

Active Learning while Physical Distancing

The chart below outlines some common active learning strategies and corresponding approaches appropriate for online teaching in both synchronous and asynchronous approaches.

Goal	F2F Active Learning Activity	Online equivalent-Synchronous	Online-Asynchronous	Physical Distance Classroom
Encourage active engagement	Think-pair share	Use breakout meeting rooms in online video conferencing platforms to simulate small group discussions.	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.	Set up small groups of 3-5 students. Pose a question. Use a zoom room or google doc to help with communication. Have a discussion outside of class time, and report during class or outside of class. When sharing with the class, project 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	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 with the larger class discussion forum. Ask students to use digital pinboards to share content and have discussions	Set up small groups of 3-5 students. Pose a question. Use a zoom room or google doc to help with communication. Make breakouts a little longer. Have groups assign a reporter who may write using a Google doc/on handheld whiteboard, or just oral report, and when reporting out consider it practice in projecting voices so all classmates hear. Please do not have students share markers.
Encourage active engagement	Turn & 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 meeting rooms with a reporter to share.	Assign partners and pose a question, asking them to share their ideas, in a moodle discussion forum for the pair, email, or other tools like flipgrid or marco polo.	Assign partners in the classroom that can talk 6 ft apart. Alternatively, students can "talk" through texts on group.me , slack, or through a shared google doc or slide show, when distance would make the volume in the room difficult for some students to learn.
Engage/ Check understanding	Polling	Use the polling feature in Zoom or another online poll to ask questions and show responses in real-time.	Use the polling feature in Moodle and share out the results in a class announcement, email, or within the module.	Use an online polling feature and share results with the class. Students without a device can use colored cards, 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 important 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 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.	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.

Goal	F2F Active Learning Activity	Online equivalent-Synchronous	Online-Asynchronous	Physical Distance Classroom
Engage	Pausing in lecture	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.	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.	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	Use shared spaces for small groups to record ideas using collaborative tools such as Google docs/slides/draw, and then view those with the whole class. Some tools could be Google, etc.	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.	If regulations allow, put poster boards around the room. Dismiss one group of students to go a single poster board 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 them 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	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 the focus can be on the student miming.	Students can record themselves with role play/miming a solution and others can respond in a discussion forum.	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 the professor leads a whole class discussion among listeners afterwards.
Monitor/ assess understanding	Quickwrite	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 a summary of their responses with the whole class.	Pose a question or two in a discussion forum and have students respond. Instructors may follow up by sharing a selection of responses or a 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 a summary of their responses with the whole class. Please do not have students share markers.
Monitor/assess understanding	Muddiest point	Encourage students to identify any unclear or "muddy points". Muddiest points can be added in the chat or on a shared screen.	Pose a question in a discussion forum or other shared space or submit a video chat (one tool that could work is Flipgrid).	(1) Have students use post-it notes to share their muddiest point and instructor can discuss with the class (2) Students can share their muddiest point using an online poll or anonymous Google doc

Goal	F2F Active Learning Activity	Online equivalent-Synchronous	Online-Asynchronous	Physical Distance Classroom
Reflect on learning	Four corners	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.	Have students make a choice using the poll feature in Moodle.	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?	On Zoom use slides, present a list of ideas, terms, equations, 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 in the discussion forum with what is missing. Can also be done using a lesson or quiz.	Using slides, present a list of ideas, terms, equation, or rationale. Students must respond with what is missing, using
Reflect on learning	Aha wall	In real-time ask students to post an "aha" in the chat and use these to guide discussion or future instruction.	Ask students to post an "aha" in the discussion forum 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 a handheld dry-erase board.
Strengthen understanding	Pro/con list	Together create a pro/con list using a collaborative google document in real-time or on a shared screen	Together create a pro/con list using a collaborative google document	Generate a pro/con list using collaborative documents, such as Google docs.
Strengthen understanding	Concept map	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 useful.	Use an online tool (such as c), 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.	Use an online tool (such as Mindmeister), to have students work collaboratively in real-time to add to the concept map.
Strengthen understanding	Visual prompt	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. 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	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 in the chat, poll or discussion forum.	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	Use the chat feature or collaborative writing spaces such as Google docs to brainstorm ideas and review in class	Use collaborative writing spaces such as Moodle Workshop to brainstorm ideas and review in follow-up video/post or activity	Use collaborative writing spaces to brainstorm and share in real-time. This can be done with some features in Google Drive, Zoom, Canvas, online polling, or even google documents.

