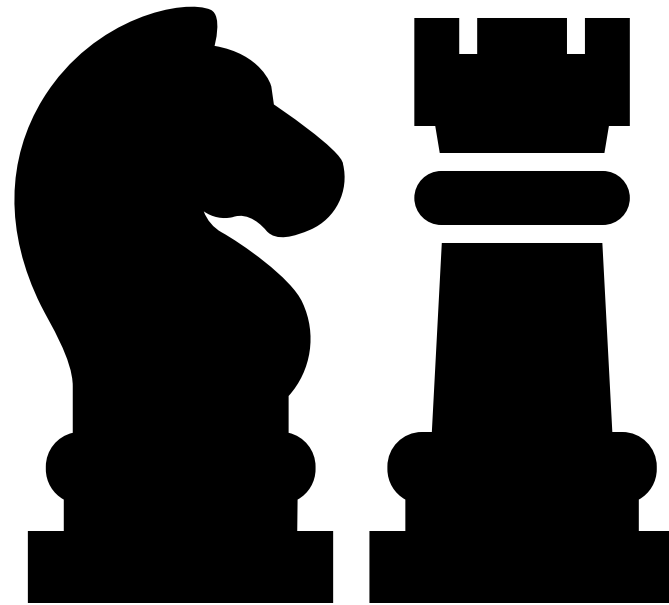
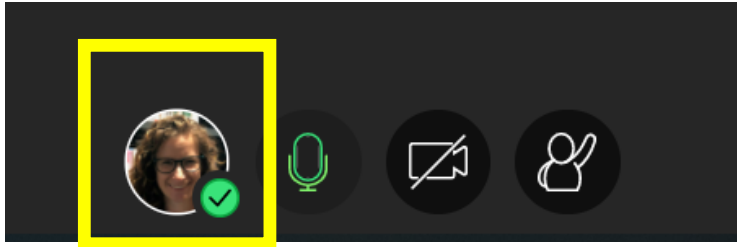








Objects for active learning

Amy West, Sam Thomas, Emma
Kimberley and Sheryl Mansfield











 Amy West
Moderator 



 Away  Leave session

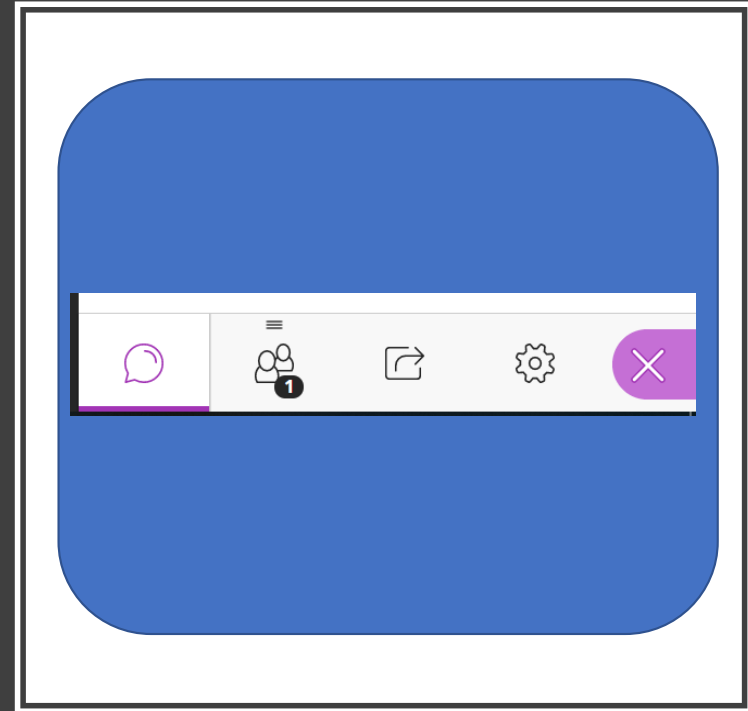
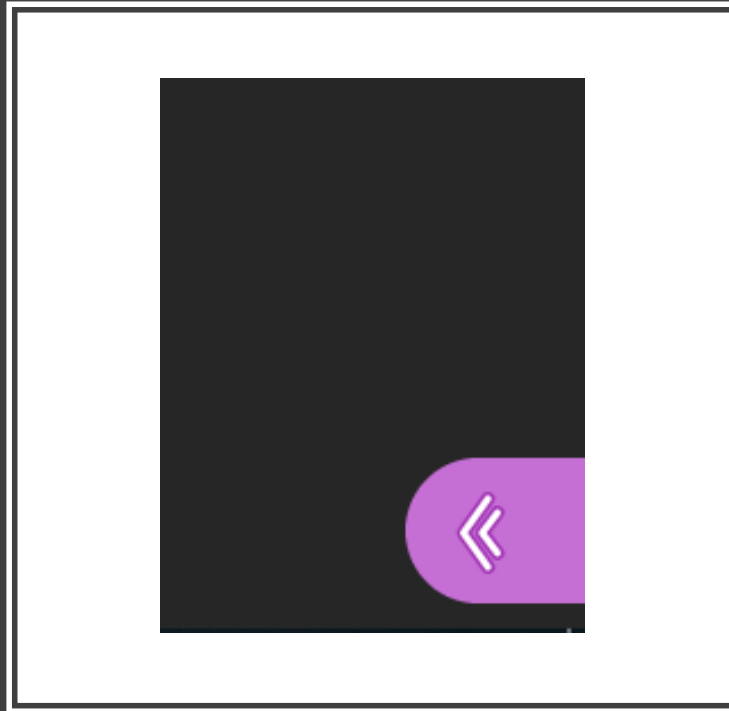
Feedback

 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)

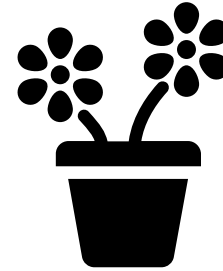
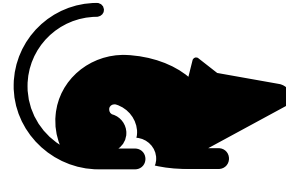
Metaphor (Power *et al.* 2007; Willox *et al.*, 2010)

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

Collect an object starting with one of these letters:



Share your
objects



Activity

Meet

your group in the randomised breakout room.

Talk

about which topic you'd like to choose (options coming up, or choose your own).

Open

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

Follow

the instructions on the Jamboard.

Topics

Keywords

Referencing

Well-being

Choosing and evaluating
sources

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 be asked to feed back.

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)

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