Advancing Active Learning

Odegaard Library and its Classrooms Three Years In

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About Us

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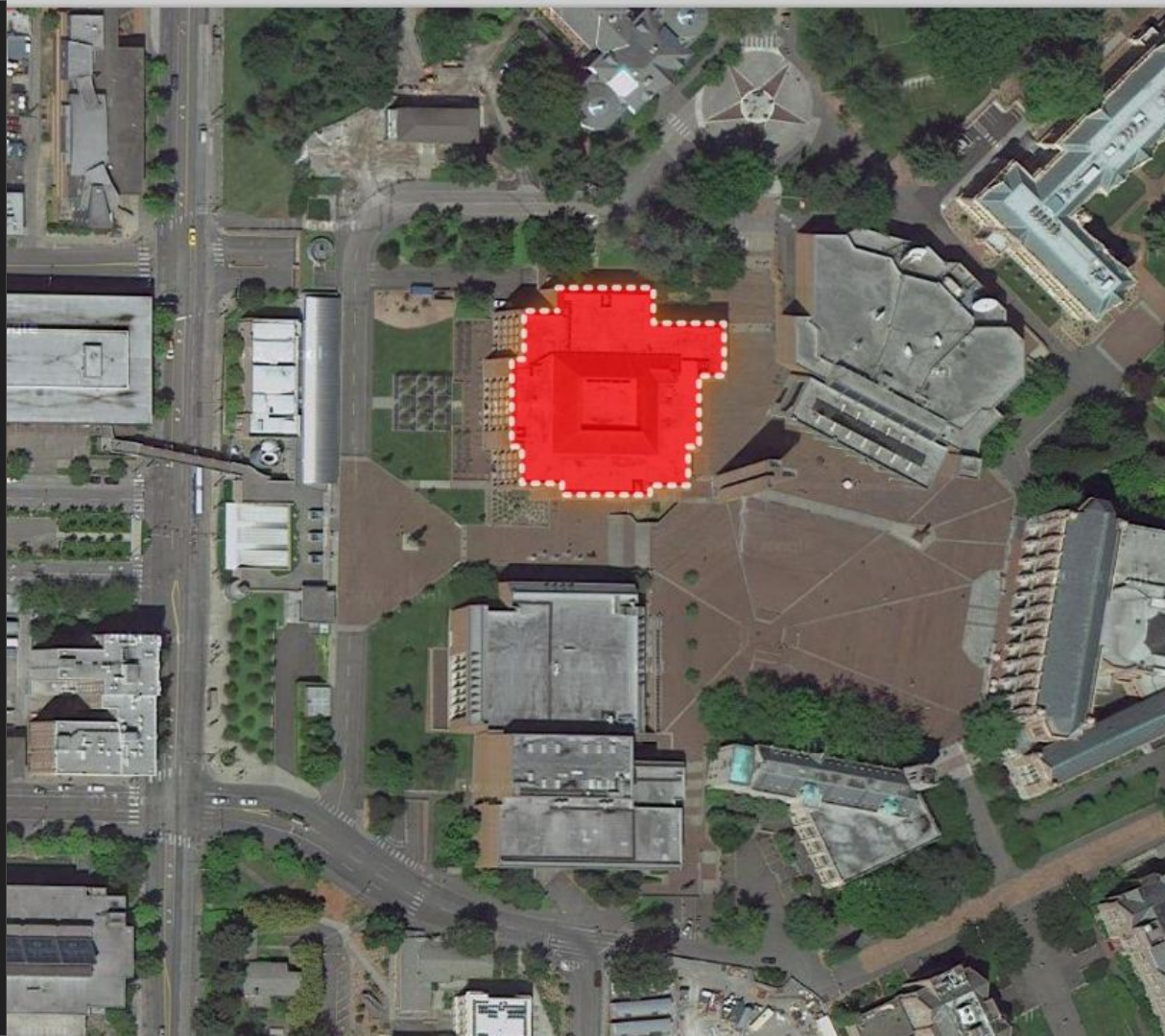
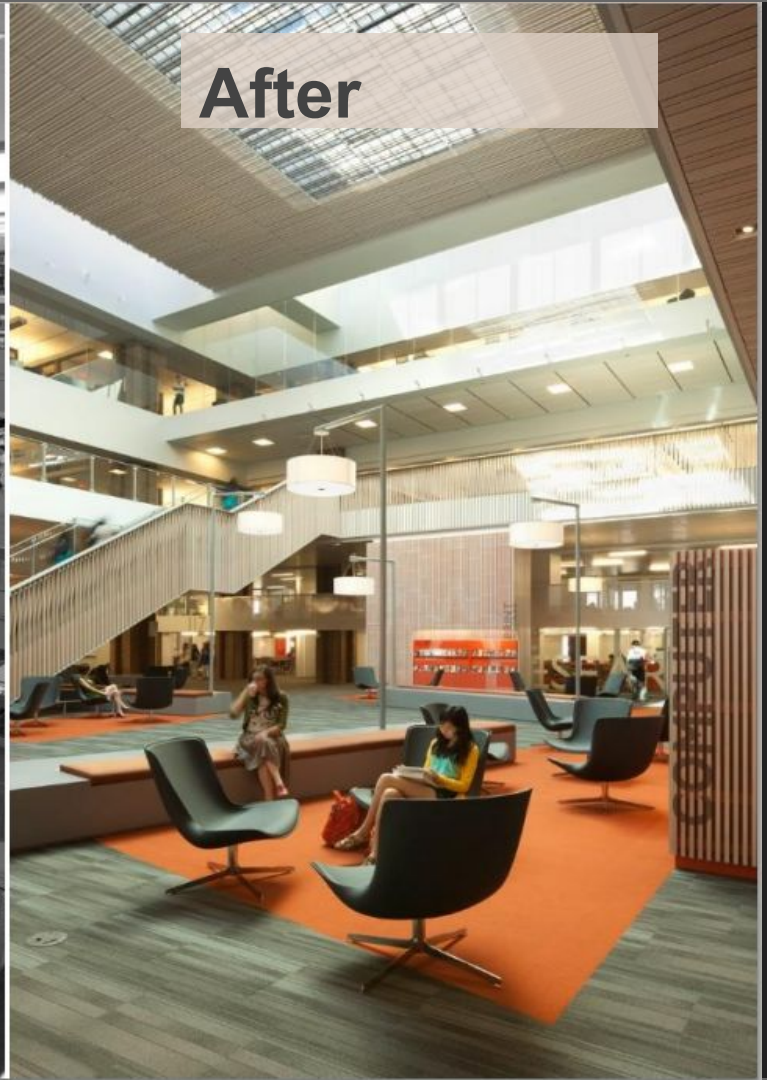
Learning Outcomes

