



UNSW
SYDNEY

Australia's
Global
University

Learning Environments

Office of the Pro Vice-Chancellor Education
and Student Experience

Active Learning Guide

Contents

1. What is active learning?	04
2. Before starting to teach, I should...	10
3. Active learning ideas and solutions	28
4. Audiovisual resources	48
5. Where can my students learn?	50
6. Glossary	53

Thoughts on Active Learning



"There are many benefits to active learning, but those that I appreciate the most concern the students' direct engagement and investment in class. Students value opportunities to directly contribute to discussion and engage in their learning with passion."

"My suggestion is to always seek constructive alignment between the pedagogical approach, the course content and the mode of delivery. Try to diversify modes of delivery and don't be afraid of trying new approaches."

— **Dr Dijana Alic,**
Associate Dean Education,
UNSW Built Environment
Scientia Education Academy Fellow

[Watch my active learning class](#)

www.bit.ly/teaching-resources-als



"The teacher's role in active learning changes from that of a "knower" to that of a "facilitator." If Student X asks a question, rather than answering it as a knower, the teacher would ask Student Y to explain it, or ask for a volunteer student to explain it. The student explanations are often better than those given by the teacher."

— **Professor Chihito Kinoshita Thomson,**
Humanities and Languages,
UNSW Arts and Social Sciences
Scientia Education Academy Fellow

[Watch my active learning class](#)

www.bit.ly/teaching-resources-als



"I started slowly and built my confidence in using active learning by starting with problem-solving exercises that then expanded to encompass wider group scenarios. I was able to better align my online and face-to-face class activities."

— **Associate Professor David Heslop,**
Public Health and Community Medicine
UNSW Medicine



"Using active learning techniques has enormous benefits for students, as academics we should utilize the findings of research to make sure our classes are as effective as possible. When planning a class, teachers should think about what the students are doing and thinking. Blocks of teacher-led instruction should be interspersed with activities."

— **Associate Professor Elizabeth Angstmann,**
Physics,
UNSW Science
Scientia Education Academy Fellow

[Watch my active learning class](#)

www.bit.ly/teaching-resources-als

[Watch all active learning classes](#)

www.bit.ly/teaching-resources-als



Brainstorming

TOPIC 1

What is active learning?

UNSW's ['Beliefs about Learning'](#)⁽¹⁾ note that learning is an active process involving a conscious intention on a student's part to make sense of new ideas and experiences and involves action and reflection. This understanding is supported through the implementation of our [integrated curriculum framework](#),⁽²⁾ the [Scientia Educational Experience \(SEE\)](#)⁽³⁾ domains and the [UNSW 2025 Strategy Initiatives](#).⁽⁴⁾

This guide is written for UNSW teachers, tutors, sessional staff and includes practical suggestions about what active learning is. These learning activities can help students to undertake an active and reflective process to make sense of new ideas and experiences in order to construct knowledge.

Links

¹ www.bit.ly/beliefs-about-learning

² www.bit.ly/integrated-curriculum

³ www.bit.ly/scientia-educational-experience

⁴ www.bit.ly/2025-strategy

Active learning:

- may be defined as an active and reflective process involving a conscious intention by a student to make sense of new ideas and experiences in order to construct knowledge.
- teachers are facilitators of the learning process, guiding students to solve problems and engage their higher order thinking skills.
- students take responsibility and control for their learning, working collaboratively with others.
- spaces and technologies enable student learning, and ideally should accommodate both traditional and interactive teaching practices in order to support a diverse range of student learning styles and experiences.



Active learning can help to improve participation in classes as:

- teachers can address missed concepts on the spot, then make any adjustments to their lesson plans, and
- students can talk about the ways they like to learn and get instant feedback.
- less-confident students are more likely to ask questions when the environment is not as intimidating as whole-class discussions

We know that using active learning does not require a designated space – for example, most of the activities in this guide don't rely on being in a certain room. The activities selected in the guide are supported by research into active learning. The references for these activities are not recorded directly in this guide but can be located on the [Active Learning Resources^{\[1\]}](#) page of the Learning Environments website.

