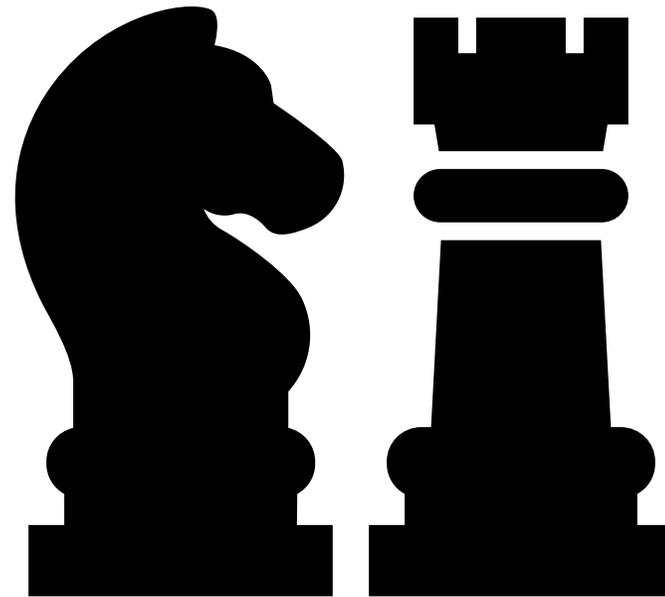
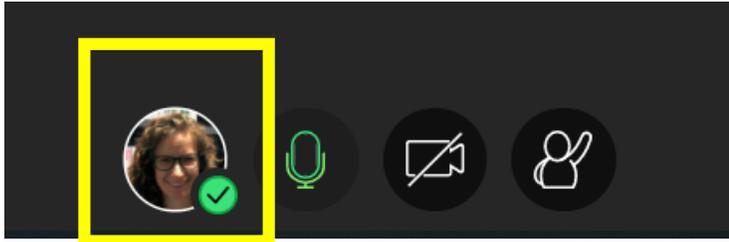




Objects for active learning

Amy West, Sam Thomas, Emma
Kimberley and Sheryl Mansfield





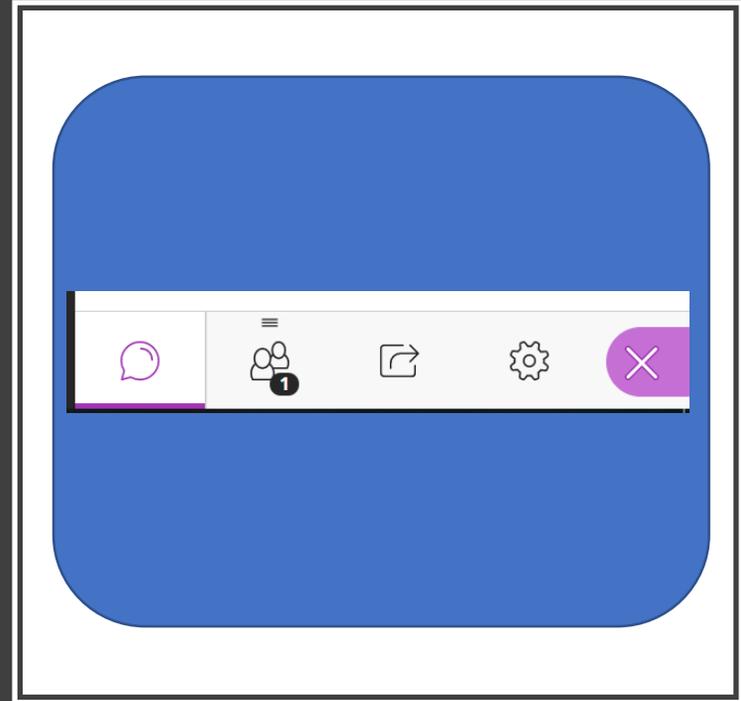
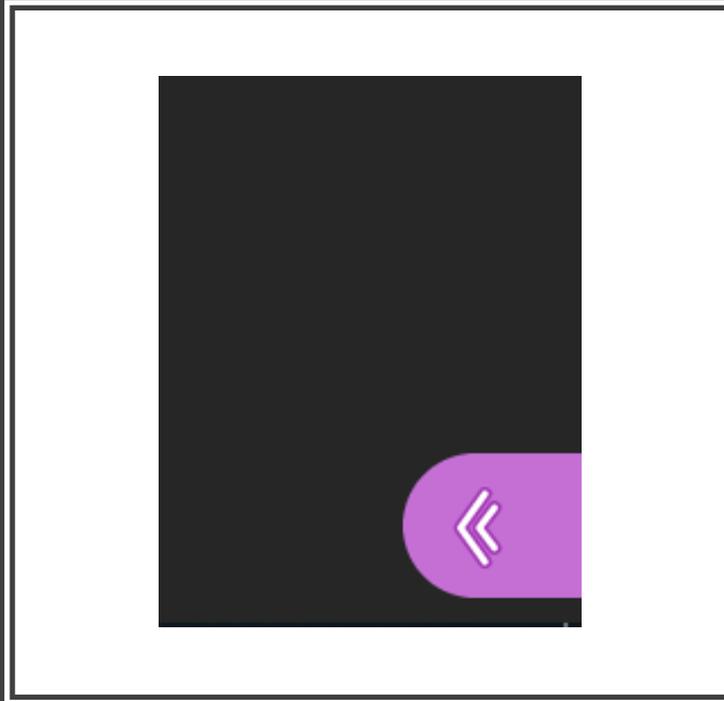
 Amy West
Moderator 

