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# Active Learning while Physical Distancing

We know you are looking for some way to make your teaching engaging. The chart below outlines some common active learning strategies and corresponding approaches appropriate for online teaching in both synchronous and asynchronous approaches.

Goal	F2F Active Learning Activity	Online equivalent-Synchronous	Online-Asynchronous	Physical Distanced Classroom
Encourage active engagement	Think-pair-share	Use breakout meeting rooms in online video conferencing platforms to simulate small group discussions.	Pose an equivalent question to the asynchronous students, either in video or text, and ask the students to respond in a small group discussion forum. The group reports can be shared to the larger class discussion forum.	Set up small groups of 3-5 students. Pose a question. Could also use a zoom room or google doc to help with communication. Could send pairs out of class for easier socially distanced discussion elsewhere on campus with set return time, have discussion outside of class time and report during class or outside of class. When sharing with class, consider it practice in projecting voices so all classmates hear.

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Encourage active engagement	Small group Discussions	<p>Use breakout meeting rooms in online video conferencing platforms to simulate small group discussions. Students may also use collaborative document tools (e.g., Google docs) to record thoughts.</p> <p>Give group assignments and workshop formats for small teams to hold online brainstorm meetings and create things together using collaboration tools between live sessions</p>	<p>Pose an equivalent question to the asynchronous students, either in video or text, and ask the students to respond in a small group discussion forum. The group reports can be shared to the larger class discussion forum.</p> <p>Ask students to use digital pin boards to share content and have discussions</p>	<p>Set up small groups of 3-5 students. Pose a question. Could also use a zoom room or google doc to help with communication. Could make breakouts a little longer and send groups out of class for easier socially distanced discussion elsewhere on campus with set return time. Reporter may have been writing report in Google doc/on handheld white board, or just oral report, and when reporting out consider it practice in projecting voices so all classmates hear.</p>

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Encourage active engagement	Turn and Talk	Use the chat feature. Ask a question and let the students reply with a brief response. Read them out loud to the whole class. Could also use meeting rooms with a reporter to share.	Assign partners and pose a question, asking them to share their ideas, in a moodle discussion forum for the pair, email or other tools like flipgrid or marco polo.	Assign partners in the classroom that can talk 6 ft apart. Alternatively, students can "talk" through texts on <a href="https://group.me">group.me</a> or through a shared google doc or slide show, when distance would make the volume in the room difficult for some students to learn.  Another option is to assign a Google Slidedeck to groups of about 8 students. Provide instructions in the slide deck. <a href="#">Here is an example.</a>
Engage/ Check understanding	Polling	Use the <a href="#">polling feature in Zoom</a> or another online poll to ask questions and show responses in real-time.	Use the polling feature in Moodle and share out the results in a class announcement, email, or within the module.	Use an online polling feature and share results with the class. Students without a device can use colored cards, <a href="#">Plickers</a> , hands, or vertical movement to indicate their choice.
Engage students	Partial Outlines/PPTs provided for lecture	Create a set of class notes with blanks for important information and share on the LMS. Encourage students to fill in the blanks during the	Create a set of class notes with blanks for important information and share on the LMS. Encourage students to fill in the blanks during the class session. When viewing	Create a set of class notes with blanks for important information and share on the LMS. Encourage students to fill in the blanks during the class session.

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		class session.	the course materials, students complete and annotate the notes.	
Engage	Pausing in lecture	Break up your synchronous presentation by stopping for a quick activity, such as responding to a question in chat, completing a sentence, or completing another task like polling, etc.	In your recorded videos, insert points for students to pause and reflect on what was just said, complete an activity such as answer some quick questions using a quiz function. Edpuzzle can be used for this.	Pause during your lecture to ask a question, give a poll, or ask students to identify the three things they have learned so far in the class.
Engage	Posters & gallery walk	Use shared spaces for small groups to record ideas using collaborative tools such as Padlet and Google docs/slides/draw/ <a href="#">Jamboard</a> , and then view those with the whole class. Some tools could be padlet, Google, etc.	Use shared spaces for small groups to record ideas using collaborative tools such as Padlet and Google docs/slides/draw/ <a href="#">Jamboard</a> , and ask students to review these ideas as part of the module's activities.	If regulations allow, put poster boards around the room. Dismiss one group of students to go a single poster board and record a response. When they finish and return to their seats, dismiss a second group. Continue until the entire class has been able to record responses. Read/ review the posters with the class or save and use to start the following class period. This activity encourages movement, individual response, and can serve as an assessment of students opinions or understanding (depending on the questions). You may need to think about options for students that are not moving