1. **Imagine new campus settings** for general access active learning classrooms.
2. **Cultivate a diverse group of allies** for conducting research on learning spaces.
3. **Evaluate the success and evolution of learning spaces** by identifying overlapping circles of communities and interaction.
4. **Plan for the growth of learning communities** over time, within the same space.

Odegaard Library: The Renovation & Experiment

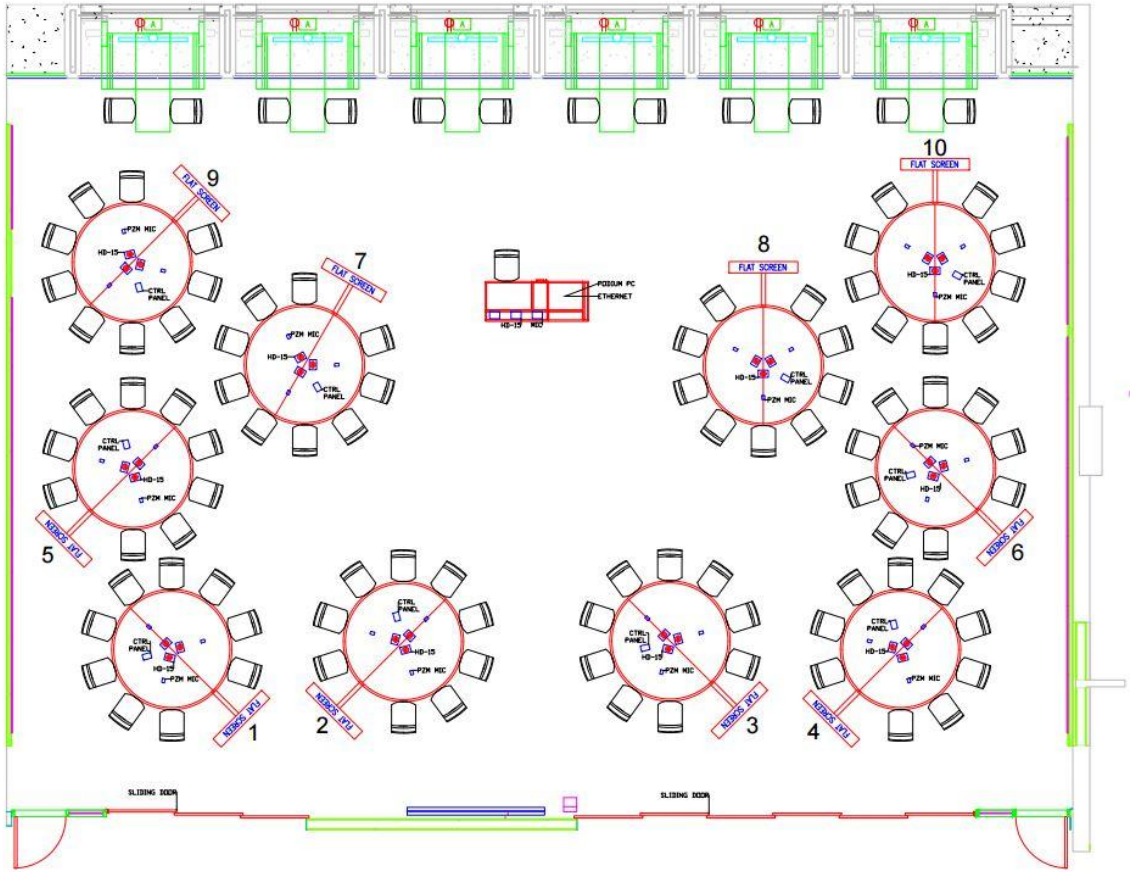


Before

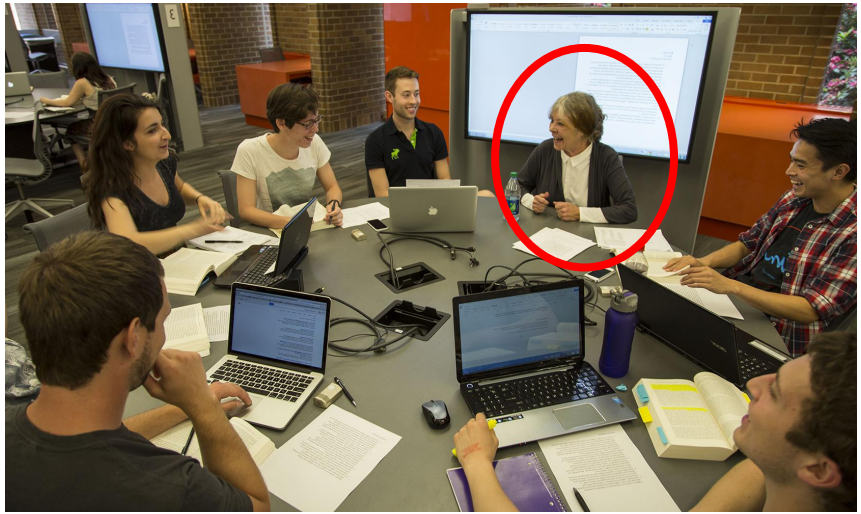

After

Odegaard's Active Learning Classrooms

- Two classrooms, seating 90 and 63
- 9-person tables
- Monitors at each table
- No central podium or screen



Research on Active Learning Classrooms



ALC Research

Year 1

2013-2014

What do instructors and students have to say about **teaching and learning** in the room?

