INCITING LEARNING BY DOING

BRINGING ACTIVE LEARNING INTO YOUR CLASSROOM
WHAT IS ACTIVE LEARNING?
Teaching strategies that engage all students in the learning process.
WHY USE IT?

- Improved critical thinking
- Increased retention of information
- Increased motivation
- Improved interpersonal skills
- Decreased course failure
  (Prince, 2004)

- NSSE → high achievement and personal development
  (Kuh, O’Donnell, Schneider, 2017)
WHAT CAN IT LOOK LIKE?

Active Learning Strategies Used During the PRTR Seminar

- Experiential Learning (site visits)
- Jigsaw Discussion
- Role playing
- Interactive Lecture
- Case Studies
- Groups Evaluations
- Informal Groups
- Large Group Discussion
- Writing (Minute Paper)
- Pause for reflection
- Self-assessment
- Triad Groups
- Brainstorming
- Peer Review
- Hands-on Technology
- Active Review Sessions (Games or Simulations)
- Forum Theater
- Inquiry Learning

This is a spectrum of some active learning activities arranged by complexity and classroom time commitment.

Prepared by Chris O’Neal and Terri D. Poole-Graves, Center for Research on Learning and Teaching, University of Michigan
ACTIVE LEARNING BEST PRACTICES

1. Choose meaningful activities
2. Explain them to your students
3. Plan for facilitation
4. Wrap-up/debrief
ACTIVE LEARNING TECHNIQUE
LIGHTNING TALKS
ACTIVE LEARNING TECHNIQUES: GROUP DISCUSSION AND COLLABORATION
COURTNEY BARON & SARA QUIMBY
USING PADLET FOR COLLABORATIVE GROUP WORK AND STUDENT PRESENTATIONS

COURTNEY BARON
HEAD OF LIBRARY TEACHING AND OUTREACH SERVICES

OXFORD COLLEGE OF EMORY UNIVERSITY

COURTNEY.BARON @EMORY.EDU
Theater 101: Design Projects

For The Arsonists, select a design element of interest (costume, lighting, sound, or set) and find inspiration to showcase how you would use the design element to express the play's main ideas.

Group 1
- Sound
  - Schmitz
    - House_on_Fire-Mike_Koenig-927153283
      - 0:48 audio

Group 2
- Light
  - Babette's Dress
    - modern production and stage setting of The Arsonists
      - Pay attention to the flyers and signs on the wall

Group 3
- Setting
  - Biedermann and the Arsonists' Trailer, N... by Independent Opera

Group 4
- Fashion and Costume
  - bomb
LOW STAKES COLLABORATION & GROUP DISCUSSION CENTERED AROUND THE RESEARCH PROCESS
IAIA

- 96 Federal Recognized Tribes Represented
- Indigenous Arts School
- 495 Student Enrollment

ARTS 301

- Writing about art
- Studio majors learn professional writing, artist statements, and research writing.
- One shot - focusing on general research methods
- 22 students
1) GROUP DISCUSSION AND ACTIVITY

• Each student names different steps in the research process.

• We all then add which ones are missing together

• Get in groups and decide which ones are the hardest

THEN....
2) Students identify where they often have issues within Kuhlthau’s information search process

• Students get back into groups and come up with 2 ways to get past that point

• We go around and discuss.

• This leads to a Q and A on resources for each segment of the process

ACTIVE LEARNING TECHNIQUES:
SELF-GUIDED AND ONLINE LEARNING
SHANNON ROBINSON & OLIVIA PIEPMEIER
INDEPENDENT ACTIVE LEARNING WITH RESEARCH GUIDES

SHANNON MARIE ROBINSON

LIBRARIAN FOR MEDIA ARTS + DESIGN DREXEL UNIVERSITY

LIBRARIANSHANNON@GMAIL.COM

TWITTER @ARTISTLIBRARIAN

SHE/HER
OLD FASHION DESIGN: RESEARCH GUIDE

Recommended resources for fashion books, news and trends, industry research, and images.

