

# **Class Learning in Action - Strategies in practice**

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# Acknowledgement of Country



I acknowledge and pay respect to the ancestors and descendants of the Lands upon which we work, meet and study.

I am mindful that within and without the buildings, the Land always was and always will be Aboriginal Land.

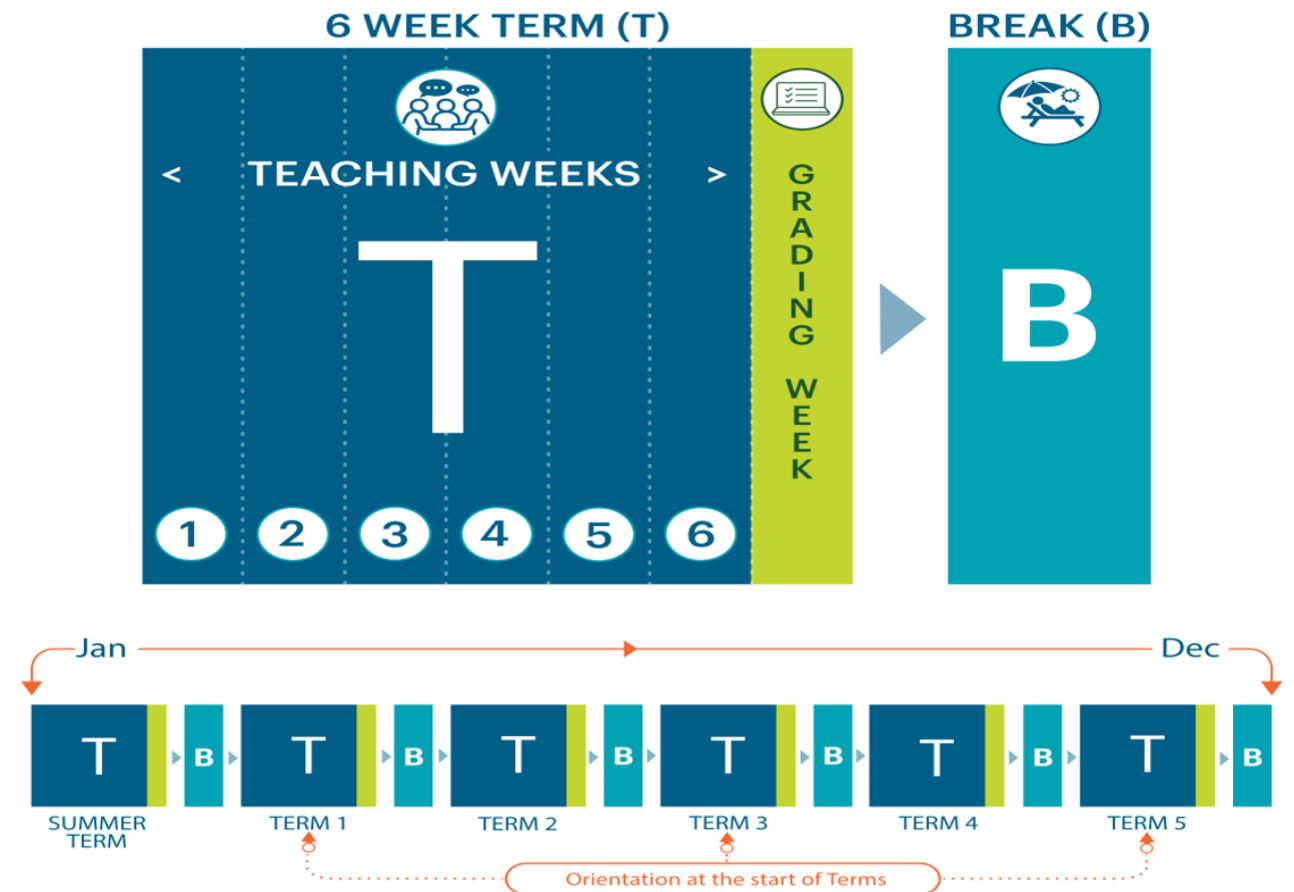
# Today's Schedule

Time	Content
5 mins	Welcome, and aims for today
10 mins	Experiences and expectations
5 mins	ISCM modules: Tutorials and workshops
5 mins	Orientation to the class template
15 mins	Discussion
10 mins	Active Learning: Tech strategies (Quizizz)
10 mins	Q&A and Contacts

