

# Teaching Tools: Active Learning in Multimodalities

This chart details an array of practical strategies to make teaching engaging and impactful—regardless of the delivery method. Nested below each common teaching goal are ideas for different active learning strategies that can be implemented in the synchronous online classroom, asynchronous online classroom, and the face-to-face classroom. Hyperlinks are included for easy access to tools that you have access to as an ISU faculty member. Interested in learning more about active learning: Check out CELT’s new Active Learning Institute (ALI): <https://www.celt.iastate.edu/resources/programs/active-learning-institute/>.

Goal: Engage Content Learning & Support Communication Skills Development			
	Online — Synchronous	Online — Asynchronous	Face to Face (F2F)
<b>Think-Pair-Share</b>	Use breakout meeting rooms in <a href="#">Webex</a> or <a href="#">Zoom</a> for small group discussions or create multiple channels in <a href="#">Microsoft Teams</a> for a more focused approach.	Ask students to respond to a question in a small group, then report out to the larger class discussion forum on <a href="#">Canvas</a> , <a href="#">Piazza</a> or <a href="#">Top Hat</a> .	Divide the class into pairs. Give a set time for discussion and adjust if needed. Then, allow time for sharing using the physical whiteboard or digital tools like <a href="#">Top Hat</a> .
<b>Small Group Discussion</b>	Build on the Think-Pair-Share strategies while using <a href="#">Google Docs</a> for collaborative notetaking.	Build on the Think-Pair-Share strategies. Ask students to use <a href="#">Flipgrid</a> to share content and have discussions.	Build on the Think-Pair-Share strategies. Ask groups of 3-5 students to use <a href="#">Google Docs</a> for collaborative notetaking.
<b>Turn &amp; Talk</b>	Ask a question and let the students discuss via chat or have each student respond to a <a href="#">Slido Word Cloud poll</a> .	Assign a <a href="#">Google Slidedeck</a> to groups of ~8 students. <a href="#">Here is an example</a> that provide instructions in the file.	Assign partners in the classroom and have students respond to a prompt with their partner.
<b>Partial Outlines/Slides Provided for Lecture</b>	Create a set of class notes with blanks for important information and share on <a href="#">Canvas</a> . Encourage students to fill in the blanks during the class session.	Develop class notes with blanks for important information and share on <a href="#">Canvas</a> . Encourage students to fill in the blanks while viewing course materials.	Provide class notes with blanks for important information and share on <a href="#">Canvas</a> . Encourage students to fill in the blanks during class.
<b>Pausing in Lecture</b>	Break up your synchronous presentation by stopping for a quick activity. Ask students to respond to a prompt or complete a poll (via <a href="#">Top Hat</a> or <a href="#">Slido</a> ).	In your recorded videos, insert points for students to pause and reflect or answer questions using a quiz function (see <a href="#">Canvas Studio Quizzes</a> ).	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.

<b>Posters &amp; Gallery Walk</b>	Use collaborative tools (such as <a href="#">Google Docs</a> or <a href="#">Jamboard</a> ) for small groups to record ideas, then share with the class.	Have small groups use collaborative spaces such as <a href="#">Google Docs/Slides</a> to record and respond to other students' ideas.	Hang posters around the room. Ask groups to post comments on sticky notes. Share comments with the class.
<b>Fishbowl</b>	Students in the fishbowl role play/mime a solution via <a href="#">Webex</a> or <a href="#">Zoom</a> while others watch and respond in chat or live discussion.	Students in the fishbowl record themselves (using <a href="#">Canvas Studio</a> ) as they role play/mime a solution and others respond by posting comments.	Students in the fishbowl role play/mime a solution while others watch and critique. Discuss as a class at the end.

**Goal: Engage & Check Understanding**

	Online — Synchronous	Online — Asynchronous	Face to Face (F2F)
<b>Polling</b>	Use the polling feature in <a href="#">Webex</a> or <a href="#">Zoom</a> or another online poll (such as <a href="#">Top Hat</a> ) to ask questions and show responses in real-time.	Poll the students by embedding a <a href="#">Slido</a> poll in a Canvas page. Share the results with the class through a Canvas announcement.	Use an online polling feature (such as <a href="#">Top Hat</a> or <a href="#">Slido</a> ) or go device-free and use colored cards, hands, or move to a certain part of the room to indicate their choice.