 Away  Leave session

Feedback

 Happy	 Sad
 Surprised	 Confused
 Faster	 Slower

 Agree  Disagree



Collaborate

LD Context

Integrated Learning Support

Active learning to engage students
(Prince, 2004)

Situational interest (Schraw, Flowerday and
Lehman, 2001)

Rich Environments in Active Learning
(REALS) (Grabinger and Dunlap, 1995)

Theoretical perspectives

Active learning through objects (Hardie, 2015)

Metaphor (Power *et al.* 2007; Willox *et al.*, 2010)

Creativity and promoting engagement (Garner, 2005; Gross, 2019)

Collect an object starting with one of these letters:

M

P

S

Activity

Meet

your group in the randomised breakout room.

Share

your objects with the group (would be good to have mics and/or cameras on).

Open

the Jamboard using your group's link (in chat).

Follow

the instructions on the Jamboard.

Your task



Each group will visit the 'cupboard' and choose one item.



Use this object plus those already chosen by team members to create/plan an activity



The activity will be used with students to exercise or develop the skill on your group board



You will share your creation - each group will have 4 minutes to explain their idea

Feeding back





Summary

- It's hard to engage students online, but we have found that creativity can help
- Have a go: sometimes it works, sometimes it doesn't
- Collaborate and share (our most successful sessions are usually collabs or developed out of others' ideas)

References

Garner, R. (2005). Humor, analogy, and metaphor: H.A.M. it up in teaching. *Radical Pedagogy*, 1–6. Available from: [http://www.radicalpedagogy.org/radicalpedagogy/Humor, Analogy, and Metaphor_H.A.M. it up in Teaching.html](http://www.radicalpedagogy.org/radicalpedagogy/Humor,_Analogy,_and_Metaphor_H.A.M._it_up_in_Teaching.html)

Gross, C.D. (2019) *Is there a relationship between student resilience and resistance to active learning?* Center for Teaching and Learning, University of Alberta. Available from: <https://era.library.ualberta.ca/items/fa1235da-fb0a-466c-a3fe-874d09e9c1ff/view/98b877b0-3abc-4503-a606-6d022cca5ec4/AL%20Annotated%20Bibliography%20.pdf>

Grabinger, R. S. and Dunlap, J. C. (1995) 'Rich environments for active learning: a definition', *Alt-J*, 3(2), pp. 5–34. doi: 10.1080/0968776950030202.

Hardie, K. (2015). Innovative pedagogies series: Wow: The power of objects in object-based learning and teaching. *Higher Education Academy*,. Available from: https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/kirsten_hardie_final_1568037367.pdf

Power, C., Carmichael, E., & Goldsmith, R. (2007). Parrot poo on the windscreen: Metaphor in academic skills learning. *Journal of Academic Language & Learning* .1, pp. 18–32). Available from: <http://journal.aall.org.au/index.php/jall/article/viewFile/31/44>

Prince, M. (2004) 'Does active learning work? A review of the research', *Journal of Engineering Education*, 93(July), pp. 223–231. doi: 10.1038/nature02568.

Schraw, G., Flowerday, T. and Lehman, S. (2001) 'Increasing Situational Interest in the Classroom', *Educational Psychology Review*, 13(3), pp. 211–224. doi: 10.1023/A:1016619705184.

Willox, A. C., Harper, S. L., Bridger, D., Morton, S., Orbach, A., & Sarapura, S. (2010). Co-Creating Metaphor in the Classroom for Deeper Learning : Graduate Student Reflections. *International Journal of Teaching and Learning in Higher Education*. **22**(1), pp.71–79.