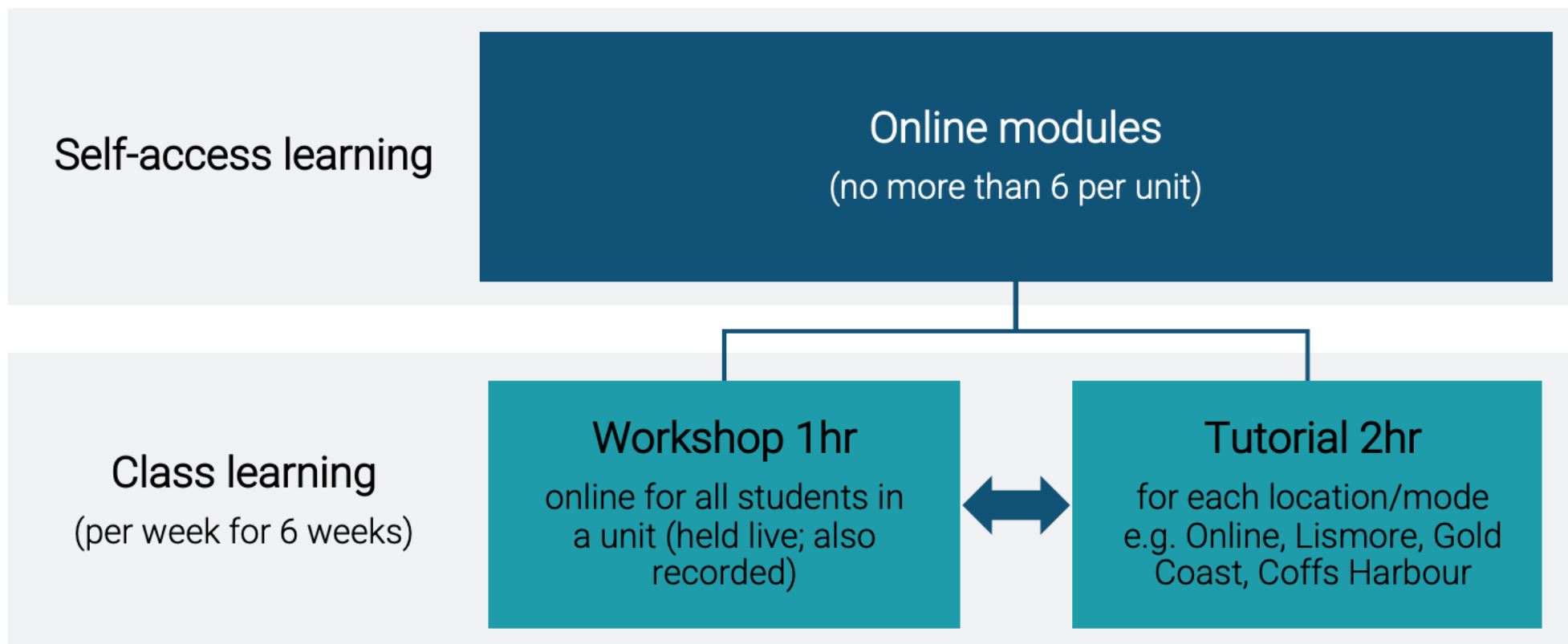


# Experiences and expectations

- Have you taught in the SC Model?
- How was the (perceived) student experience?
- How was your experience?



# Class Learning in the Southern Cross Model



# ICSM Practical Guide

## About this guide

Unsure about the Southern Cross Model? Don't know where to start? Do you need a quick start guide that focuses on getting you up to speed? This **Practical Guide** (currently in development) supports academics in the design and development of units under the Southern Cross model.



