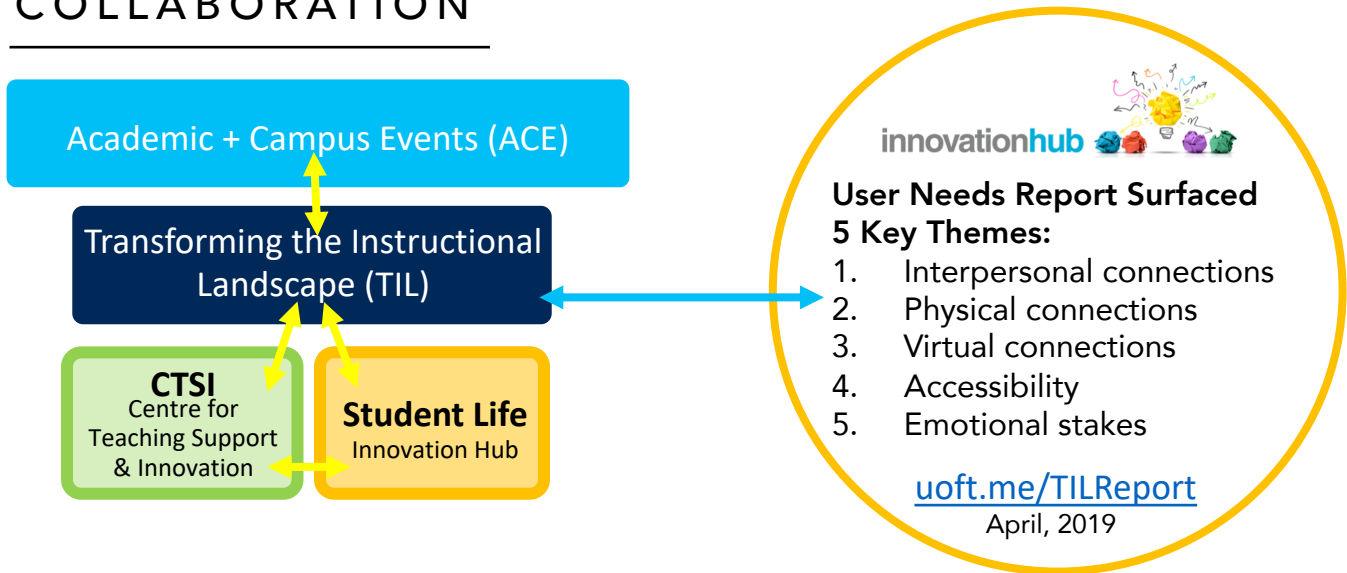


Transforming the Instructional Landscape Assessment Project

GOAL

Supporting Active Learning (AL) and capitalizing on the affordances of Active Learning Classrooms (ALCs).

COLLABORATION



CTSI'S INQUIRY TO DATE

1. Active Learning in Large Classrooms Resource - [Environmental Scan](#)
2. ACE/CTSI/TIL [Website Review](#)
3. [Report](#) on the Pedagogical and Technical Support for ALCs at U of T

CTSI'S CURRENT INQUIRY

1. What are faculty members' and their teaching teams' experiences teaching in ALCs?
2. What are U of T's broader institutional goals for these spaces?
3. How can faculty/teams entering these ALCs spaces be best prepared and supported?

