

# Put on Cultural Glasses and Jump!



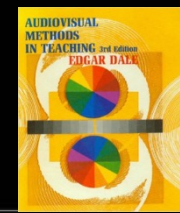
## Transforming Regular Assignments into Active Learning Experience



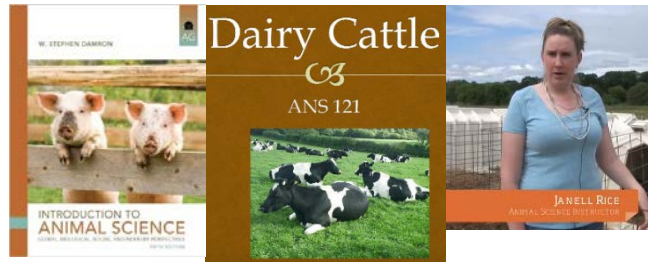
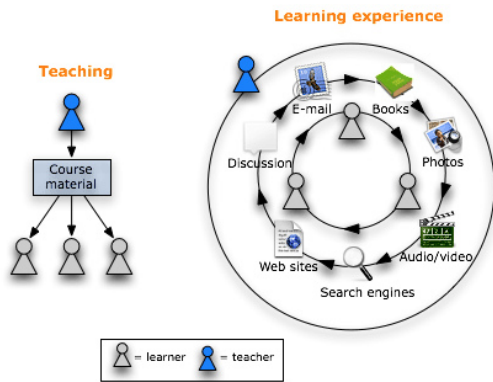
Tianhong Shi  
Instructional Designer  
Ecampus, Oregon State University



# Outcome- design activity that promotes learning



## Learning Need Analysis



Dale, E. (1969) Audiovisual methods in teaching, third edition. (pp 40-pp 67)

# Example: Learning Need Analysis

## Program Goals

Question:

who are my students? What do they know? What they don't know? What am I

Aiming to achieve in this course? What are the program outcomes?

### Objectives

- Illustrate drug mechanisms of action
- Identify most common drug side effects
- Provide examples of each drug type

2

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QM General standard 2



# Example: Aligning Learning Objectives

## 1. WR 214 Newsletter Writing Project

After successful completion of this week assignment, you will be able to:

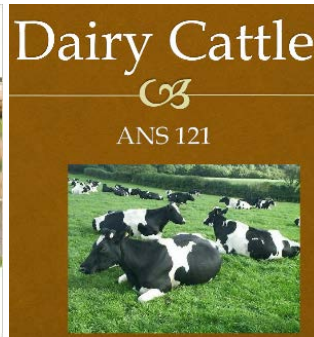
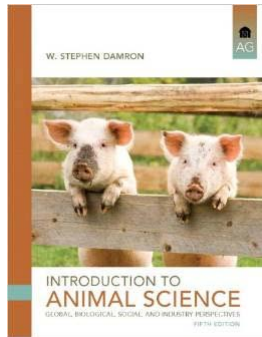
- Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions.
- Apply critical thinking to writing and writing process, including revision.
- Demonstrate presentation skills – design and content – for your PowerPoint
- Demonstrate planning and flexibility in writing projects through the progress report
- Demonstrate networking and collaboration

## 2. HST353 Adding Learning Objectives after analyzing the assignments



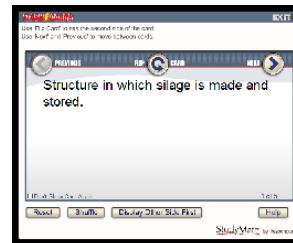
# Example: Rich Learning Content

Question: What specific experiences will help to satisfy this need?





**Activating  
prior knowledge**



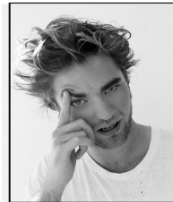
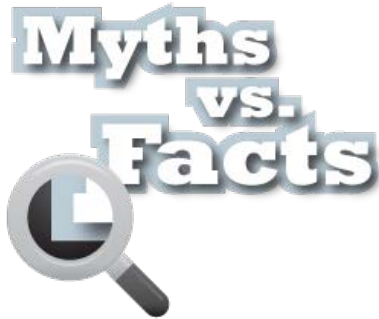
[Online Game to Test What They Know](#)





# Example: Meaningful Association of Knowledge

Question: How can students incorporate and integrate these specific experiences into what they already know?