Links

¹ www.bit.ly/resources-active-learning





Mathews CATS 103

TOPIC 2

Before starting to teach I should...

You know that 'what your students do' in order to learn is very important and that your teaching should have a ['student-centred' pedagogy](#).^[1]

This topic considers:

- A** the expectations your students have about what they will be doing
- B** how learning activities can link to learning outcomes, and
- C** how to find information about teaching spaces.

Remember: If you are new to teaching, there are a range of [professional development courses](#)^[2] that can assist you. Please contact your Faculty area or the Office of the [Pro Vice-Chancellor \(E\)](#)^[3] for more information.

Links

- ¹ www.bit.ly/student-centred-pedagogy
- ² www.bit.ly/professional-development-als
- ³ www.bit.ly/staff-contacts

A

Think about what my students will be doing

Before you create an activity, think about it from your students' perspective. At UNSW we encourage you to adopt a [student-centred approach to teaching](#).^[1] To facilitate student learning and help students to make deeper learning connections, they need:

- an overview of what they will do in a particular activity
- a reason why they are doing it, and how it links to their prior knowledge and skills
- an explanation of how the activity will help them to achieve the learning outcomes
- to know if the activity helps them to complete any related assessment tasks, and
- how the learning activity will help them to develop their graduate capabilities.

Student expectations

Students can expect you to:

- explain why you are taking this approach (for example, it offers advantages to their learning such as opportunities to work collaboratively)
- share your philosophy on what your, and their roles are
- manage their expectations by clearly stating what you expect in terms of class participation, interactions with their peers, and interaction with you, and
- specify what technology you will and won't be using.

In addition to understanding active learning from your students' perspective, you should consider the overall [educational design](#)^[2] of your course and the [course components](#).^[3] A crucial part of this design is how the approved course [learning outcomes](#)^[4] (the statements that demonstrate to students the standards and level they need to successfully pass their course) can shape the activities students undertake. An activity can provide students with an experience that enables them to achieve their learning outcome.

Links

- ¹ www.bit.ly/student-centred-teaching
- ² www.bit.ly/educational-design
- ³ www.bit.ly/course-components
- ⁴ www.bit.ly/learning-outcomes-als

"To make the best use of active learning, I start small, start early, and start with activities that pose low risk for both me and my students. For example, I try activities that start with pair and small-group discussions before moving to whole-group discussions. Each activity helps to build a learning community and cater for the diversity within each classroom."

— UNSW Lecturer



B

Link an activity to a learning outcome

"Before you start using active learning, consider a range of relevant class strategies and discuss these with your students. Ask them how the group could learn better. If you clearly set out the learning outcomes that need to be achieved (e.g. developing generic skills such as communication/teamwork, and understanding specific content areas) and the strategies that you have considered (e.g. running a debate, roleplays or simple presentations), you can involve your students in deciding the best fit for the activity and the group. Remember to involve all students and be prepared to guide them to reach the best decision."



— Associate Professor Chinthaka Balasooriya,
Public Health and Community Medicine,
UNSW Medicine
Scientia Education Academy Fellow

The alignment of learning outcomes, activities and assessment underpins a supportive [student-centred learning design](#).^[1] The student-centred activity you choose might support reflection, build engagement, promote discussion or enhance collaboration and group work. To embed a simple active learning activity into your teaching plan, e.g. one requiring you to change very little while providing your students an opportunity to organise and clarify their thinking, add it in the relevant week, and link it to the learning outcome. For more information about writing teaching plans, go to the Teaching Gateway and [Teaching practice](#).^[2]

In the table below we identify some learning outcomes, such as enhancing group work or supporting reflective practices, and suggest some learning activities that you might use in your classes. Note fully online and blended learning classes are part of this table. Our undergraduate and postgraduate programs and courses are increasingly using [online or blended delivery](#).^[3] By building in active learning we can assist our students to achieve their [learning outcomes](#)^[4] in their classes.