Getting Started

- Berg Fashion Library
  Includes Berg Encyclopedia of World Dress and Fashion, ebooks, reference works, images, and much more.
- Berg Biblioguides (delete with OLD Fashion)
  Provides a comprehensive bibliography with commentary and suggestions for further reading on a variety of fashion topics.
- Encyclopedia of Clothing and Fashion (delete with OLD Fashion)
  A survey of clothing, costume, and fashion.

News & Articles

Search Summon
Search Summon for articles, news, books + more

More search options

Images & Collections

- Vogue Archive
  American Vogue, from 1892 to the current month, including advertisements.
- Arista
  High-res images of historical fashion, costume, and jewelry.

Browsing Books

Industry News & Trends

- Fashion Snoop
  FS is a fashion industry forecasting and trend analysis service, including accessories, beauty and home decor. Users must create an individual login with their Drexel credentials for full access.
  more...
- WGSN Fashion
  A fashion and style forecasting service, and provides access to the latest news, business and retail strategy reports for the style and fashion industry.
  more...
- Women's Wear Daily
  Current fashion news, trends and retail information.
  more...
- Sourcing Journal (delete with OLD Fashion)
  Premier trade publication for apparel and textile executives focused on sourcing and manufacturing.

Market & Industry Research

- IBISWorld
  Industry reports include key statistics, market characteristics, industry conditions, key competitors, and outlook.
  more...
- Mintel Academic
  Market research reports covering US and European consumer markets including lifestyles, technology, and apparel.
  more...
- Statista
  The largest available data aggregator for statistics, with sources both within the

Contact:
smr87@drexel.edu
215 895 2772

Subjects:
Architecture, Art & Art History, Arts Management, Design, Digital Media, Film & Television, Media Arts & Design, Music, Performing Arts
FRAMEWORK FOR REVISIONS

• Consider them e-learning tools
• Facilitate access to + engagement with disciplinary resources
• Encourage interactivity with information sources
• Organize with the learner's need or habit in mind
• Create guides for finding information, not library resources

tinyurl.com/SMRLibGuides
CONVERSATION (STYLE + WORKED EXAMPLE)

Books are great resources for finding case studies. Do a Summon Search, below. Keyword search by building type or material such as museum architecture or timber construction. Tip: search words as a phrase by placing them in quotes (for example, "school architecture"). Can't find what you need? Contact Shannon!

Links to Summon search limited to book/ebook

- Smarthistory
  - Watch videos + read essays
- The Met
  - Explore the Heilbrunn timeline

- ESRI Zip Lookup
  - Also known as Tapestry, this free resource lets you explore a community's characteristics by zip code. Enter a zip to see the top three personas that live in that area. Select Click for More Details to view the full persona.

tinyurl.com/SMRLibGuides
TUTORIALS (SCREENSHOTS + VIDEO)

Create an Account

- WGSN Fashion
  Identify + forecast trends and read retail news + reports.
  more...

You'll need to create a personal WGSN account to download images + reports and use the Wor...

Go to Login in the upper right

Select Create a New Account

Use your Drexel email to create a WGSN account. Your account will expire after 90 days of no...

Your Workspace will appear in the upper right once logged in.

*Your use is limited to non-commercial, educational use only. Since you're creating a personal a...

OpenDataPhilly
Includes the official op...

CultureBlocks
This is a free mapping...

Pennsylvania Spatial
PASDA is Pennsylvan...
# FACE-TO-FACE TO RESEARCH GUIDE

**student book reviews**

<table>
<thead>
<tr>
<th>Photo Majors' Book Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hellen van Meene: Tout va Disparaître</strong></td>
</tr>
<tr>
<td><img src="image" alt="Image of book cover" /></td>
</tr>
</tbody>
</table>

> I was initially attracted to this book first by its location in the portrait section and the disappear.™ The portraits are several collections by Hellen van Meene, documentin heavy way. I appreciate the way van Meene coaxes all her subjects into a similar w figure dangling with little agency over their own life. By placing the photos in a whit heavy wood, and inside of the book it feels as though the subjects are going to fade back nicely to the title.