**ROBERT PATTINSON**

In the Spotlight 2011



Top Agency  
London, UK  
E-mail- [No-way@yourenotgettingit.co.uk](mailto:No-way@yourenotgettingit.co.uk)

<b>Location:</b> London	<b>Role Types:</b> White/Pale
<b>Height:</b> 6'1" (185 cm)	<b>Eye Colour:</b> Blue-Green (unique)
<b>Weight:</b> 11.8 st. (75kg)	<b>Hair Colour:</b> Dyed often
<b>Playing Age:</b> 22 - 29 yrs	<b>Hair Length:</b> Crew cut to bouffant

**Film Credits:**

2012, Feature Film, Eric Packer, COSMOPOLIS  
 2012, Feature Film, Edward Cullen, THE TWILIGHT SAGA: BREAKING DAWN - PART 2  
 2011, Feature Film, Edward Cullen, THE TWILIGHT SAGA: BREAKING DAWN - PART 1  
 2011, Feature Film, Georges Duroy, BEL AMI  
 2011, Feature Film, Jacob Jankowski, WATER FOR ELEPHANTS  
 2010, Feature Film, Edward Cullen, THE TWILIGHT SAGA: ECLIPSE  
 2010, Feature Film, Tyler Hawkins, REMEMBER ME  
 2009, Feature Film, Edward Cullen, THE TWILIGHT SAGA: NEW MOON  
 2008, Feature Film, Edward Cullen, TWILIGHT  
 2008, Feature Film, Salvador Dali, LITTLE ASHES  
 2008, Feature Film, Art, HOW TO BE  
 2008, Short Film, Richard, THE SUMMER HOUSE  
 2007, TV movie, Daniel Gale, THE BAD MOTHER'S HANDBOOK  
 2006, TV Movie, Toby Jugg, THE HAUNTED AIRMAN  
 2005, Feature Film, Cedric Diggory, HARRY POTTER AND THE GOBLET OF FIRE  
 2004, TV Movie, Gaeleher, CURSE OF THE RING  
 2004, Feature Film, Older Rawley Crawley (uncredited), VANITY FAIR

**Skills:**

**Accents & Dialects:** (\*-native)  
 American-California, American-Southern States, Belfast, Black Country, Cornwall, Dorset, Dublin, East European, Edinburgh, Essex, French, Geordie, German (ex., Schntzle), Northern, RP\*, South African, Spanish (ex.hola), French (ex.: Roboairhinh/un polli pou), Polish (something about lifting your leg up), Italian (ex.: buon giorno), Portuguese (he said something in it), Japanese (ex., Kobe), Dutch (ex., Heineken), Mindreading, *General Smexy Talk*.

**Languages:** English\* (\*-mother tongue)

**Music & Dance:** (\*-highly skilled, \*\*-very highly skilled)  
 Guitar (acoustic and electric)\*\*; Keyboards\*, Piano\*\*, Harmonica\*, Deep Bluesy Growl  
 Singing\*\*, Ballet, Prom and Yule Ball Dancing.

**Sports:** (\*-highly skilled, \*\*-very highly skilled)  
 Athletics\*, Bowling\*, Darts (working on it), Pool\*, Skiing\*, Snowboarding\*, Swimming\*, Night-swimming, Windsurfing\*, Thunder Baseball\*\*, Walking\*, Sitting\* or Standing\* (while smoking and drinking)\*, Tree Climbing\* (with or without Spider Monkey on back), Quidditch\*\*, Dragon Egg Hunting\*, Dominating Basketball, \*Boxing/Scene Fighting\*, Bicycling\*, Unlocking bike locks (working on it), Tumbling (specialty: backwards roll while wearing a beanie)\*\*, Running on a giant hamster wheel while wearing beanie and black socks\*\*

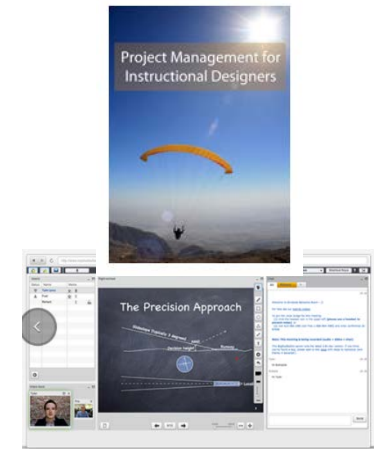
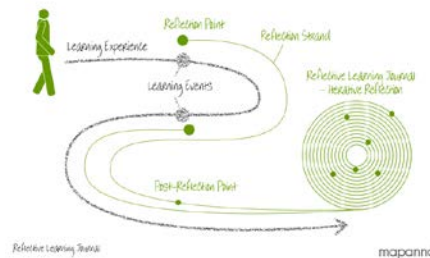
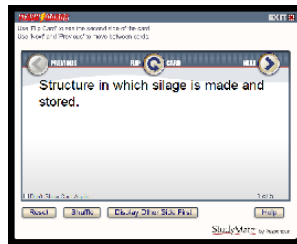
Top Agency, London, UK

The information in this faux CV has been gathered from information on public websites and our best guesses: no infringement is intended. Moderate effort was exerted to have correct spelling and nice spacing.

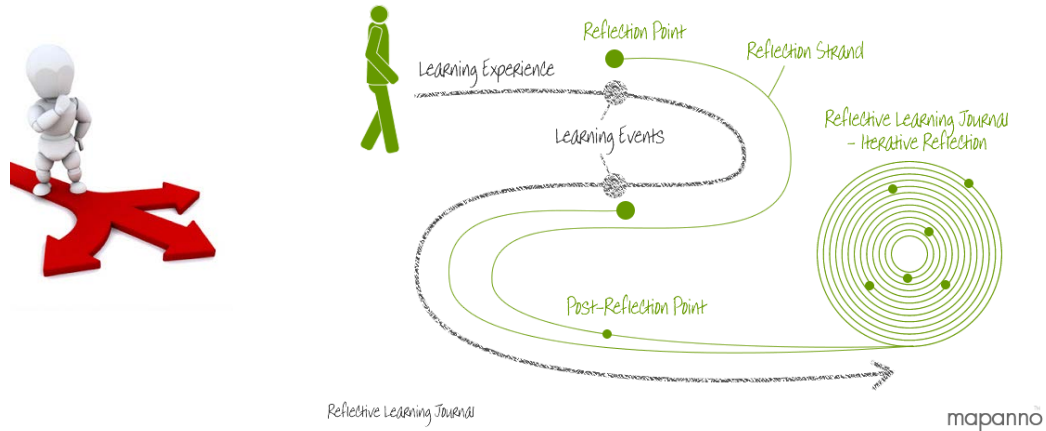


# Example: Knowledge Transfer

Question: How can students, by continued thoughtful and habitual use, make the new learning really their own?



# Outcome –Design activity that promotes active learning



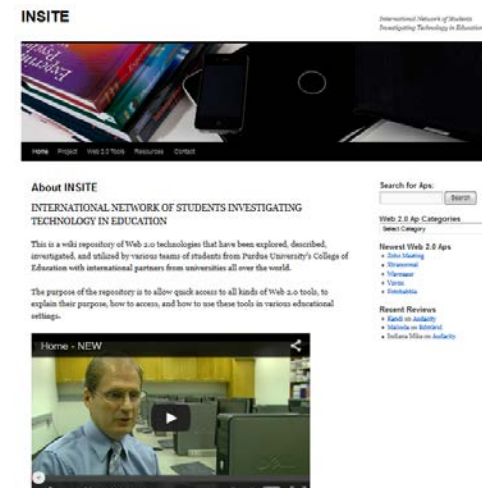
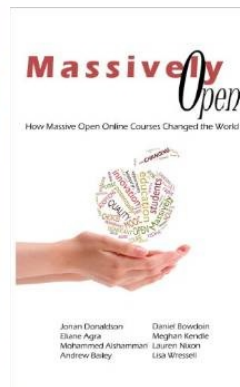


# Example: Agency

Empowering students with choices on:

- Project topics
- project presentation tools used
- topics for book review
- news story reporting