Links

- 1. www.bit.ly/student-centred-learning-design
- 2. www.bit.ly/teaching-practice
- 3. www.bit.ly/online-or-blended
- 4. www.bit.ly/learning-outcomes-2

Table 1: Sample activities linked to learning outcomes

Class	Activities that support achieving learning outcomes			
	Promote discussion	Enhance group work	Build engagement	Support reflective practices
Large class >100, Tiered theatre	Turn and talk	Brainstorming Polling	Case studies/ problem solving	Pause Procedure
Medium class 30-100, Big flat space	Parallel discussions	Brainstorming	Role plays	Minute paper In-class writing
Small class <30; Small flat space	Turn and talk Think-pair-share	Brainstorming Gallery walk	Learning with document camera	Retrieval practices
Fully Online/ blended e.g. using the Moodle platform	Case studies/ H5P/ problem solving	Brainstorming Gallery walk	Asynchronous versus synchronous forums, chats, VoiceThread	Blogs

You can read more about these and other activities in Topic 3.

C

Learn about Teaching spaces

Before you start teaching you should consider 'where' you will teach. Each term you are likely to be using a different teaching space. Using active learning usually doesn't not require a designated space – that is, most of the activities in this guide don't rely on being in a certain room.

You can visit the [Teaching Spaces^{\[1\]}](#) page on the Learning Environments website to visualise how your students might learn in your teaching space. Remember that there are both physical teaching spaces and digital platforms which support learning at UNSW.

Physical spaces include lecture theatres (with tiered and flat seating and Harvard and 'Turn and Learn' style layouts), and tutorial, seminar and active learning spaces that have a variety of layouts. The flexible nature of these spaces support collaborative, interactive and team-based learning. You can [use this link^{\[2\]}](#) to explore the centrally allocated teaching spaces (CATS) that facilitate active and integrated learning on the Kensington campus.



Take an interactive tour

You are encouraged to take [an interactive tour^{\[3\]}](#) and view some of the physical spaces from a 360° perspective. To explore the space and its features, change the view from 'Centre' to either 'Presenter' or 'Activities' or 'Student'.

Changing furniture

As an active learning teacher, you can move furniture to suit your learning activity. The following diagrams demonstrate a range of [configurations^{\[4\]}](#) that can suit different learning activities.



"If you give students permission to move the chairs closer or set the tables up differently, they will become more comfortable in a learning space."