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				around the room. One option is to consider using virtual poster boards.
Engage	Fishbowl	<p>Students can take turns role playing/miming a solution and others can watch and respond in chat or live discussion. Encourage students to turn off webcams so focus can be on the student miming.</p> <p>You could also run a "pictionary" version online at <a href="https://skribbl.io/">https://skribbl.io/</a> S it kribbl allows users to join private rooms, and even to create a specific word bank (i.e., containing terms from class).</p>	Students can record themselves with role play/miming a solution and others can respond in a discussion forum.	<p>Students can take turns role playing or miming a solution for others to critique, watch, etc</p> <p>Students in fishbowl can be remote (participating in a chat, Google doc, or Zoom conversation as a small group), while F2F students are outside the fishbowl listening, and then professor leads whole class discussion among listeners afterwards.</p>
Monitor/ assess understanding	Quickwrite	Pose a question or two in a discussion forum and have students respond. Instructors may ask for some students to share a selection of responses or summary of their responses with the whole class.	Pose a question or two in a discussion forum and have students respond. Instructors may follow up by sharing a selection of responses or summary of their responses with the whole class.	Pose a question or two and have students write a response. Students can turn these in at the end of class. Instructors may ask for some students to share a selection of responses or summary of their responses with the whole class.

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Monitor/assess understanding	Muddiest point	Encourage students to identify any unclear or “muddy points”. Muddiest points can be added in the chat or on a shared screen.	Pose a question in a discussion forum or other shared space or submit a video chat (one tool that could work is Flipgrid).	(1) Have students use post-it notes to share their muddiest point and instructor can discuss with the class (2) Students can share their muddiest point using an online poll or anonymous Google doc
Reflect on learning	Four corners	Students have 4 colored cards. These are held up to the webcam when asked a question to display their answer. A Zoom poll could also be used.	Have students make a choice using the poll feature in Moodle.	Students have 4 colored cards (or raise hands or stand up/vertical movement to indicate agreement). These are held up when asked a question to display their answer. Consider doing this online in a collaborative document. Can use online polling technology.
Reflect on learning  OR have the students build the “What’s missing?” for each other.	What’s missing?	On Zoom use slides, present a list of ideas, terms, equation or rationale. Students can respond with what is missing using chat, poll or live discussion.	Using slides, present a list of ideas, terms, equation or rationale. Students must respond in the discussion forum with what is missing. Can also be done using a lesson or quiz.	Using slides, present a list of ideas, terms, equation or rationale. Students must respond with what is missing, using
Reflect on	Aha wall	In real time ask students to	Ask students to post an “aha” in	Consider placing poster boards on

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learning		post an “aha” in the chat and use these to guide discussion or future instruction.	the discussion forum and use these to guide discussion or future instruction.	the wall and asking students to put their ideas up using post-it notes, using social distancing directions.Or each student has handheld dry-erase board.
Strengthen understanding	Pro/con list	Together create a pro/con list using a collaborative google document in real time or on a shared screen	Together create a pro/con list using a collaborative google document	Generate a pro/con list using collaborative documents, such as Google docs.
Strengthen understanding	Concept map	Use an online tool (such as <a href="#">Mindmeister</a> ) to have students work collaboratively in real-time to add to the concept map. Google Draw may be a tool that would be useful.	Use an online tool (such as <a href="#">c</a> ), to have students work collaboratively to add to the concept map over the course of a module. Google Draw may be a tool that would be useful.	Use an online tool (such as <a href="#">Mindmeister</a> ), to have students work collaboratively in real-time to add to the concept map.
Strengthen understanding	Visual prompt	Offer a visual prompt and ask students to respond. This can be done using tools like Voicethread and A.nnotate Flipgrid is another great resource. Students can record a short video responding to a teacher video.	Offer a visual prompt and ask students to respond. This can be done using tools like Voicethread and A.nnotate	Offer a visual prompt and ask students to respond using poll technology.
Strengthen	Entry/Exit Tickets	At the beginning or end of a	At the beginning or end of a class/	At the beginning or end of a class/