Students Creating Learning Objects

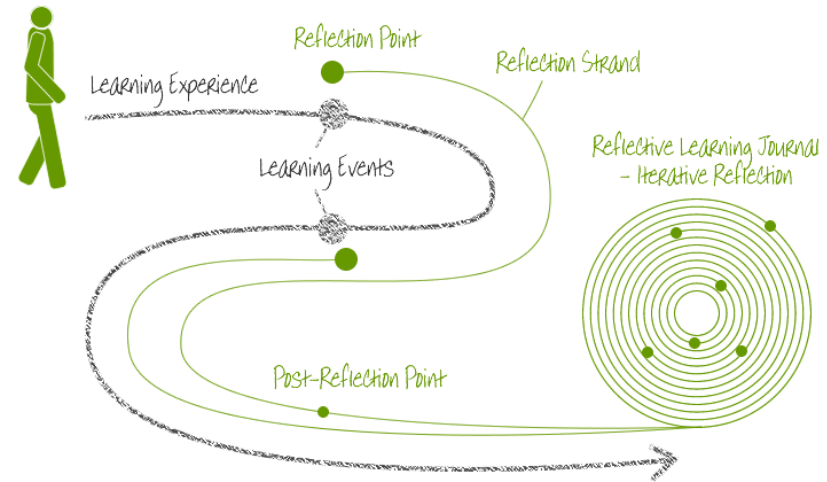


# Example: Peer Review & Reflection



Title:

Criteria	Ratings		Pts	
Follow Instructions <a href="#">view longer description</a>	Full Marks 5 pts	No Marks 0 pts	<input type="text" value="5"/> pts	<input type="button" value="x"/>
Style <a href="#">view longer description</a>	Full Marks 5 pts	No Marks 0 pts	<input type="text" value="5"/> pts	<input type="button" value="x"/>
Correct Spelling and Grammar <a href="#">view longer description</a>	Full Marks 5 pts	No Marks 0 pts	<input type="text" value="5"/> pts	<input type="button" value="x"/>
Creativity <a href="#">view longer description</a>	Full Marks 5 pts	No Marks 0 pts	<input type="text" value="5"/> pts	<input type="button" value="x"/>
<input type="button" value="+ Add Criterion"/>		<input type="button" value="Find Outcome"/>		Total Points: 20
		<input type="button" value="Cancel"/>		<input type="button" value="Create Rubric"/>



Reflective Learning Journal

mapanno™

A respectful tough-mindedness toward alternative “stories” about how things are, how they might have come to be that way, and where they might be going is in no sense antithetical to scientific thinking. Scientific explanations are adjuncts to narrative interpretation and vice versa. (Bruner, 1996, p92)

# Example: Collaboration



Role Play

Poll + Padlet

Debate

Peer Review

Student  
Facilitator of  
the week

# Example: Cultural Awareness

Who are your online students?

1. Adding [interviewstream](#) practice for WR214 students who need extra practice
2. Adding cultural awareness to term projects BA101, CROP 200, H333, ANTH478
3. Adding Statistics prior knowledge module to IE 518
4. Adding citation training module to Master of Engineering program



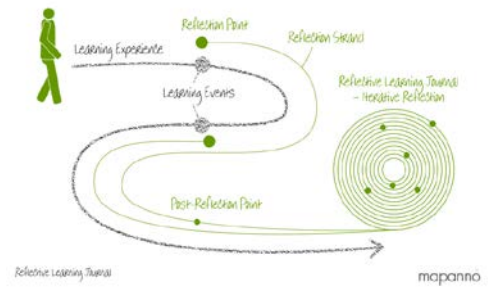
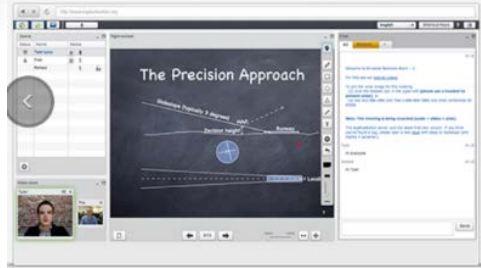
# Redesign Quizzes (adding autonomy, Reflection through feedback, etc. )

1. Multiple choice + short answer to explain why students choose certain answer option
2. Randomization of numbers
3. Unlimited/multiple attempts; grading schema to reward mastery learning





# Redesign Assignments/Discussions – Adding Cultural Awareness, Collaboration, Peer Review, Reflection



# Are these strategies applicable to STEM courses?

- PH 207
- ENGR
- CE
- PSY 301: Research Methods
- ENGR 350
- ANS 121
- ENT 300:

# Results of Active Learning Assignments



# Practice Time

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Question?

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