**Goal: Monitor/Assess Understanding**

	Online — Synchronous	Online — Asynchronous	Face to Face (F2F)
<b>Quick Write</b>	On <a href="#">Zoom</a> or <a href="#">Webex</a> , pose a question or two in the chat feature. 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 in a discussion forum (either through Canvas, <a href="#">MS Teams</a> , or <a href="#">Piazza</a> ) and have students respond. Instructors may follow up by sharing a selection of responses or summary of their responses with the whole class.	Pose 1-2 questions and have students write a response. Students can turn these in at the end of class. Instructors may ask some students to share a selection of responses or summary of their responses with the class.
<b>Muddiest Point</b>	Encourage students to identify any unclear or “muddy points.” Muddiest points can be added in <a href="#">Zoom</a> 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 <a href="#">Flipgrid</a> ).	Have students use post-it notes to share their muddiest point and the instructor can discuss with the class.

## Goal: Strengthen Understanding

	Online — Synchronous	Online — Asynchronous	Face to Face (F2F)
<b>Pro/Con List</b>	Together, create a pro/con list using a collaborative <a href="#">Google Doc</a> in real time.	Have students create a pro/con list together using a <a href="#">Canvas</a> discussion forum.	Using a collaborative document, such as <a href="#">Google Docs</a> , generate a pro/con list.
<b>Concept Map</b>	Ask students to use <a href="#">Quizlet</a> or <a href="#">Google Draw</a> to collaborate in real-time to build a concept map.	Have students collaboratively build a concept map using <a href="#">Quizlet</a> or <a href="#">Google Draw</a> .	Use <a href="#">Quizlet</a> to have students work collaboratively in real-time to add to the concept map.
<b>Visual Prompt</b>	Offer a visual prompt and ask students to respond in real-time using <a href="#">Webex</a> or <a href="#">Zoom</a> .	Offer a visual prompt and ask students to respond with a recorded video using tools like <a href="#">Canvas Studio</a> , <a href="#">Flipgrid</a> and <a href="#">Echo360</a> .	Provide a visual prompt and use live poll technology (such as <a href="#">Slido</a> ) to have students provide a response.
<b>Entry/Exit Ticket</b>	When a module or class session begins/ends, ask students to respond to a question in the chat or a poll inside <a href="#">Webex</a> , <a href="#">Zoom</a> or <a href="#">Top Hat</a> .	At the beginning or end of a class/module, prepare a question for students to respond to through the discussion forum in <a href="#">Canvas</a> .	At the beginning or end of a class/module, ask students to respond to a question using paper or virtual response and turn in to the instructor.

## Goal: Providing/Receiving Feedback on Work in Progress

	Online — Synchronous	Online — Asynchronous	Face to Face (F2F)
<b>Peer Review</b>	Have students share drafts of papers, visuals, or oral presentations prior to class through <a href="#">Canvas</a> , then break into groups for real-time discussion/feedback.	Students post drafts in <a href="#">Canvas</a> or read the draft aloud via <a href="#">Flipgrid</a> . Peer reviewer(s) read/view and respond to specific prompts (see <a href="#">Small Group Discussion</a> ).	See <a href="#">Think-Pair-Share</a> technique.
<b>Progress Chart for Whole Class</b>	Use a collaborative document like this " <a href="#">project progress chart</a> " to communicate progress with each student. Students benefit from individual feedback and can see others' approaches and feedback.	Chart steps in larger projects (essay writing, research project, etc) in <a href="#">Google Documents</a> , and each student fills out a row as progresses. Prof gives feedback via marginal comments.	In a F2F physically distant classroom can still use tools like the " <a href="#">project progress chart</a> " to communicate progress with each student.