What can we learn about active learning **best practices, appropriate support, and future classroom designs?**

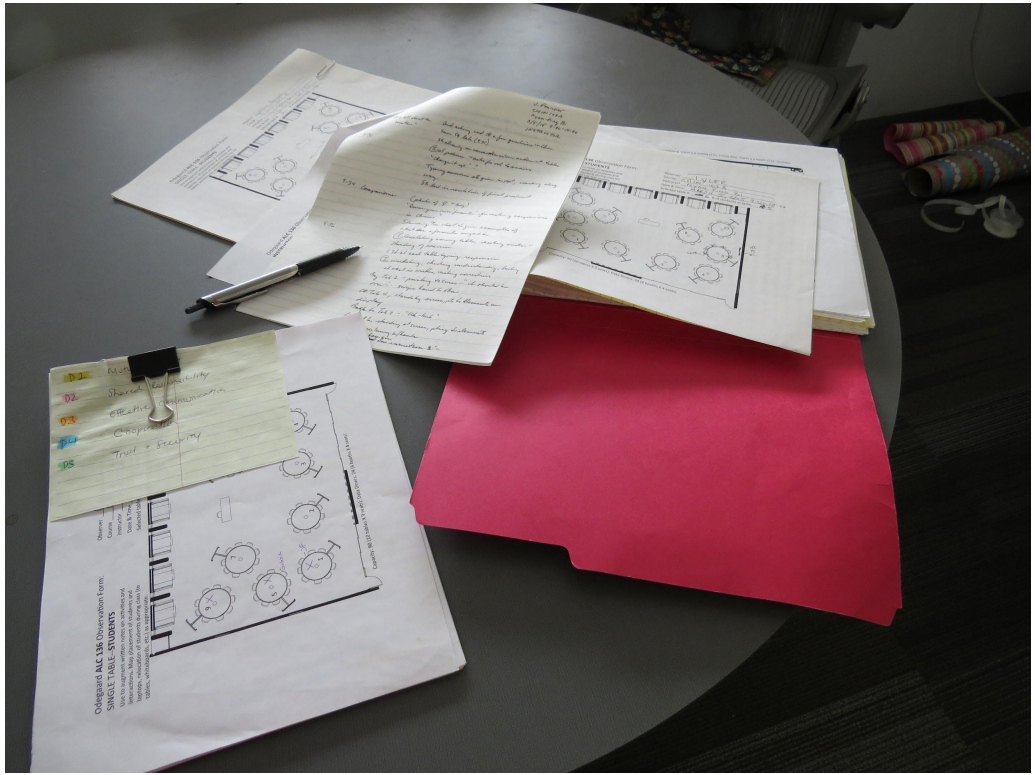
Research Team

Odegaard Library

UW-IT Academic Experience Design & Delivery

UW-IT Learning Technologies

Librarians, researchers, instructional technologists, graduate students



Data Collection

- Observations
- Student surveys
- Faculty surveys
- Faculty focus groups

Findings Year 1

Instructors

- Inspired to experiment
- Hesitant use of technology and space
- Unsure of how to use or structure groups
- Report students are more engaged, participate more, have richer discussion

Findings Year 1

Students

- Hesitant to use technology and space without instructor direction
- Report forming friendships in class “for the first time”
- Unenrolled students “park” in classroom during class sessions

ALC Research

Year 2

2014-2015

What is the **nature of social interactions** in the ALCs?

How are these facilitated by the **room** or **technology**, by the **instructor**, or by **students**?

How do these interactions **affect the quality of teaching and learning**?

“Educational Alliances” (Baepler & Walker, 2014)

Collaborating Instructors

CHIN 102
Nyan-Ping Bi

PSYCH 445
Dr. Nicole McNichols

BIOL 401
Dr. Alison Crowe

COMP LIT 397
Dr. Stephen Groening

Data Collection

- Observations
- Collected artifacts
- Student surveys
- Student focus groups
- Faculty interviews

Findings Year 2

Instructors

- More “mature” use of space and technology
- Increased confidence in designing group work and eliciting student participation
- Advancing active learning pedagogy and inclusive teaching practices

