Appendix D
Active Learning while Physical Distancing

This document was initiated by Dr. Jennifer Baumgartner, LSU, and community-created. See attribution below. Note that not all suggestions may work at Clemson: see Clemson supported tools.

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. Many of these activities are explained for faculty—in short videos and pdfs—on the new Patricia Cross Academy website.

For Fall 2020, given the need to deliver courses both in a physically distanced classroom and online, consider the interaction of instructions in the last two columns, as you will have groups of students online while others are in a classroom in a Blended environment.

Goal	F2F Active Learning Activity	Online Asynchronous	Online equivalent-Synchronous	Physical Distanced Classroom
Encourage active engagement	Think-pair-share	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.	Use breakout meeting rooms in online video conferencing platforms to simulate small group discussions.	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. When sharing with

				class, consider it practice in projecting voices, so all classmates hear.
Encourage active engagement	Small group discussions		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.

Give group assignments and workshop formats for small teams to hold online brainstorm meetings and create things together using collaboration tools between live sessions | 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. |
| 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 | Assign partners in the classroom that can talk 6 ft apart. Alternatively, students can "talk" through texts on group.me or through a shared google doc or slide show, when distance would |

			meeting rooms with a reporter to share.	make the volume in the room difficult for some students to learn.
Engage/ Check understanding	Polling	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.	Use the polling feature in Zoom or another online poll to ask questions and show responses in real-time.	Use an online polling feature and share results with the class. Students without a device can use colored cards, Plickers, 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 essential information and share on the LMS. Encourage students to fill in the blanks during the class session.	Create a set of class notes with blanks for essential information and share on the LMS. Encourage students to fill in the blanks during the class session.
Engage	Pausing in lecture	Ask students to use digital pin boards to share content and have discussions	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.	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	Assign partners and pose a question, asking them to share their ideas, in a Canvas	Use shared spaces for small groups to record ideas using collaborative tools such as	If regulations allow, put poster boards around the room. Dismiss one group of students to go a single poster board

		discussion forum for the pair, email or other tools like flip grid or marco polo.	Padlet and Google docs/slides/draw, and then view those with the whole class. Some tools could be Google, etc.	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 around the room. One option is to consider using virtual poster boards.
Engage	Fishbowl	Use the polling feature in Moodle and share out the results in a class announcement, email, or within the module.	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. You could also run a "pictionary" version online at https://skribbl.io/ Skribbl allows users to join private rooms, and even to create a specific word bank	Students can take turns role playing or miming a solution for others to critique, watch, etc 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.

			(i.e., containing terms from class).	
Monitor/ assess understanding	Quickwrite	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 the course materials, students complete and annotate the notes.	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 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.
Monitor/assess understanding	Muddiest point	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.	Encourage students to identify any unclear or "muddy points". Muddiest points can be added in the chat or on a shared screen.	Have students use post-it notes to share their muddiest point and instructor can discuss with the class Students can share their muddiest point using a online poll or anonymous Google doc
Reflect on learning	Four corners	Use shared spaces for small groups to record ideas using collaborative tools such as Padlet and Google docs/slides/draw, and ask students to review these ideas as part of the module's activities.	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.	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	What's missing?	Students can record themselves with role play/miming a solution and others can respond in a discussion forum.	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 with what is missing.
Reflect on learning	Aha wall	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.	In real time ask students to post an "aha" in the chat and use these to guide discussion or future instruction.	Consider placing poster boards on 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	Pose a question in a discussion forum or other shared space or submit a video chat (one tool that could work is Flipgrid).	Together create a pro/con list using a collaborative google document in real time or on a shared screen	Generate a pro/con list using collaborative documents, such as Google docs.
Strengthen understanding	Concept map	Have students make a choice using the poll feature in Moodle.	Use an online tool (such as Mindmeister) to have students work collaboratively in real-time to add to the concept map. Google Draw may be a tool that would be	Use an online tool (such as Mindmeister), to have students work collaboratively in real-time to add to the concept map.

		useful.		
Strengthen understanding	Visual prompt	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.	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 understanding	Entry/Exit Tickets	Ask students to post an "aha" in the discussion forum and use these to guide discussion or future instruction.	At the beginning or end of a 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).	At the beginning or end of a class/ 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	Together create a pro/con list using a collaborative google document	Use the chat feature or collaborative writing spaces such as Google docs to brainstorm ideas and review in class	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	Use an online tool (such as ç), 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.	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	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

			an adaptive release discussion board post.	posted on an adaptive release discussion board post.
Providing/ getting feedback on work in progress	Peer review	Offer a visual prompt and ask students to respond. This can be done using tools like Voicethread and A.nnotate		See "Think-Pair-Share" ideas above.
Providing/getting feedback on work in progress	Progress Chart for Whole Class			

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