— Dr. Kar Ming Chong,
Director of Education (Accounting),
UNSW Business

Links

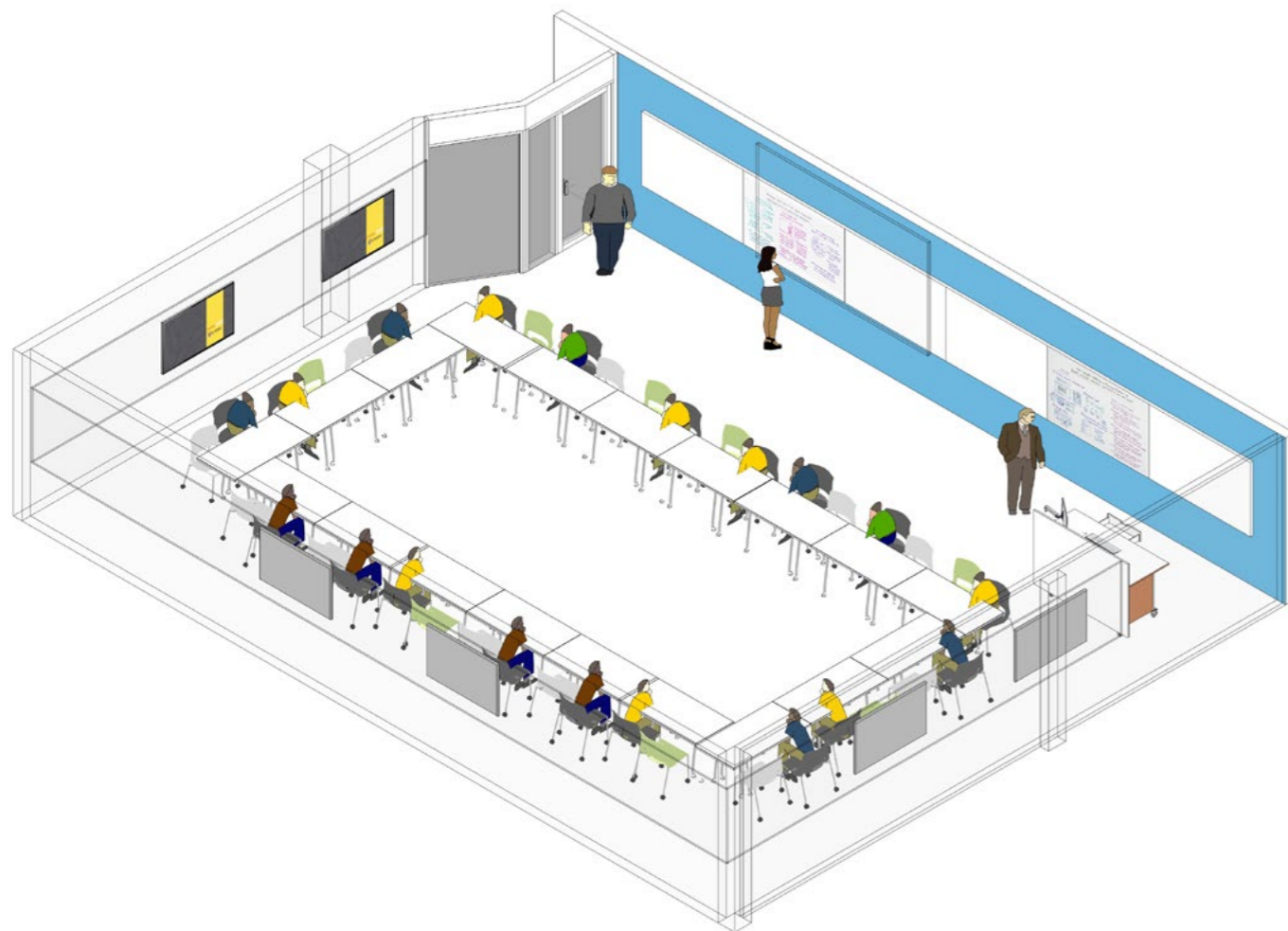
1. www.bit.ly/teaching-spaces
2. www.bit.ly/teaching-spaces-CATS
3. www.bit.ly/interactive-tour-als
4. www.bit.ly/teaching-spaces-configurations

Layout 1

www.bit.ly/teaching-spaces-configurations

Great for:

- Whole group discussion
- Working on tasks or problem solving between students in close proximity

