>• Classify</li> <li>• Summarize</li> <li>• Infer</li> <li>• Compare</li> <li>• Explain</li> </ul>	<p>Activities such as papers, exams, problem sets, class discussions, or concept maps that require students to:</p> <ul style="list-style-type: none"> <li>○ summarize readings, films, or speeches</li> <li>○ compare and contrast two or more theories, events, or processes</li> <li>○ classify or categorize cases, elements, or events using established criteria</li> <li>○ paraphrase documents or speeches</li> <li>○ find or identify examples or illustrations of a concept or principle</li> </ul>
<p><b>Apply</b></p> <ul style="list-style-type: none"> <li>• Execute</li> <li>• Implement</li> <li>• Utilize</li> </ul>	<p>Activities such as problem sets, performances, labs, prototyping, or simulations that require students to:</p> <ul style="list-style-type: none"> <li>○ use procedures to solve or complete familiar or unfamiliar tasks</li> <li>○ determine which procedure(s) are most appropriate for a given task in a familiar or unfamiliar context</li> </ul>
<p><b>Analyze</b></p> <ul style="list-style-type: none"> <li>• Differentiate</li> <li>• Organize</li> <li>• Attribute</li> </ul>	<p>Activities such as case studies, critiques, labs, papers, projects, debates, or concept maps that require students to:</p> <ul style="list-style-type: none"> <li>○ discriminate or select relevant and irrelevant parts</li> <li>○ determine how elements function together</li> <li>○ determine bias, values, or underlying intent in presented material</li> </ul>
<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Check</li> <li>• Critique</li> <li>• Assess</li> </ul>	<p>Activities such as journals, diaries, critiques, problem sets, product reviews, or studies that require students to:</p> <ul style="list-style-type: none"> <li>○ test, monitor, judge, or critique readings, performances, or products with the use of established criteria or standards</li> </ul>
<p><b>Create</b></p> <ul style="list-style-type: none"> <li>• Generate</li> <li>• Produce</li> <li>• Design</li> </ul>	<p>Activities such as research projects, musical compositions, performances, essays, business plans, website designs, or set designs that require students to:</p> <ul style="list-style-type: none"> <li>○ make, build, design or generate something new</li> </ul>

## Active Learning Techniques: Short Definitions

**Pauses:** Purposeful use of pauses to emphasize important points and provide processing and questioning time

**Large Group Discussion:** Engaging the entire class in discussion surrounding a topic, question or problem

**Small Group Discussions:** Students groups (of ~5 or less) discuss a given topic, question or problem together

**1-Minute Paper:** 1 minute informal written (on a notecard for example) student responses to a given prompt or question

**Intellectual scrimmages:** Competitive team or individual game evaluating content understanding

**Think-Pair-Share:** Students are asked to think privately about a given question or problem before pairing with a neighbor or partner to discuss their answers. Finally, students share out to the entire class

**Polling:** Using technology or simpler way of displaying an answer to rapidly assess student understanding (& can then directly address misconceptions)

**Online Office Hours:** Alternative office hour forum providing additional access for students (i.e. women, nontraditional)

**Place the Term:** Given a term, students choose which category or group to place it in

**Ask an Expert:** Have a subject matter expert available via text or another technology for real-time class discussion

**On-the-fly Research:** Utilizing student cell phones &/or laptops to answer questions &/or find topic information

**Gallery Walk:** Student groups respond to given prompts (on large post-its or on the boards), discussing, writing responses and rotating to each prompt. Returning to the initial prompt, students summarize themes for the class.

**Concept Mapping:** Illustrating relationships between studied terms or concepts with connecting lines & phrases

**Peer-Assessment:** Students are asked to provide oral or written feedback to their peers

**Case Studies:** A real-life story or situation that encourages and allows students to explore/investigate issues related to a concept, often in effort to make a discovery or solve a case

**Puzzles:** Activities or games focusing on developing student problem-solving skills and creativity

**Games:** Potentially taking many different forms, educators provide an active instructional session for students that often requires concept application to earn points or improve ranking compared to other students or student groups

**Simulations:** Using an imitation or enactment (of something anticipated or in testing) to examine a concept

**Flipped Classroom:** Providing content material outside of class (i.e. through video) to allow for in-class activities

**Role Playing:** Students act out specific parts or situations to enhance concept understanding

**Virtual Worlds:** Computer-based simulated environment where student and instructor avatars interact (secondlife.com)

**Student-centered curriculum:** Educational programs, instructional strategies, and academic-support approaches intended to address the unique learning needs &/or cultural backgrounds of individual students and student groups

**Jigsaw:** Student groups are each given different but related topics and asked to collaborate to form expertise in their specific area, guided by leading questions and suggested resources. With knowledge gained, group members are split and reformed with one 'expert' in each group to teach their topic and learn from their peers.

**Inquiry-based Learning:** Student concept discovery and development through investigation (w/ leveled guidance)

**Problem-based Learning:** Students apply course concepts to describe and potentially solve a selected problem

**Forum Theater:** A tool for exploring & rehearsing possible actions that people can take to transform oppression

**Experiential Learning:** Knowledge, skill and value development from direct experiences often outside a traditional academic setting (i.e. internships, study abroad, undergraduate research, residency programs)

**Service Learning:** Applying course content to assist and provide a service for an organization, group or individual in need

**Place-based Learning:** Instruction outside the classroom relating course concepts to real-world applications

**Action Learning:** A small group working on real problems, taking action, learning as individuals and as a team



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