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## Contribute to the Canvas

**Contribute to the Padlet Canvas**

Which resources did my team find that contain information useful to our assigned business plan "section" (Strategy + Implementation, Industry, Competition, or Target Market)?

## Resources for Business Plan Development

Which key questions does your resource help answer? Write the name of your resources + a brief description of why it’s useful for this section of the business plan.

<table>
<thead>
<tr>
<th>STRATEGY + IMPLEMENTATION</th>
<th>INDUSTRY</th>
<th>COMPETITION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>Which industry does my</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>includes: overview,</td>
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</tbody>
</table>

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**Padlet / photos of in-class group work**

**links to handouts + in-class activity worksheets**

[ tinyurl.com/SMRLibGuides ](tinyurl.com/SMRLibGuides)

Hicks, Alison. “LibGuides: Pedagogy to Oppress?” Hybrid Pedagogy April 16, 2015, hybridpedagogy.org/libguides-pedagogy-to-oppress/


IN CLASS & SUPER PERSONALIZED

ARH 390: Processing Place - Uchill

Welcome!

This guide was created just for your ARH 390 course. Hover over the Welcome tab for a list of personalized resources.

Not-Art Specific Library Databases

- JSTOR
  - This database of scholarly journals includes them from their first issue (some date back to the 1800's) to between two and five years prior to the present. Your topic can be seen through many disciplines and this database covers many. Be sure to select "All Content" under "Select an Access Type" to see the most results.

- ProQuest Central
  - Your topic is so broad and interdisciplinary, looking at a large interdisciplinary database like this would be helpful. ProQuest Central includes newspaper and magazine articles along with scholarly journal articles.

Other Resources

- Walking and Mapping: Artists as cartographers by Karen O'Rourke
  - This is technically on reserve for another course but you can still check it out for a short period of time.

- Detainee Lies Magic by John R. Struyve
  - On the 8th floor, books that have call numbers starting with G 3160 to G 3990 all have to do with maps and GA 1 through GA 1776 have to do with cartography. I would suggest browsing through these books to see if anything jumps out at you.

- Spatial History Project
  - The Spatial History Project is run by Stanford University. The projects created through this tab often have to do with mapping.

HTTPS://GUIDES.LIB.UMASSD.EDU/ARH390UCHILL
IN CLASS & LESS PERSONALIZED #1

ARH 390: Materialities & Mass Culture - Uchill

Welcome  Assignment  Plan  Suggested Resources  Help

Step 1


- What artist do you want to work with?
- Find examples of their work (or if the assignment calls for you to work with a specific work of theirs, find that one) to see what sparks your interest!

Step 2


- Spend some time with the work. Look at it and be with it.
- Jot down some ideas you have about the materials used. Even though you have to cite at least two scholarly sources in this essay, most of the essay is coming from you, so see what you have to say.

Step 3


- Find some scholarly sources that still enhance what you have to say (see the Suggested Resources tag).
- Recognize that you may not find anything on that particular artist or work, so entertain the idea of finding a scholarly source that takes a non-art approach to the materials or the meaning you find

HTTPS://GUIDES.LIB.UMASSD.EDU/ARH390MATERIALS
IN CLASS & LESS PERSONALIZED #2

HTTPS://GUIDES.LIB.UMASSD.EDU/ARH390STUDIO
RESEARCH MAPPING:
TARGETED QUESTIONS TO DIG DEEPER, SET DIRECTION

GINNY MORAN
RESEARCH & INSTRUCTION LIBRARIAN
MACALESTER COLLEGE
VMORAN@MACALESTER.EDU
GINNYLMORAN@GMAIL.COM
ART HISTORY – DRAWING CONNECTIONS BETWEEN SOURCES

