Designing an Active Learning Popular Culture Experience

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DESIGNING AN ACTIVE LEARNING POPULAR CULTURE EXPERIENCE

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ACTIVE LEARNING

- Student engagement
- Cooperative and collaborative learning
- Promotion of analysis, synthesis, and evaluation of class content
- Students create and do meaningful learning activities, by demonstrating process, analyzing arguments and content, and applying the concept
FACILITATE INDEPENDENT, CRITICAL, AND CREATIVE THINKING

ASK STUDENTS TO ANALYZE, SYNTHESIZE, OR APPLY MATERIAL

▸ During lectures and assignments

▸ Group and collaborative work

▸ Case studies: academic theories and real-world problems and topics.

▸ Debate: competing viewpoints, role play, multiple perspectives
ENCOURAGE EFFECTIVE COLLABORATION

SMALL TO LARGE GROUP DISCUSSIONS

- Small group discussions can foster a larger class discussion
- Peer instruction or presentation exercises
- Improve understanding by having students teach to their peers
- Study groups
- Quick, break-out "teaching" sessions, informal vs formal
INCREASE STUDENT INVESTMENT, MOTIVATION, AND PERFORMANCE

INVITE STUDENTS TO ACTIVELY PARTICIPATE IN LEARNING ENVIRONMENT

- Greater responsibility in outcome of the course and their performance
- Opportunity to decide how and what they learn
- Students see a course as more valuable and directly related to their goals
- Involve students in the creation of classroom activities (choose topic of discussion, generate ideas about how a concept could be applied)
SCREENINGS: STAGE 1

- Pre-screening: the aim of assigning a prescreening is to guide, direct, and advise students; set the stage for critical viewing of content; introduce them to new vocabulary; clarify technical and cinematic terminology; and discuss requirements of the screening.
SCREENING: STAGE 2 & STAGE 3

- During screening: Create worksheet for students to collect data from the film/show/text and written concepts.

- Post-viewing activity: Break into groups, provide topics for class discussion and debate, give opportunities for groups to review content and clips together, give students options to provide evaluation of the film/show/text and each other's comments. Give them options to 'report' out and show pertinent clips for discussion. Use LMS to carry discussion out of the classroom.
SOME EXAMPLES

OTHER TOOLS

▸ Use the LMS to create discussion ahead of class time or to follow up after.

▸ Tools, such as Sakai Lessons and Wikispaces give students opportunity to create context around a clip or research topic.

▸ TED Ed - students and instructors can create quizzes around YouTube clips.

▸ Library Databases - Films On Demand, Swank, Kanopy

▸ TimeToast, TimeLine (ReadWriteThink), TimelineJS (Northwestern)
CONTACT ME!

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