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understanding		class/ module, ask students to respond to a question in the chat or discussion forum or use a polling program to ask questions (in zoom or add-on).	module, ask students to respond to a question in the chat, poll or discussion forum.	module, ask students to respond to a question. These can be turned in to the instructor. Alternatively, you could use a polling program to ask students questions.
Active engagement/ planning for future learning/ connections	Brainstorming challenge	Use the chat feature or collaborative writing spaces such as Google docs to brainstorm ideas and review in class	Use collaborative writing spaces such as Moodle Workshop to brainstorm ideas and review in follow-up video/post or activity	Use collaborative writing spaces to brainstorm and share in real-time. This can be done with some features in Moodle (i.e., chat, polling), online polling, or even google documents.
Active Engagement	1 Minute Quiz	Students complete a 3 question quiz worth 3 points in the first 5 minutes of class. Questions for the quiz are given in the last 5 minutes of the previous class. Answers can be eMailed or posted on an adaptive release discussion board post.	Offer a short, alternate activity that allows students to earn the same number of points.	Students complete a 3 question quiz worth 3 points in the first 5 minutes of class. Questions for the quiz are given in the last 5 minutes of the previous class. Answers can be eMailed or posted on an adaptive release discussion board post.
Providing/getting feedback on work in progress	Peer review	Have students share drafts prior to class and then break into groups for discussion/feedback.	Students post drafts in LMS, or read it aloud via Flipgrid. Guided by course rubric/specific prompts for feedback, partner(s) read/view and respond. Consider small-	See "Think-Pair-Share" ideas above.

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		Have select students share with the class in real time and provide a way for students to give feedback (e.g., answer three questions, etc.)	group peer review. (See “Small Group Discussions” above.) Peer reviewers also score writers draft preparedness, and writers score reviewers for helpfulness of feedback.	
Providing/getting feedback on work in progress	<a href="#">Progress Chart for Whole Class</a>		Chart steps in larger project (essay writing, research project, etc) in Google doc, and each student fills out row as progresses. Prof gives feedback via marginal comments.	

References and Resources:

This document inspired by some materials offered by Texas A&M Faculty Teaching Resources:

<https://cte.tamu.edu/getattachment/Faculty-Teaching-Resource/2020-04-22-Active-Learning-for-Online-Teaching.pdf.aspx?lang=en-US>

<https://cte.tamu.edu/getattachment/Faculty-Teaching-Resource/Teaching/2019-08-09-getting-started-w-active-learning-guide-update.pdf.aspx?lang=en-US>

[Check out this article for some tools: Can Active Learning Co-Exist With Physically Distanced Classrooms?](#)

Corrigan, Paul T. (14 Apr 2020) [Three Strategies for Teaching Writing Remotely During the Pandemic](#)

Hello all, this is a guideline for remote learning from the SUNY University at Buffalo School of Social Work. It describes pedagogical approaches and logistics for seated, online, and remote learning. The contribution I appreciate is that it distinguishes between online and remote learning, in other words, how to adapt seated course expectations and processes to the remote learning environment.

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<http://socialwork.buffalo.edu/resources/delivering-remote-education-in-place-of-seated-education-what-how.html> Suggested citation: Sage, M., Krause, D.J., Smyth, N.J., Kendall, K.M., & Sturman, S. (2020, July 8). Delivering remote education in place of seated education: What and how. <https://docs.google.com/document/u/0/d/e/2PACX-1vQrvgrfGMukNFKTD8N32VJYBQuNfN2KWaRv51mApptCzG21N0li8PKJ2LeQkNBuT6-MmcTJmdjZU7I/pub> University at Buffalo School of Social Work, Buffalo, N.Y.