METHODS

- Senior administrator Interviews and document collection
- Instructor Interviews – sampling of diverse classrooms, disciplines and faculty who have taught in ALCs in 2018-2019 and Fall 2019
 - Classroom observations
 - Syllabi analysis
- Instructional Team Focus Groups

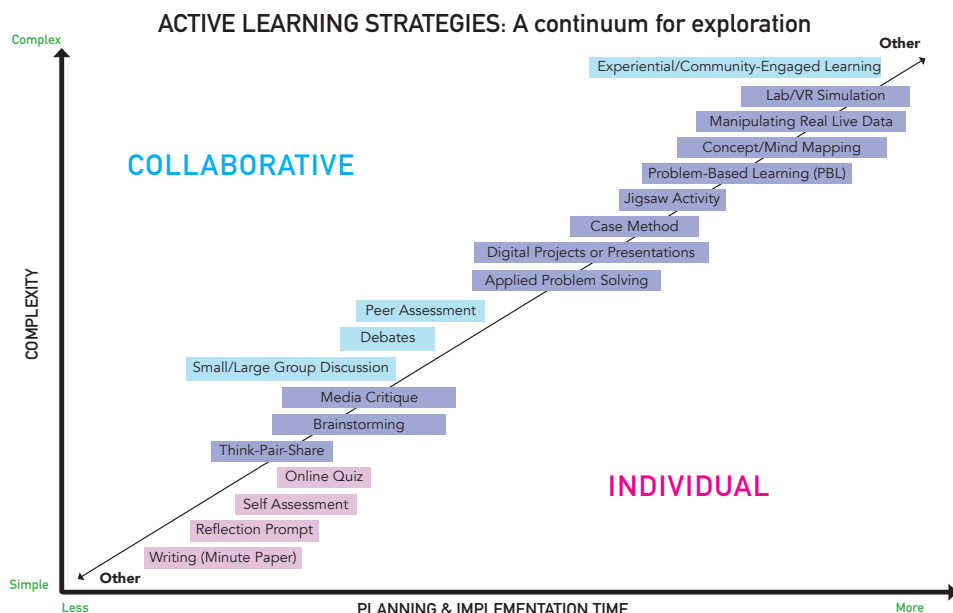
SURFACING CHALLENGES

1) Defining Active Learning (AL):

CTSI reviewed definitions from the literature – common attributes distilled for use at the University of Toronto

- Learning processes that require students to collect and synthesize information, practice critical thinking, and engage in problem solving activities
- Emulate real-life situations that graduates will experience in a non-academic setting

- Consideration of a continuum of instructional strategies to engage learners in the learning process (simple to complex and less to more time to plan/implement)
- Role and goal of self-regulation aimed at understanding one's learning needs, content knowledge and discipline-specific methods, and to take action to improve in the identified areas
- Sharing of agency between instructor/students
- AL can also be enhanced with technology



This is a continuum of some active learning strategies. Adapted from the Center for Research on Learning and Teaching, University of Michigan http://crlt.umich.edu/sites/default/files/instructor_resources/how_can_you_incorporate_active_learning.pdf

2) Developing a Matrix of U of T's ALCs

CATEGORIES	ALC	ALC 1	ALC 2	ALC 3: Large
Room Layout	Easily reconfigurable with movable chairs and tables	Easily reconfigurable with movable chairs and tables	Easily reconfigurable with movable chairs and tables	500-seat auditorium is the only lecture hall of its kind in North America, featuring small-group seating and interactive learning. Chairs are arranged around tables
Table Size	1 to 8 students	1 to 8 students	4 to 8 students	4 or 6 students per table
Writing Surface	Single/Multiple Chalkboard or Whiteboard	Multiple Whiteboards	Multiple Whiteboards	
Presentation Options	Dedicated Front of Room	<ul style="list-style-type: none"> • Flexible: Teacher to class and Student/small group to class • Pre-set number of Technology Enhanced Presentation Options • Wireless presentation option 	<ul style="list-style-type: none"> • Flexible: Teacher to class and Student/small group to class • Flexible number of Technology Enhanced Presentation Options (independent collaborative presentation and ad hoc presentation group formation) • Wireless presentation option 	<ul style="list-style-type: none"> • Flexible: Teacher to class and Student/small group to class • Flexible number of Technology Enhanced Presentation Options (independent collaborative presentation and ad hoc presentation group formation) • Each table is fitted with a microphone and instructors control the presentation order to the whole class • Wireless presentation option