

# Implementing Active Learning in Four Easy Steps in Your Online Teaching

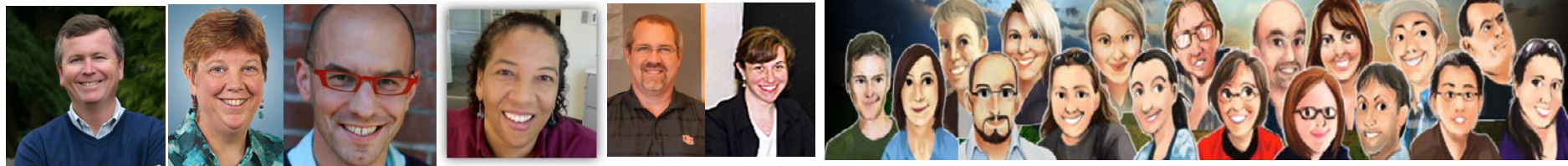
Tianhong Shi

Instructional Designer

Ecampus, Oregon State University

# Online Teaching & Learning at OSU Ecampus

## 500+ Instructors & support staff



## 41 programs/ over 900 courses



## Our achievements

#5



top-ranked  
in the nation 5



# Typical VS Active Online Learning (OL)

## Typical OL

1. Readings & Lectures  
(Video or PDF)
2. Quiz,
3. Activity:  
Discussion Forum  
(original post +  
respond to two other  
students) &  
Assignment  
(prompt + submission)

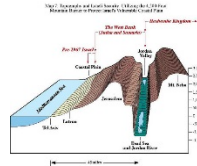
## Active OL

1. Field Trip/prior  
knowledge:  
<http://www.virtualfarmtours.ca/en/beefCattleFarms/index.html>
2. Readings & Lecture:  
<https://courses.ecampus.oregonstate.edu/ans121/beef1>
3. Practice & Quiz  
<https://courses.ecampus.oregonstate.edu/ans121/studymate/ans121w2.htm>
4. Activity: [Discussion Forum](#) & debate  
& report & present type of assignment etc.

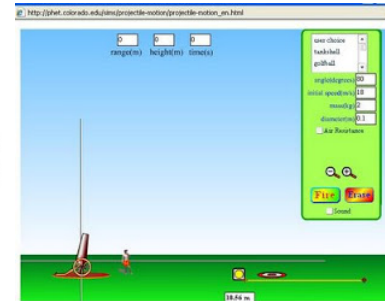
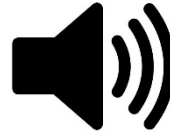
# Characteristics of Active Learning



**Activating  
prior knowledge**



LONG TITLE LOSS, MISS IMPROPER  
THAN NONE



We wrote  
this together.  
We shared.  
We helped each  
other.  
We had FUN 😊



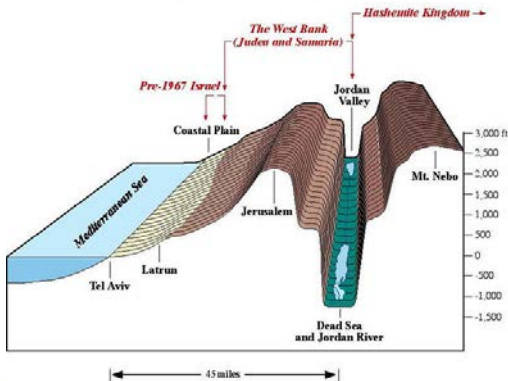
Question: What is the need for this learning?



# Implement Active Learning: Step 2

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

Map 7: Topography and Israeli Security: Utilizing the 4,200-Foot Mountain Barrier to Protect Israel's Vulnerable Coastal Plain



## Long Titles Look More Impressive Than Short Ones

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Abstract

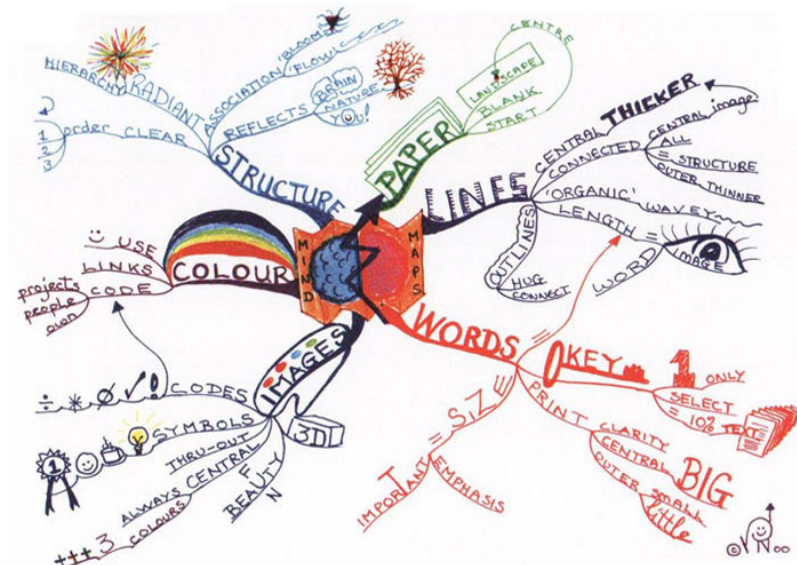
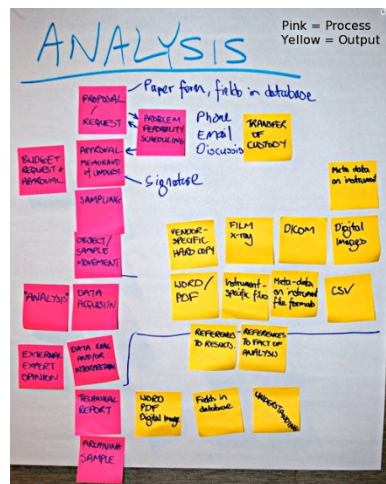
Long titles look more impressive than short ones. This is because long titles are more likely to be read and are more likely to be remembered. This is because long titles are more likely to be read and are more likely to be remembered.

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# Implement Active Learning: Step 3

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



# Implement Active Learning: Step 4

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





# Example 1: Operation Management in Engineering

1. **Identifying the need for this learning**
2. Creating rich learning experience
3. Creating meaningful associations
4. Fostering knowledge transfer

# Example 2: ANS 121 Week 3 Beef Cattle

1. Identifying the need for this learning
- 2. Creating rich learning experience**
3. Creating meaningful associations
4. Fostering knowledge transfer

# Example 3: WR 214 Business Writing

1. Identifying the need for this learning
2. Creating rich learning experience
- 3. Creating meaningful associations**
4. Fostering knowledge transfer

# Example 4: H 436 Advanced Topic in Healthcare Management

1. Identifying the need for this learning
2. Creating rich learning experience
3. Creating meaningful associations
- 4. Fostering knowledge transfer**

# Are these strategies applicable to STEM courses?

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

# Your cases: