

STRATEGIES FOR ON-CAMPUS LEARNING

Active Learning from Anywhere

ASK IT BASKET		
Description	Group Size Recommended	Time to Complete
<ul style="list-style-type: none"> Students submit questions and/or statements anonymously to a 'basket' or repository; engagement occurs when students pick from the basket to ask the question to the group or begin a discussion on a topic. Discussion of each question/topic is timed depending on time allotted for activity. 	<p>Can engage entire (large) class as a single group (Maximum)</p> <p>TIP: Smaller groups can work together to review submitted questions, find common themes amongst submitted questions, and/or search for answers to questions (Minimum 2-5 students).</p>	15-20 minutes
F2F Physical Distancing	Questions can be submitted and displayed using polling software (e.g. iClicker , Kahoot).	
Online Synchronous	Questions can be submitted and displayed in shared, collaborative doc (Google doc), slide annotations on Zoom, and/or in Zoom chat.	
Online Asynchronous	Asynchronous engagement with questions can occur in shared, collaborative doc or in eClass forum.	
NOTES		

DOMINANT NARRATIVES		
Description	Group Size Recommended	Time to Complete
<ul style="list-style-type: none"> • This activity guide provides a discussion-based lesson plan on dominant narratives. • A dominant narrative is an explanation or story that is told in service of the dominant social group's interests and ideologies. It usually achieves dominance through repetition, the apparent authority of the speaker (often accorded to speakers who represent the dominant social groups), and the silencing of alternative accounts. • This discussion guide will help students recognize dominant narratives, how they are perpetuated, and how and whom they benefit/harm. 	Minimum Group Size: 5-10	50-55 minutes
	TIP: This activity typically works well for small groups to engage in a shared review of course materials, but it can also be done as an individual exercise before engaging the entire class in discussion and debrief.	
F2F Physical Distancing	Students can engage, with appropriate distancing, using collaborative technologies to discuss and record important ideas. Contributions can be recorded in a communal document that the instructor presents to the whole class for discussion and debrief.	
Online Synchronous	Synchronous sessions could be facilitated using Zoom breakout rooms.	
Online Asynchronous	Asynchronous conversations could be facilitated in discussion forums, or students could make use of other multimedia (e.g. video) to create and share their narratives for discussion and feedback.	
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ICEBREAKER GRAB BAG		
Description	Group Size Recommended	Time to Complete
<ul style="list-style-type: none"> Icebreakers are quick, low-stakes activities that encourage students to become more familiar with their peers. Frequent use of icebreakers can assist in building community as your students come to know one another better and encourage t participation in classroom discussion. Find more details about Icebreaker Grab Bag here. 	Adaptable	10-20 minutes
F2F Physical Distancing	Varies depending on specific activity.	
Online Synchronous	Synchronous engagement with icebreaker activities can typically occur in Zoom, where students have the opportunity to engage with the whole class or with smaller groups of peers in breakout rooms.	
Online Asynchronous	Asynchronous icebreakers can run using discussion forums, and through using a digital platform where students can post responses to prompt questions for review (e.g. Padlet , JamBoard).	
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JIGSAW DISCUSSIONS		
Description	Group Size Recommended	Time to Complete
<ul style="list-style-type: none"> Students are assigned certain sections of reading/resources (or elements of an experience) to develop expertise in, then groups are created where a student representing each section work together to discuss and reflect on their learning. 	Maximum 4-5 students/group(s)	30-60 minutes
F2F Physical Distancing	Students can work together in collaborative Google docs to create resources for their peers to review. Links to Google docs can be shared to devices or can be shared before/after class for students to review before coming to the classroom for discussion. Small group discussion can be facilitated at a distance using technology or class time can be used for discussion and debrief with the entire class.	
Online Synchronous	Students can co-create information in real time using Google docs and discuss/share ideas in breakout rooms on Zoom, and move to new rooms to share their expertise with a new group.	
Online Asynchronous	Students can record and review responses in shared Google doc; contributions can be made asynchronously; this activity could also make use of multiple media (e.g. videos) that students can co-create; links to these collaborative documents and/or videos can be shared via email or eClass.	
