

TECHNOLOGY ENHANCED ACTIVE LEARNING (TEAL) PROJECT
MEETING MINUTES

Meeting Date: 11 Dec 2012

Meeting Location: MSU-SUB, BALLROOM B

1 ATTENDANCE

(See attached document)

2 MEETING LOCATION

Building: SUB

Conference Room: Ballroom B

3 MEETING START/FINISH

Meeting Start: 12:00 pm/Finish: 1:00 pm

Meeting Scribe: Donald Liles

4 AGENDA

- Conduct a Skype meeting between David Langley/staff, University of Minnesota and MSU TEAL Project Team

- Group Activity (3-4) to identify content issues, concerns and challenges.

5 POST MEETING ACTION ITEMS

Action	Assigned To	Deadline
N/A		

6 POST MEETING NOTES

This event was scheduled to allow David Langley and staff to address previously submitted questions from the MSU TEAL Project Team. The following are notes of the exchange.

1. Dealing with student absences:
 - a. State the attendance policy on the first day of class;
 - b. Mention policy in the syllabus;
 - c. Easier to notice an absent student in a active learning environment classroom;
 - d. Let students know they will be in a collaborating class and put the responsibility on the students and group to address tardiness and absences;
 - e. Place the onus on the students to provide a suitable solution and strategy to make up work;
 - f. Ensure the group spokesperson emails instructor/all group members and propose a way to make up their work;
 - g. Develop a student/group contract (have an in-class discussion);
 - h. Develop a Team Charter—address goals, roles, dealing with disagreements, deal with ‘slackers’

2. Ensuring students come prepared to class:
 - a. Have online discussion postings required; post and then require two additional follow up postings to peers;

- b. Establish and work in student groups;
 - c. Take the online discussion posts and lead off with them during the in-class session to relate and carry the discussion into the classroom. Ensures relevancy of the online posts;
 - d. Conduct 'low-stakes' online or in-class quizzes to ensure a level of student preparedness;
 - e. Hold routine 'accountability' in-class exercises or activities (this let's students know their are consequences if not performing);
 - f. Prioritize the readings—"if you can only read 1-item, you must read this_____";
 - g. More resources of Team-Based Learning (TBL)—Larry Michaelsen (<http://www.teambasedlearning.org/vid>) or David and Robert Johnson "Cooperative Learning" (http://www.co-operation.org/?page_id=65);
3. Testing
- a. Some instructors don't give in-class exams;
 - b. Encourage group assessments as much as possible;
 - c. Use group projects;
 - d. Have students created individual portfolios;
 - e. Collect a 'bank' of questions and mix;
 - f. Change or reinvent the type of tests;
 - g. Allow student 3x5 card 'cheat sheets';
 - h. Use the Immediate Feedback Assessment Technique (IF-AT) at (<http://www.epsteineducation.com/home/>)
4. Structuring Large Group Discussions
- a. Large defined by size: 14 tables of 9 students;
 - b. Structure the conversation;
 - c. Provide a method for students to ask questions:
 - d. Ask a question; allow at least 30 seconds for students to think about a response, write out answers; think about the question in groups of 2-3; then expand this out to the individual table; then have a table spokesperson 'report out' for the whole table to the entire class;
 - e. The design of the room has built in expectations for student participation because students are facing each other;
5. Instructor Location
- a. After the 3 or 4th class of the semester ask for student feedback on what students like or dislike;
 - b. If using PowerPoint's, some students have indicated they like the instructor to stand next to the screen;
 - c. Instructor should circulate around to the individual tables in the room and make themselves available for questions;
6. Address the differences between a 'regular' and active learning classroom
- a. Address student preconceived notions regarding active learning;
 - b. Hold a 1st day 'scavenger hunt' per table—assign different sections of the syllabus, have students find the answers about the active learning classroom and speak to the difference in pedagogy;
 - c. Allow students to practice using the tools at their table;
 - d. Best technology in the room—white boards and round tables;
 - e. Best team sizes—4-5 students;
 - f. Best student discussion size—3;

7. Understanding Technology

- a. Be proactive;
 - b. Talk and collaborate with colleagues;
 - c. Walk students through the technology on the 1st day;
 - d. Use good classroom activities to enhance the pedagogy;
 - e. Familiarize yourself with other Web 2.0 technology:
 - i. Web 2.0 can be described in three parts:
 1. Rich Internet Application (RIA) — defines the experience brought from desktop to browser whether it is from a graphical point of view or usability point of view. Some buzzwords related to RIA are Ajax and Flash.
 2. Web-Oriented Architecture (WOA) — is a key piece in Web 2.0, which defines how Web 2.0 applications expose their functionality so that other applications can leverage and integrate the functionality providing a set of much richer applications. Examples are feeds, RSS, Web Services, mash-ups.
 3. Social Web — defines how Web 2.0 tends to interact much more with the end user and make the end-user an integral part;
5. Groups:
- a. Utilize 'base' groups for the entire semester
 - b. In-class groups can be changed or rotated more frequently to encourage a more collaborative student experience and allow everyone to get an opportunity to work with every member of the class;
 - c. Instructors need to spend more time at the tables with students—act as a 'sounding board' or mentor;
6. Assessment and Evaluation:
- a. Have students read from their notebooks;
 - b. Use online questions;
 - c. Verbalize online communication;
 - d. Define participation in the syllabus; have students reflect and verbalize 'what participation means to me': in-class, attendance; group work; online.
7. Provide 'mini-lectures':
- a. PowerPoint (instructor should mention to students how long they will be speaking);
 - b. Use a 'flipped' classroom paradigm approach by creating recorded PowerPoint lectures (CAMTASIA) and have students review before class then address issues or concerns during the in-class session;
 - c. Minimize the traditional lecture—the room setup does not facilitate.
8. Making students comfortable with the active learning environment
- a. Talk up the idea and mention from the beginning of the semester;
 - b. Ensure syllabus fully details the difference in teaching pedagogy and registering for the class you are accepting the syllabus contract and agreeing to this style of teaching;
 - c. Conduct a 'hands-on' demonstration of equipment/technology capabilities on the 1st day of class;
 - d. Demonstrate different classroom activities during the first 3 classes to fully incorporate all the new technology and tools in the classroom—leverage the active learning style.

7 NEXT SCHEDULED MEETINGS

- 07 Jan 2013, 10:00 am—MSU Wide: Foundation Room
- 11:00 am—TEAL Group Members