### Southern Cross Model primer

This module provides a short overview of the Southern Cross Model as it applies to unit design and development, with links to resources where you can learn more.

[View](#)

### Design for the SC Model

This module provides resources and templates that will support you with unit writing and curriculum development that aligns with the Southern Cross Model.

[View](#)

### Write a module learning plan

Learn how to write for an online audience and guide students through their learning journey in the Southern Cross Model. You will write a learning plan, which is a written draft of a unit module.

[View](#)

### Building unit modules

This module will guide you through the process of developing unit modules in Blackboard (MySCU) from a unit content template, how to embed rich media elements to add interactivity and how to manage module content.

[View](#)

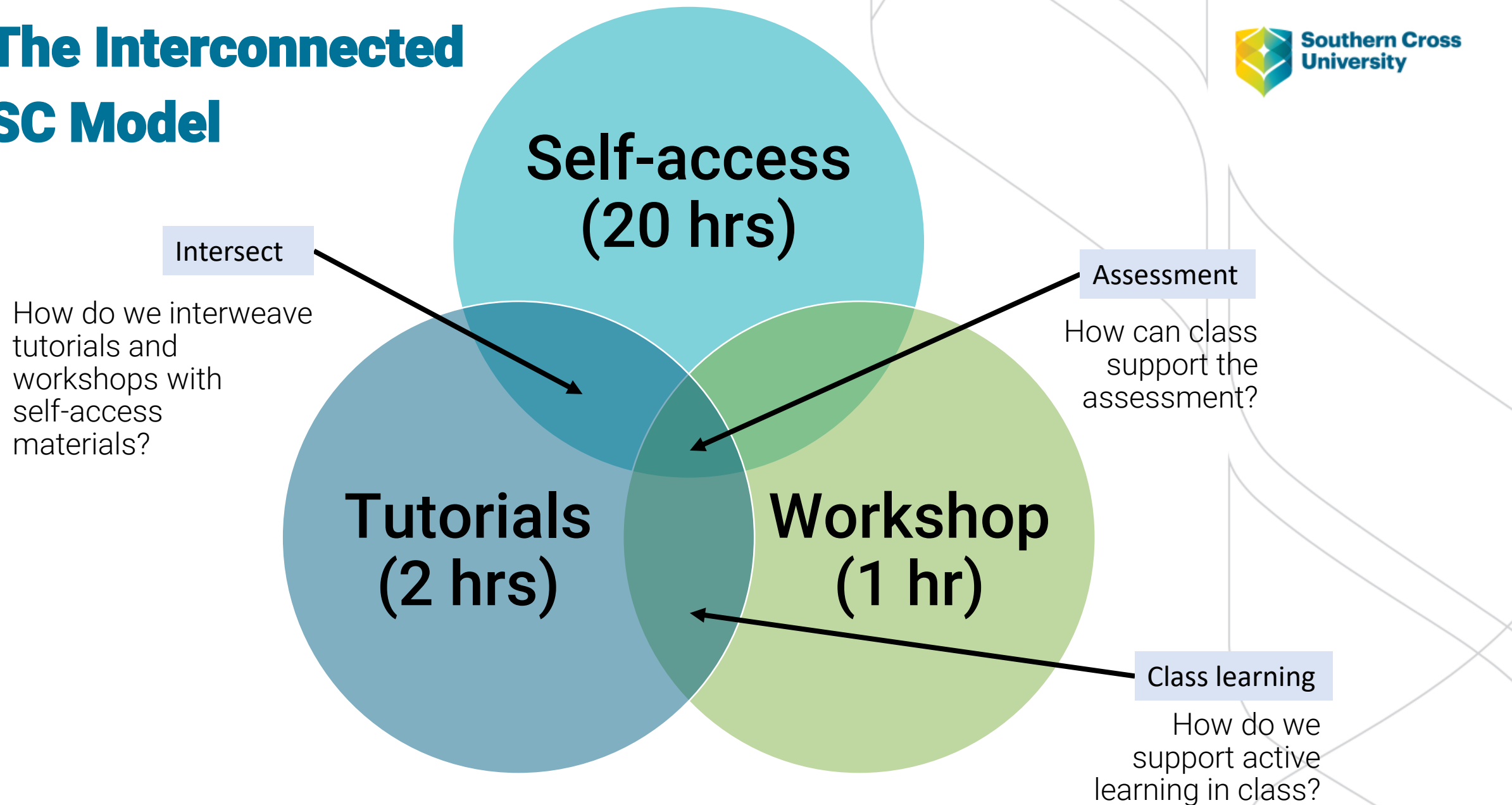
### Planning for Class

This module provides practical support around "how" to plan teaching strategies for workshops and tutorials that comprise **class learning** under the Southern Cross Model. A broader discussion on the "what" and "why" of the various elements of class interactions is available in the [Class Learning ICSM Module](#).

[View](#)

[https://learn.scu.edu.au/webapps/blackboard/content/listContent.jsp?course\\_id=\\_144905\\_1&content\\_id=\\_5072373\\_1&mode=reset](https://learn.scu.edu.au/webapps/blackboard/content/listContent.jsp?course_id=_144905_1&content_id=_5072373_1&mode=reset)

# The Interconnected SC Model



# Differences between tutorials and workshops

Timing	Audience	Class size	Location	Recorded	
<b>Workshop</b>	1 hr every week (6 weeks)	All enrolled students	No maximum (all enrolled students)	Online	Yes
<b>Tutorial(s)</b>	2 hrs every week (6 weeks)	Students per cohort/ location	<b>On-campus:</b> between 15-30 students <b>Online:</b> No student maximum limit. (However, UA may request no more than 50 students per class)	Online or on-campus or both	Recommended where online (may opt to select the best tutorial recording each week)  Optional where on-campus

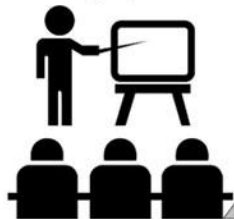
# What is active learning?

Traditional Model



Students are expected to achieve these levels on their own outside of the classroom

New information is conveyed through passive didactics



Active-learning Model



Various formats of interaction promote discussion and application of learned material, responsive to individual levels of understanding