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LECTURE WRAPPER		
Description	Group Size Recommended	Time to Complete
<ul style="list-style-type: none"> Lecture Wrapper is a tool for teaching students self-monitoring behavior as they identify key points from a lecture and then compare their points to the instructor's list of points. 	Students can work individually, in pairs, or in small groups	Students can work individually, in pairs, or in small groups
F2F Physical Distancing	Students can work individually, or in small groups that are socially distanced.	
Online Synchronous	Students can be broken up into groups and sent to breakout rooms to discuss amongst themselves, or students can think of points on their own and share via a Google Doc or the chat function of Zoom before you share the main points with the class.	
Online Asynchronous	Responses can be gathered asynchronously through an eClass forum or quiz.	
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MIND MAP/CONCEPT MAP		
Description	Group Size Recommended	Time to Complete
<ul style="list-style-type: none"> Students create visual 'maps' of connections between key concepts in a unit, module, or entire course. Find a great example here. 	Can be done individually or in small groups (4-5 students max)	Depending on the topic, and how you plan on fitting this activity into a specific lesson, it can take anywhere from 20 to 90 Minutes
F2F Physical Distancing	Work can be done at a distance and a socially distanced 'gallery walk' can be facilitated. If the classroom layout allows for it, students can also complete this activity in small groups while socially distanced.	
Online Synchronous	Students can be broken up into groups and sent into breakout rooms on Zoom, where they can generate a mind map with their classmates. Alternatively, students can work on this individually, and then be sent to a breakout room to discuss with their classmates. Online tools are available to make and share concept maps digitally (e.g. Microsoft SmartArt , MindMup , H5P tools in eClass).	
Online Asynchronous	Students can complete a mind map/concept map on their own and share images (e.g. photos of hand drawn maps or JPEGS) in an asynchronous forum or on other platforms.	
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ONE MINUTE PAPER		
Description	Group Size Recommended	Time to Complete
<ul style="list-style-type: none"> Students are given a single question as a prompt and have one minute to write a response. 	Works best as individual exercise.	15-30 minutes for instructions, writing, and debrief/discussion
	TIP: This activity can be used as a primer for class discussions, to review content, or to reflect on difficult material; Discussion and debrief can be facilitated using synchronous and asynchronous technologies (e.g. Zoom, Kahoot , JamBoard).	
F2F Physical Distancing	Students respond to prompts individually.	
Online Synchronous	Students respond to prompts individually.	
Online Asynchronous	Students respond to prompts individually.	
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POSTER PRESENTATION		
Description	Group Size Recommended	Time to Complete
<ul style="list-style-type: none"> Students create posters that summarize and describe key insights and learnings from a unit, module, or entire course. Criteria can be modified to address core competencies and/or intended learning outcomes (basic outline: What? So What? Now What?). 	Can be done individually or in small groups (4-5 students max)	30-90 Minutes
F2F Physical Distancing	Students can work in a shared Google slide or similar platform while physically distancing, Collaboration and presentations can be done over Zoom. In-class time can be used for discussion and debriefing while posters are shared with the entire class on screen.	
Online Synchronous	Students can complete either on their own or in small groups through online information sharing apps such as Google Docs while working remotely, and then present their findings during a synchronous class session. They can present to either the entire class or a small group of their peers in Zoom breakout rooms.	
Online Asynchronous	Posters can be displayed in an asynchronous forum or on other platforms; Online tools are available to create posters (e.g. PowerPoint).	
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QUIZZES/POLLING		
Description	Group Size Recommended	Time to Complete
<ul style="list-style-type: none"> Students respond to formal or informal questions that you design (for collecting feedback on a lesson, a midterm check in to see how the course is going, or quiz questions). This activity is helpful for formative, just in time check ins for content knowledge. 	This activity can work for the entire class (especially helpful in large classes)	10-20 minutes including instructions, submitting responses, and debrief/discussion
	TIP: Smaller groups of 3 to 5 can work in teams	
F2F Physical Distancing	Discussions can be facilitated with physical distancing; responses can be posted using platforms like Kahoot or iClicker (shared on screen).	
Online Synchronous	Questions can be put on a PowerPoint slide for students to respond to on their own, after which you can discuss through the main Zoom room or through Zoom breakout rooms.	
Online Asynchronous	Individual student responses can be posted on asynchronous discussion forums or other platforms (e.g. Padlet).	
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SUMMATIVE PRESENTATION		
Description	Group Size Recommended	Time to Complete
<ul style="list-style-type: none"> Students work together to respond to prompting question(s) to summarize their learning. 	Can be done individually or in small groups (4-5 students max)	30 - 60 Minutes
F2F Physical Distancing	Discussion and feedback can be facilitated using technologies (e.g. eClass forums, iClicker). Group work can be facilitated in collaborative platforms and electronic presentations (e.g. short videos) can be shared across student devices.	
Online Synchronous	Students can work collaboratively in Zoom breakout rooms and then present their findings in the main Zoom room. Presentations can be created and shared in 'real time' to encourage reflection and real time engagement.	
Online Asynchronous	Presentations can be pre-recorded and posted to eClass or another platform. Resource: SmART Toolbox .	
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SYLLABUS OR READING(S) SCAVENGER HUNT		
Description	Group Size Recommended	Time to Complete
<ul style="list-style-type: none"> Students are provided with specific prompts or questions to explore the course syllabus or selected readings. Responses are then used to create a “scavenger hunt”, where students ask each other questions to try to find specific information. The scavenger hunt portion would then be tailored to these responses where students have to find this information and share it with their peers. 	5-10 minimum	10-20 minutes
	<p>TIP: This activity typically works well for small groups to engage in a shared review of course materials, but it can also be done as an individual exercise before engaging the entire class in discussion and debrief.</p>	Prep time (generating the hunt and reviewing responses)
F2F Physical Distancing	This activity involves students interacting directly with each other. It is not ideal for being physically distanced, but it is possible by making use of collaborative technologies or using class time for debrief/discussion.	
Online Synchronous	In a synchronous setting, the activity could make use of a series of breakout rooms in Zoom, where students would randomly rotate through rooms, interacting with different peers in each room.	
Online Asynchronous	Tabulated responses to the survey could be posted in eClass and a set of questions could be provided for students to respond to; Students could also work in small groups or individually to answer questions - responses could be added to a communal doc or Wiki.	
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WORD CLOUD (E.G. USING MENTIMETER)		
Description	Group Size Recommended	Time to Complete
<ul style="list-style-type: none"> A word cloud is a visual representation of text, often single words. As more words are produced, greater prominence is given to words that appear more frequently. This type of activity is completed online, though is often implemented during a face-to-face session. This activity can be completed using Mentimeter, which is an interactive presentation platform with free options. 	Can engage entire (large) class as a single group	5-20 minutes, depending on what (if any) type of debrief is required
	TIP: Students can also work in small groups to collaborate on a shared, single response.	
F2F Physical Distancing	This activity is completed individually on the students' devices.	
Online Synchronous	Students are provided a unique Mentimeter URL and code that they can access on their device. Responses to the desired prompt(s) are visible on the screen in real time. Debriefing can occur as responses come in or once all responses have been recorded.	
Online Asynchronous	Students post responses to a prompt to an eClass forum. Students could also work as a class or as a small group to create their own Word Clouds based on responses from their peers.	
NOTES		

See also [Teaching Tools: Active Learning while Physically Distancing](#), an excellent resource crowdsourced out of Louisiana State University and available under CC licensing for non-commercial use.



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