

IMPLEMENTING ACTIVE LEARNING IN AN EMERGENCY-REMOTE-LEARNING ENVIRONMENT: FEEDBACK

Once you decide where you will incorporate active learning into your courses, you should think about the kind of feedback you will provide to students as they engage in active learning activities. Feedback can take a variety of forms.

	Ask yourself:
Low-stakes (checks for understanding) vs. High-stakes (evaluation for a high-stakes grade) assignments	<ul style="list-style-type: none"> • Do I have a combination of low-stakes such as an outline or a proposal and high-stakes assignments such as exams or research projects? • Have I explained how all assignments will be assessed?
Rubrics	<ul style="list-style-type: none"> • Consider using rubrics for assignments, which will help you and students remain clear on the learning goals linked to assignments

STRATEGIES

New to active learning? Use formative, low-stakes feedback	<ul style="list-style-type: none"> • Simple quiz at the end of a segment of a recorded video lecture to ascertain how much students are learning • One-minute discussion board post about 1 takeaway and 1 “muddiest point”
Have experience with active learning? Incorporate active learning into major projects	<ul style="list-style-type: none"> • Project-based, collaborative assignments such as an investigative report where students research the origins of everyday products and a redesign of project packaging to make it more environmentally friendly.