Goal	F2F Active Learning Activity	Online equivalent-Synchronous	Online-Asynchronous	Physical Distance Classroom
Active Engagement	1 Minute Quiz	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 an adaptive release discussion board post.	Offer a short, alternate activity that allows students to earn the same number of points.	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 an adaptive release discussion board post.
Providing/getting feedback on work in progress	Peer review	Have students share drafts prior to class and then break into groups for discussion/feedback. Have select students share with the class in real-time and provide a way for students to give feedback (e.g., answer three questions, etc.)	Students post drafts in LMS, or read it aloud via Panopto or Flipgrid. Guided by course rubric/specific prompts for feedback, partner(s) read/view, and respond. Consider small-group peer review. (See "Small Group Discussions" above.) Peer reviewers also score writers draft preparedness, and writers score reviewers for the helpfulness of feedback.	See "Think-Pair-Share" ideas above.
Providing/getting feedback on work in progress	Progress Chart for Whole Class		Chart steps in a larger projects (essay writing, research project, etc) in Google doc, and each student fills out row as progress. Prof gives feedback via marginal comments.	

Online Polling Options:

[Poll Everywhere](#)

Poll Everywhere is a cross-platform polling tool that offers a number of ways to encourage audience participation. Participants can respond to a number of types of questions including multiple-choice, open-ended, short answer, and even clickable images. Student responses can be anonymous; however, there is also a new option available to collect participants' screen names. Polls can be incorporated into PowerPoint, Keynote, or Google Slide presentations and are accessible via computer, phone or mobile device. For higher-education instructors, Poll Everywhere is free for 40 responses per poll.

[Sli.do](#)

Like Poll Everywhere, Sli.do is a platform to create live polls and online Q&A sessions in class. However, what sets Sli.Do apart from the other online-polling platforms is its ability to crowdsource. Students can post questions and then vote for the ones they like most. This can allow instructors to prioritize learning based on student responses. Responses are posted in real-time. Also, Sli.do offers a program called, [Switcher](#). Unlike other polling tools that offer a way to embed polls into PowerPoint presentations, Switcher allows users to display Sli-do polls and questions on top of presentations. As a result, Switcher allows a poll to remain active throughout a presentation. Sli.Do's free plan allows users to create three polls per "event."

[Mentimeter](#)

Mentimeter is an easy-to-use feature-rich platform for audience polling and participation. It has an intuitive design, a clean user interface, and multiple polling options. The free educational version offers unlimited audience size (no credit card is needed to get started). Upgraded paid versions include options to export and download results to Excel formats.

[Google Forms](#)

Adapted from Active Learning While Physically Distancing by Dr. Jennifer Baumgartner, Associate Professor at Louisiana State University, with collaborative input from various groups, including members of the LSU LTC and the [POD Network](#). Licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).

Goal	F2F Active Learning Activity	Online equivalent-Synchronous	Online-Asynchronous	Physical DistanceClassroom
------	------------------------------	-------------------------------	---------------------	----------------------------

As a part of Google’s Drive suite of tools, Google Forms is now a standard for cloud-based options to poll students. Create forms or collaborate with other Google users to create polls and other forms. Although the polling features are limited compared to other online platforms, students are likely familiar with Google Forms. They may even be able to create their own polls in order to create a peer learning experience.