Findings Year 2

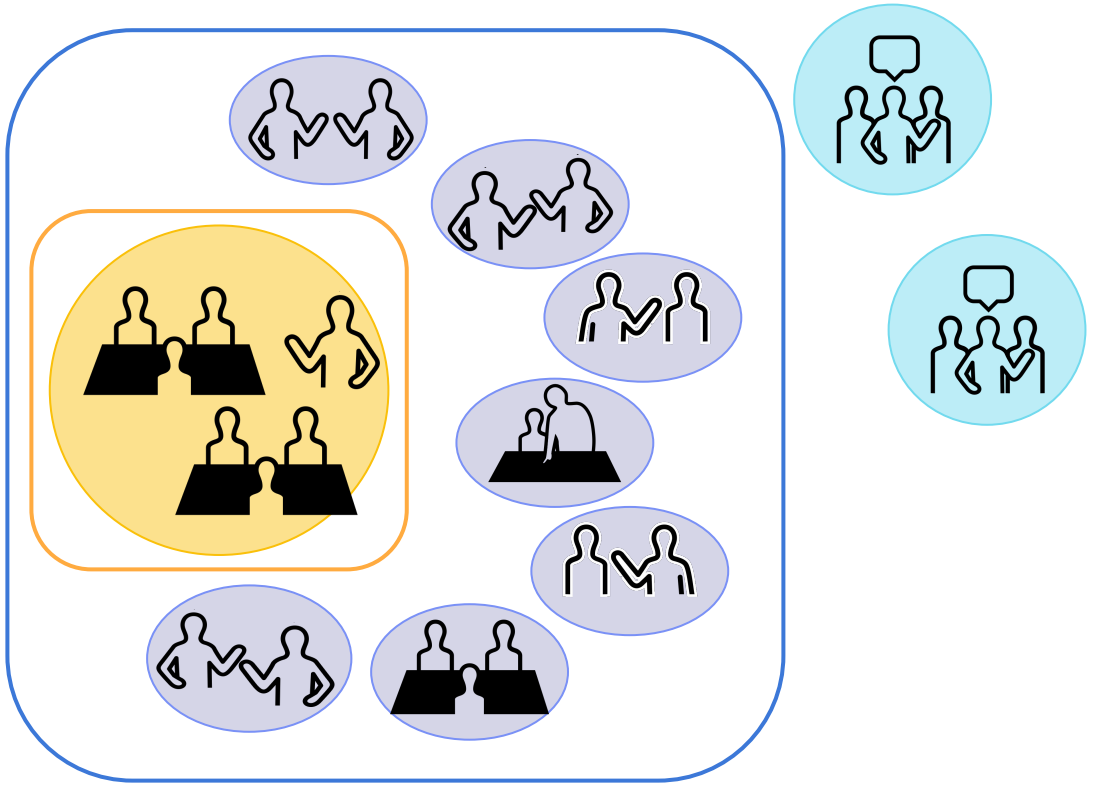
Students

- Report increased interaction with instructors, increased accountability with peers -- “we’re on the same team”
- Bring faculty to tables to talk / ask questions
- Confident using ALC space, technology
- ALCs used heavily for evening/overnight study

Unexpected Collaborations

- Study groups in ALCs
- Faculty office hours in Odegaard Library
- Robust referrals to Odegaard Writing & Research Center, student resources and tech help
- Faculty use of Instructional Technologists

Circles of Interaction in the ALCs



Icons by Takao Umehara from the Noun Project

Circles of Interaction Activity

Group activity (7 mins)

1. Choose a known campus building or hypothetical site. Imagine “seeding” an ALC in this setting.
2. What additional services or amenities might be helpful to include?
3. Map the potential interactions between students, faculty, and staff over time.

Circles of Interaction Activity

Share out (3 mins)

1. What setting did you choose?
2. What's one unexpected interaction that might happen here?

Pedagogical Transformations

Years 3-4

2015-2017

Active Learning Classroom Open House
Fall 2015 and Fall 2016

Activate your Teaching Workshop

Creating and Sustaining an Active Learning Environment

Takeaways

1. “Seeding” general access ALCs in resource-rich environments can multiply opportunities for students, faculty, and staff to learn and interact in new ways.
2. Forethought must be given to how instructors will be supported in the classrooms and involved in an active learning community of practice.
3. Evaluations of classrooms should assess not only activities inside the classroom, but also the effects these activities have on the surrounding space and its use/users over time.

Questions/Discussion

Thank you!

ALC research:
guides.lib.uw.edu/research/activelearningclass/research