

Inciting Learning by Doing: Bringing Active Learning into Your Classroom
ARLIS/NA Annual Conference
Salt Lake City, Utah, March 27th, 2019

Part 1: Answer the following questions individually:

1. What is the context you're trying to introduce more active learning into?

Audience (e.g. undergraduate students, studio artists, etc.):

Session format (e.g. one shot, tour, credit course):

Subject area:

2. What are your learning objectives? (What should students understand or be able to do by the end of this activity?)

Ex: Students will be able to _____ in order to
_____.

Part 2: Small group discussion:

1. What are some difficulties you've encountered in your traditional instruction?
2. Could the active learning techniques presented at the start of this session apply to any of our contexts and objectives? Which ones and how?
3. What are some potential problems you might face with these new activities?

Notes/ideas from discussion:

Part 3: Working individually, briefly identify the main struggles your students have with your objectives as currently taught:

Part 4: Pair workshopping

1. In groups of two (or three), present your full context, learning objectives, and challenges to your partner(s).
2. Propose potential solutions for your partner(s), focusing on how active learning could help meet the stated challenges.

Proposed plan/notes from discussion:

Sample active learning context scenarios:

(If you don't have your own, feel free to use one of these!)

- Teaching undergraduate art history students how to generate keywords and search terms in a one shot session
- Teaching studio art majors about finding, storing, and citing images in a several hour long workshop
- Teaching bias in search tools to upper division undergraduates
- Examining the pros and cons of using auction catalogs as sources for research papers in an art and architecture of the ancient world survey course