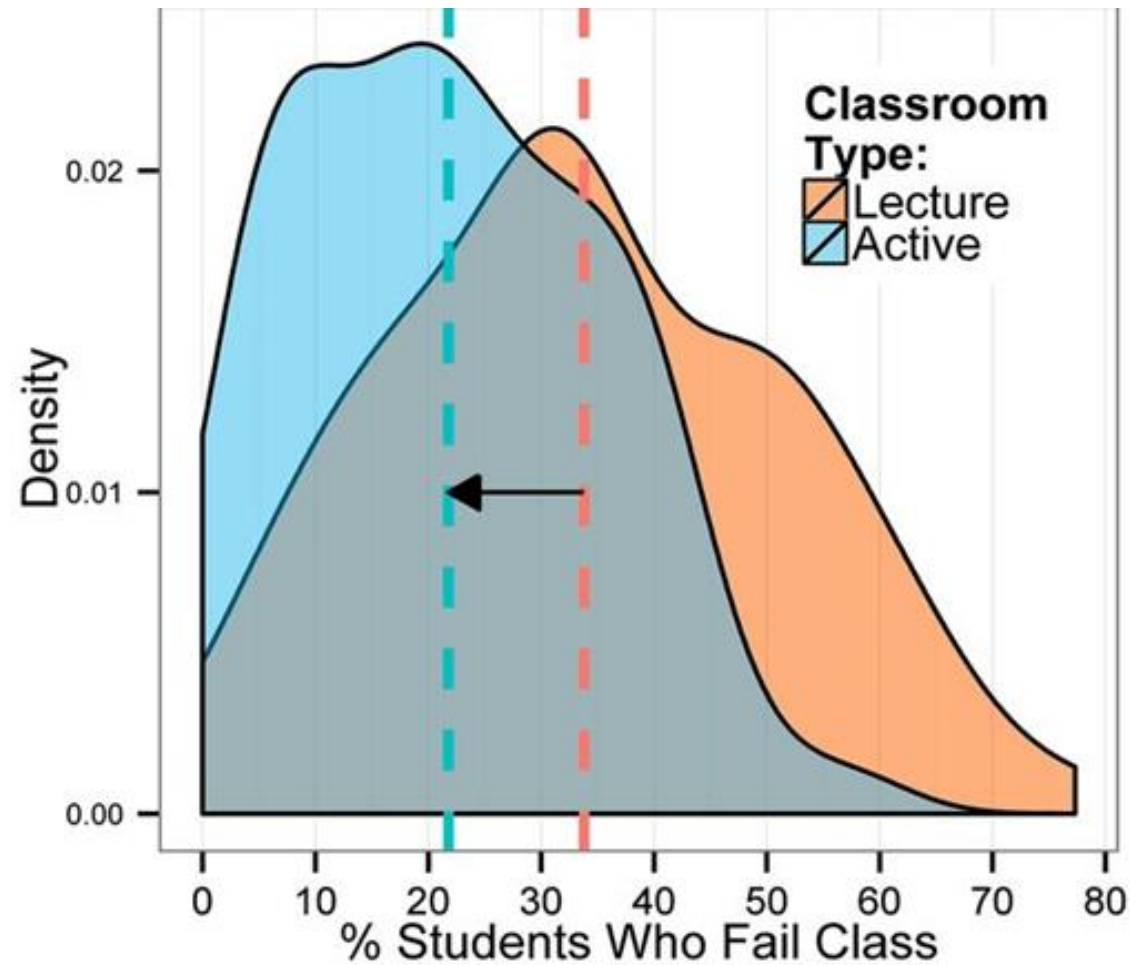
New information acquisition is self-directed, with aids



## Active learning examples:

- role-playing
- case studies
- group projects
- think-pair-share
- peer teaching
- debates
- just-in-time teaching
- short demonstrations followed by class discussion.

# Why use active learning?



Active learning increases student performance in science, engineering, and mathematics. (2014). <https://doi.org/10.1073/pnas.1319030111>

# Class planner template

## Tutorial Plan (practice focused)



Title		Goals & Objectives		What are the main aims and learning goals?	Resources & Equipment	Worksheets, lab equipment, websites, etc.
Phase	Time	Facilitator plan		What do students do?		
Opening	<b>Link to pre-work</b> What do students need to complete beforehand?	~10 mins suggested	<ul style="list-style-type: none"> <li>Briefly review and recap the self-access activities or content that students have completed beforehand</li> <li>Address student questions</li> <li>Review progress</li> </ul>		List of activities/tasks students need to complete before the tutorial Bring along responses ready to discuss and share	
	<b>Introduction</b> What will students learn?	~10 mins suggested	<ul style="list-style-type: none"> <li>What is the hook for students today? (relevance, application, meaning, assessment links)</li> <li>Assess prior knowledge</li> <li>Introduce topic, skill or content</li> </ul>		Actively listen to the facilitator and take notes Complete surveys/quizzes Contribute to backchannel chat	