Why?
- Visual representation of a topic/work in context
- Diagramming relationships between scholarships
- Identify gaps in the scholarly conversation

How?
1. Introduce cited reference searching
2. Group students and direct to selected Oxford Art Online passages on sample topics – each group gets a different topic
3. Student teams identify additional works using cited reference searching starting from OAO
4. Student teams review bibliographies and literally draw connections between the sources they have found
5. Teams reflect on knowledge gaps to generate research questions/next steps
STUDIO ART – USING TARGETED QUESTIONS TO PLAN NEXT STEPS

Why?
- Visual representation of a topic/work in context
- Clarify ideas and provide space for self-reflection
- Acknowledge existing knowledge

How?
1. Introduce activity through example
2. Provide a visual guide (handout or projection) to questions
   - Definition/Scope
   - Personal Connection?
   - Who Cares?
   - What do I already know?
   - What do I want to learn/investigate?
3. Students work individually on their own ideas
4. Encourage lots of lines, connections + revisiting
CONCEPT MAPPING: ONLINE TOOLS, ART HISTORICAL RESEARCH, & STUDIO BRAINSTORMING

EVA SCLIPPA
FIRST YEAR ENGAGEMENT LIBRARIAN
UNC WILMINGTON
SCLIPPAE@UNCW.EDU
ESCLIPPA@GMAIL.COM
# CONCEPT MAPPING – ONLINE TOOLS

<table>
<thead>
<tr>
<th>Tool</th>
<th>Features</th>
</tr>
</thead>
</table>
| Mindmeister – mindmeister.com | - 3 maps/diagrams in free account  
- Can create sharing/editing link |
| Coggle – coggle.it         | - Unlimited maps/diagrams in free account  
- Sharing via Google invitation only |
| Bubbl.us – bubbl.us        | - 3 maps/diagrams in free account  
- Sharing via invitation only—cannot edit at the same time |
ART HISTORY – REFINING A RESEARCH QUESTION

Why?
• Visual representation of a topic/work in context
• Diagramming relationships between related issues
• Generating research questions

How?
1. Introduce concept maps
2. Send students to a selected Oxford Art Online passage on your sample topic
3. Add sample category bubbles to concept map through class discussion
4. Students work in pairs to add OAO information to structured concept map
5. Students generate research questions by drawing connections between items on map
STUDIO ART – SEEKING INSPIRATION

Why?
• Facilitates brainstorming/creative process
• Links image databases and research to creative process
• Expands student awareness of other practicing artists

How?
1. Introduce concept maps
2. Have students explore Artstor and other image databases through browsing/limiters
3. Help students create customized concept maps of their inspirations and influences
HYBRID – RESEARCH-BASED CREATIONS

Why?
• Studio art students crafting proposal for artistic works based in history
• Merges art historical research skills and creative brainstorming/artistic vision

How?
1. Introduce concept maps
2. Reference sources/Oxford Art Online
3. Create map framework through discussion
4. Have students complete map using OAO sources and Mindmeister
5. Demonstrate Artstor
6. Second mapping activity
SMALL GROUP DISCUSSIONS

WORKSHOP, PART I
SMALL GROUPS:

- Group Discussion and Collaboration
- Self-Guided and Online Learning
- Brainstorming and Concept Mapping
SMALL GROUP DISCUSSION QUESTIONS

• What instruction context are you attempting to introduce active learning into?
• Could the active learning techniques presented at the start of this session apply to any of these contexts and objectives? Which ones and how?
• What are some potential trouble spots for these?
• What are some difficulties you’ve encountered in your traditional instruction?
LARGE GROUP DISCUSSION

TINYURL.COM/TEACHINGSIG-2019
BLOG: TEACHING.ARLISNA.ORG

LISTSERV:
EMAIL
IMAILSRV.@ARLISNA.ORG WITH "SUBSCRIBE TEACHING_SIG" IN BODY