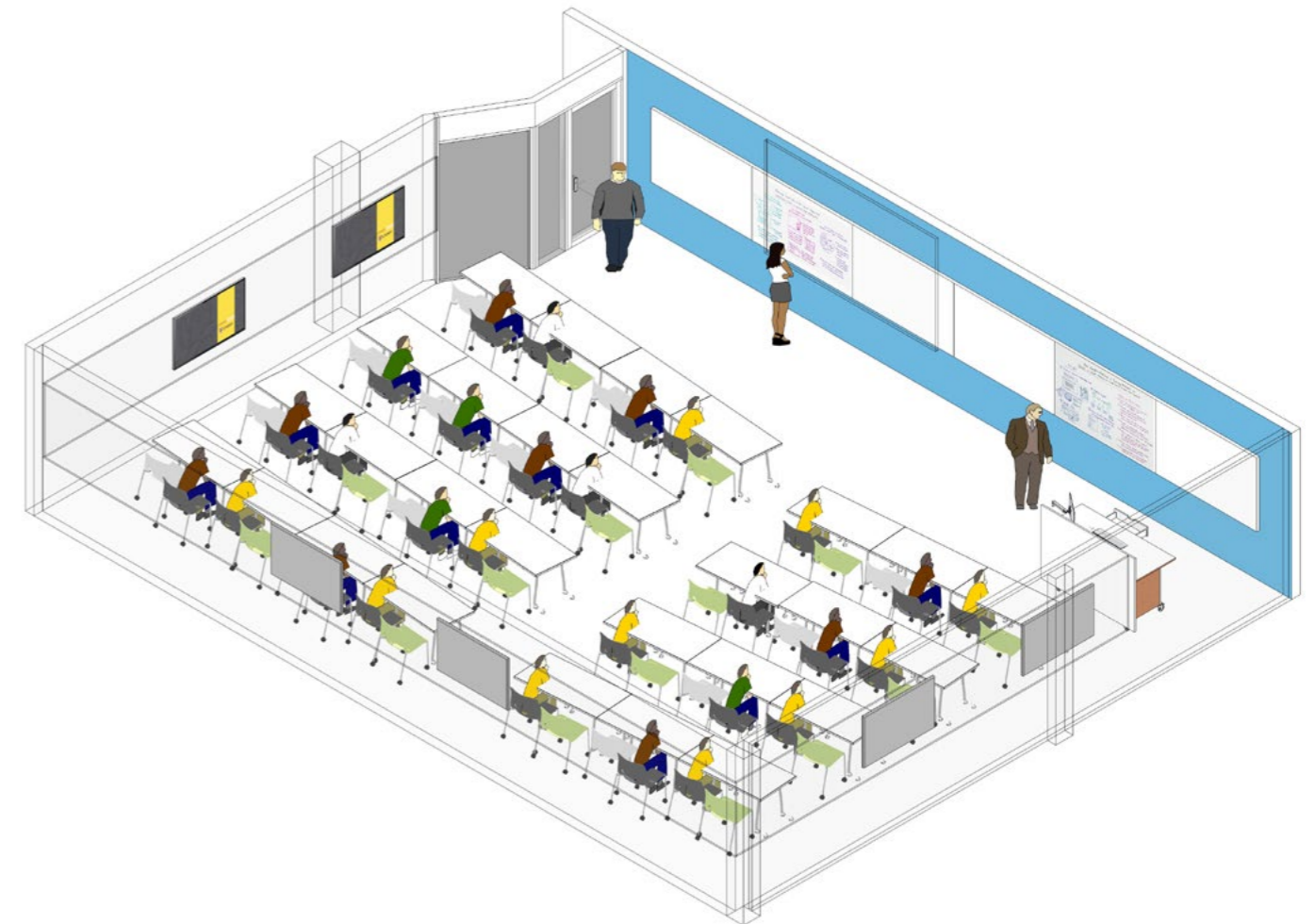


Layout 2

www.bit.ly/teaching-spaces-configurations

Great for:

- Presentations and demonstrations
- Discussion amongst groups of pairs: pairs can turn around to join with other pairs (i.e. small groups of 4)
- Activity based tasks where 2-3 students can participate



Layout 3

www.bit.ly/teaching-spaces-configurations

Great for:

- Presentations and demonstrations
- Roleplays
- 'Fish Bowl' discussions
- Brainstorming
- Collaboration or problem solving with multiple students



Layout 4

www.bit.ly/teaching-spaces-configurations

Great for:

- Presentations
- Collaboration or problem solving amongst groups of pairs
- Mini interactive lectures
- Brainstorming
- Gallery walk



Layout 5

www.bit.ly/teaching-spaces-configurations

Great for:

- Presentations and demonstrations
- Roleplays
- 'Fish Bowl' discussions
- Brainstorming
- Collaboration or problem solving with multiple students



Layout 6

www.bit.ly/teaching-spaces-configurations

Great for:

- Presentations
- Collaboration or problem solving amongst groups of pairs
- Mini interactive lectures
- Brainstorming
- Gallery walk



Digital platforms

UNSW's [digital platforms^{\[1\]}](#) use the latest in educational technology to ensure learning takes place from anywhere at any time. There are a range of resources, practices and support that you can access.