Body (repeat)	<b>Guided practice</b> How do students do it?	~10 mins suggested	<ul style="list-style-type: none"> <li>Illustrate modelling and examples</li> <li>Walked example</li> <li>Present a problem to solve</li> </ul>		Watch the example and ask questions	
	<b>Independent practice</b> Let students do it	~15-25 mins suggested	<ul style="list-style-type: none"> <li>Student application (worksheets, exercises, research task etc.)</li> <li>Controlled practice (guided and specific exercises) or free practice (open discussions, debates and creative responses)</li> </ul>		Attempt to solve problems, conduct research, or questions or discuss	
	<b>Review</b> Did students understand?	~10-15 mins suggested	<a href="#">Active Learning activities</a> <ul style="list-style-type: none"> <li>Concept checking</li> <li>Thinking aloud</li> <li>Think/Pair/Share</li> <li>Student feedback</li> </ul>		Share understandings and challenges	
Close	<b>Summary</b> What did students learn?	~15 mins suggested	<ul style="list-style-type: none"> <li>What was covered today (key takeaways)</li> <li>Signpost the link between this tutorial and the rest of the unit</li> </ul>		Complete a summary task about their learning (for example <a href="#">a minute paper</a> )	
	<b>Link to post-work</b> What must students do next?	~5 mins suggested	<ul style="list-style-type: none"> <li>Explain activities to complete</li> <li>Revision worksheet/activity</li> <li>Where to ask questions</li> </ul>		List of activities/tasks for students to complete after the tutorial Ask questions on the discussion board	