**Goal: Active Engagement & Planning for Future Learning Connections**

	Online — Synchronous	Online — Asynchronous	Face to Face (F2F)
<b>Brainstorming Challenge</b>	Use the chat feature or collaborative writing spaces such as <a href="#">Google Docs</a> to brainstorm ideas and review in class.	Use <a href="#">Canvas</a> discussions to brainstorm ideas. Follow-up with a post or activity.	Using <a href="#">Google Documents</a> or pen and paper, have students brainstorm and share in real-time.
<b>Collaborative Written Summaries</b>	Have students individually summarize a topic and then divide the class into groups in real-time through <a href="#">Webex</a> or <a href="#">Zoom</a> breakout rooms. Groups can collaborate to compose an overall summary to share out with the rest of the class. Instructor can lead the whole class discussion, guiding students to provide their rationale. Collaborative documents like <a href="#">Google Documents</a> may be helpful here.	Students individually compose a summary of a topic via a group discussion forum in <a href="#">Canvas</a> . Ask each group to collaborate on a “best-of” summary to share with the whole class. The whole class can vote on the best summary provide their rationale.	Begin with having each student compose a topic summary individually. Then, break students into groups and have them share those summaries with their group members in real time. Groups can then collaborate to compose a best-of summary to share with the class. Instructor can lead the whole class discussion, guiding students to provide their rationale.
<b>1-Minute Quiz</b>	During the first 5 minutes of class, ask students to submit a response to a short poll in <a href="#">Webex</a> or <a href="#">Zoom</a> which takes 1 minute to complete and results are not displayed to the students. Download the results and assign points in <a href="#">Canvas</a> . Questions for the quiz are provided in the last 5 minutes of the previous class.	Provide students with a very brief <a href="#">Canvas</a> quiz. Questions for the quiz are provided ahead of time in a weekly summary email or Canvas announcement sent by the instructor.	During the first 5 minutes of class, ask students to submit a response to a short <a href="#">Top Hat</a> or <a href="#">Slido</a> activity which takes 1 minute to complete and results are not displayed to the students. Questions for the quiz are given in the last 5 minutes of the previous class.

## Goal: Reflect on Learning

	Online — Synchronous	Online — Asynchronous	Face to Face (F2F)
<b>Four Corners</b>	Students have 4 colored cards that can be held up to their webcam when asked a question to display their answer or use a <a href="#">Zoom</a> or <a href="#">Slido</a> poll.	Have students make a choice by embedding a <a href="#">Slido</a> poll in a Canvas page or by using a collaborative document (such as <a href="#">Google Documents</a> ) or responding to a <a href="#">Top Hat</a> prompt).	Students have 4 colored cards (or have them raise their hands, stand up, or move to indicate agreement/disagreement) that can be held or displayed as an answer when asked a question.
<b>What's Missing?</b>	On <a href="#">Zoom</a> or using <a href="#">Google Slides</a> , present a list of ideas, terms, equations, or rationale. Students can respond with what is missing using chat, polls, or live discussion.	On <a href="#">Zoom</a> or using <a href="#">Google Slides</a> , present a list of ideas, terms, equations, or rationale. Students can respond with what is missing using chat, polls, or live discussion. You can also assess this using a lesson or quiz.	Using slides, present a list of ideas, terms, equations, or rationale. Students respond with what is missing using a collaborative document or poll. This can also be done individually through notes and then shared out.
<b>Aha! Wall</b>	In real time, ask students to post an “aha” in the chat of <a href="#">Webex</a> or <a href="#">Zoom</a> and use these to guide discussion or future instruction.	Ask students to post an “aha” in a <a href="#">Canvas</a> discussion forum and use these to guide discussion and future instruction.	Consider placing poster boards on the wall and asking students to put their ideas up using post-it notes.

## Additional Resources, Readings, and References

- [Active Learning for Online Teaching](#)
- [Getting Started with Active Learning Guide](#)
- [Can Active Learning Co-Exist with Physically Distanced Classrooms?](#)
- [Three Strategies for Teaching Writing Remotely During the Pandemic](#)
- [Delivering Remote Education in Place of Seated Education: What & How](#)
- *This document was Initiated by Dr. Jennifer Baumgartner, Associate Professor at Louisiana State University, and continues to be updated with collaborative input from various groups, including [LSU CxC](#), [LSU LTC](#), [POD Network Members](#), and discerning college teachers from across the world. Active Learning while Physically Distancing by [Louisiana State University \(LSU\)](#) is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).*