

## ACTIVE LEARNING CLASSROOMS

### SOFTWARE & TOOLS

- **Poll Everywhere:** Students can submit answers in real-time using their smartphones or a computer. Polls can be embedded in PowerPoint.
- **Blackboard Collaborate or Skype for Business:** Invite a guest speaker to meet with your students via web conferencing using the classrooms built-in webcam.
- **Echo360:** Free up more class time by pre-recording a lecture with Echo 360 that your students can watch in Blackboard before coming to class to engage in collaborative group activities.
- **Writeable Walls and Flat Screen Monitors:** Displays can be used individually by break-out groups or show the same image on all screens.



### TRAINING AND HELP

For training and support in Blackboard and other web-based instructional technologies:

- Contact **Academic Technologies** at [acadtech@pace.edu](mailto:acadtech@pace.edu)
- Visit the Digital Toolkit for tutorials and descriptions of tools:  
[www.pace.edu/digitaltoolkit](http://www.pace.edu/digitaltoolkit)

Contact **Ed Media** for training and support for classroom hardware, features, and Echo360:

**NYC Campus**  
Room: E312  
Email: [sramkumar@pace.edu](mailto:sramkumar@pace.edu)  
Phone: (212) 346-1583

**PLV Campus**  
Room: Miller Hall 31  
Email: [gchacko@pace.edu](mailto:gchacko@pace.edu)  
Phone: (914) 773-3338

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### SUGGESTED CLASSROOM STRATEGIES

#### BACKGROUND KNOWLEDGE PROBE

**Purpose:** Determine effective starting points for lectures and new topics.

**Description:** Basic, simple responses from students (via discussion or **Poll Everywhere**) before beginning a new unit. Students may brainstorm in groups if you choose to assign a different question to each group.

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#### CASE STUDY

**Purpose:** Apply theory to practice by discussing realistic relevant scenarios.

**Description:** Provide scenarios that require using information learned from the course.

*Think-Pair-Share:* Students first *think* about approaches individually, then *pair* up into groups to expand on **writable walls** and reach consensus before *sharing* results with the entire class.

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#### CLOSING SUMMARY

**Purpose:** Determine whether students grasped key lesson concepts.

**Description:** Students write a short closing or “exit summary” of the lesson’s main ideas.

Students can create using their **laptops** and share with their screens or the **Flat Screen**

**Monitors**. Set aside a few minutes at the end of class for discussion and comparison.

Alternatively, the instructor can collect summaries, review them after class, and address misconceptions at the beginning of the next class with students.

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#### WRITE AROUND THE ROOM

**Purpose:** Students build upon one another’s knowledge.

**Description:** Form groups. Each group moves to a station on the **writable walls** to brainstorm and list responses. Instructor tells groups to rotate to next station. The new group expands on the previous group’s responses. Review content of all lists as a group.

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#### JIGSAW

**Purpose:** Integrate a large volume of information in a short amount of time through teamwork

**Description:** Students are assigned to an “expert” group that discusses a portion of a topic.

After researching and investigating their topic, new groups are formed into stations using **moveable furniture** so that each new group includes at least 1 expert from each topic. Each expert presents to their group members to achieve a collective understanding.

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