## Weekly Class Planner



Unit Code	Unit Name	Week
Facilitator	ULOS	Topic/s

## Workshop Plan (assessment focused)

Title		Goals & Objectives		What are the main aims and learning goals?	Resources & Equipment	Worksheets, lab equipment, websites, etc.
Phase	Time	Facilitator plan		What do students do?		
<b>Catchup</b> How are students going with the assessment?	~5 mins suggested	Prepare any activities that students need to complete before the workshop. <ul style="list-style-type: none"> <li>Assessment Q&amp;A</li> <li>Assessment timeline and schedule progress</li> </ul>		Complete any self-access activities or previous classwork beforehand Share responses and challenges with the group Engage in Q&A		
<b>Introduction</b> What assessment component will be covered today?	~10 mins suggested	Use active <a href="#">learning strategies</a> to provide: <ul style="list-style-type: none"> <li>Topic/content followed by retrieval practice</li> <li>Explanation of skill or task</li> <li>Demonstration</li> </ul>		Students actively listen to the facilitator and actively take notes, ask questions and engage with the topic as requested by the facilitator.		
<b>Application</b> Students work on an assessment component	~10-20 mins suggested	<ul style="list-style-type: none"> <li>Group work/project work</li> <li>Task focused on one aspect of assessment</li> <li>Provide group/individual feedback</li> </ul>		Working (in groups or individually) on the assessment task Engage in feedback/discussion activity (e.g. Think/Pair/Share)		
<b>Assessment</b> How will this component be assessed?	~10-15 mins suggested	<ul style="list-style-type: none"> <li>Exemplars/examples</li> <li>Unpack how rubric component assessed</li> <li>Assessment expectations</li> <li>Peer assessment</li> </ul>		Unpack and rate exemplars for quality Assess and provide feedback to another student Present ideas about assessment to the group		
<b>Summary</b> What did students learn?	~10 mins suggested	<ul style="list-style-type: none"> <li>What was covered today (key takeaways)</li> <li>Signpost the link between this workshop and the assessment</li> </ul>		Continue working on the assessment out of class Bring questions to the next workshop		

[https://learn.scu.edu.au/webapps/blackboard/execute/content/file?cmd=view&content\\_id=\\_5121478\\_1&course\\_id=\\_144905\\_1&framesetWrapped=true](https://learn.scu.edu.au/webapps/blackboard/execute/content/file?cmd=view&content_id=_5121478_1&course_id=_144905_1&framesetWrapped=true)

# **Your Experiences: Your voice**



# More active learning suggestions for large classes:

- Peer-Reviewed Research assessments
- Group Projects/ Mini-conference
- Collaborative Learning Groups (assigned student team roles)
- Concept Mapping
- Student Presentations of the Literature (reading summaries)
- Jigsaw (Teams complete one component of the task, the teams are mixed and share with others then they put all the pieces together in a synthesis task)
- Problem-Based Learning/ Case Studies
- Fishbowl (Q&A)
- Think/Pair/Share

# How to contact the Technology Facilitators?

## Teaching technology assistance?

Please email [ctl@scu.edu.au](mailto:ctl@scu.edu.au) to log a job.

Michelle Metanoia, Shelley Barfoot, or Tim Magoffin will be in contact with you soon to help.