You and your students can access and use a range of supported digital platforms including Moodle, UNSW Lecture Recordings+, theBox, Turnitin, Blackboard Collaborate Ultra, H5P and VoiceThread.

If we consider [Moodle^{\[2\]}](#); this open-source learning management system allows you to create online and blended learning environments for your course delivery.

There is a guide and check list to help you get started and specific [support^{\[3\]}](#) if you encounter a technical or non-technical issue.

Links

1. www.bit.ly/digital-platforms-als
2. www.bit.ly/moodle-als
3. www.bit.ly/moodle-support-als
4. www.bit.ly/ask-AIDE



Artificial Intelligence for Digital Education - A.I.D.E

Artificial Intelligence for Digital Education, A.I.D.E, is a chatbot that has been developed to provide support for UNSW's digital platforms and online resources.

You can ask any question and receive a friendly, detailed answer instantly anytime. A.I.D.E uses clever algorithms to learn from its mistakes and feedback provided by you.

Through A.I.D.E you can:

- Learn about new services
- Get feature-specific instructions
- Ask about our teaching services
- Ask about active learning spaces

Learn more about [A.I.D.E^{\[4\]}](#)

How do I release my LR+ sessions?
Just now

It takes a couple of hours after the lecture is completed before the recording is processed and made available.

You will need to add a Lecture Recordings activity in your course for students to access available lecture recordings.

Add Lecture Recordings to course

how to create Turnitin
Just now

You can create a Turnitin activity in your course by using the Add an activity or resource button.

Visit our [Turnitin](#) page for help in setting up the activity.

what can you help me with
Just now

You can ask questions such as:

- What Moodle activities can I use?**
- Why aren't grades showing?**
- How do I release a Moodle course?**
- How do I get access to a course?**

Where do students submit assignments
A minute ago

For an Assignment activity, to get notified when students submit work, check the 'Notify graders about submissions' box.

Turnitin Assignments do not have the same feature.

What is the capacity of CLB 1?
Just now

Central Lecture Block 1 has a capacity of 113.

You can find a map and more information on our [Central Lecture Block 1](#) page.

Support

- If you need advice about teaching spaces you can email learningenvironments@unsw.edu.au
- For Moodle support email externalteltsupport@unsw.edu.au or phone +61 2 9385 3331
- Ask [A.I.D.E.^{\[1\]}](#)
- If you cannot log into Moodle or if the enquiry is related to (Echo360) or theBox, please contact UNSW IT email itservicecentre@unsw.edu.au or phone +61 2 9385 1333.

You can also receive assistance from the Educational Technology Services Support team by attending one of the [staff drop-in^{\[2\]}](#) sessions.

Links

¹ www.bit.ly/ask-AIDE

² www.bit.ly/book-a-consultation-als



Term Planning

Plan ahead to ensure that your course is scheduled into a teaching space of your choice. The best way to do this is to include your request in the Term Planning data submitted by your School approximately 6 months before teaching commences.

Teaching spaces can be requested for all weeks of the term or can be interleaved with other activities you may have planned. You can also discuss options with the staff who are responsible for Term Planning in your School or contact timetabling@unsw.edu.au

Teaching spaces are also available for ad hoc bookings through myUNSW Room Management, however to avoid disappointment, you are encouraged to submit your requests during Term Planning.

Explore here the [teaching Spaces^{\[1\]}](#) that facilitate active and integrated learning on the Kensington campus.

Links

¹ www.bit.ly/teaching-spaces-CATS





UNSW Business CATS 216

TOPIC 3

Active learning ideas and solutions

This topic identifies active learning ideas and solutions, that can assist student learning. Start by selecting some [student-centred¹](#) strategies for your course which may provide your students with an opportunity to adopt an active learning approach.

Links

¹www.bit.ly/student-centred-teaching



"I found that [the Turn and Talk activity] leads to good class discussions as students explore new areas of interest."

— Dr Rosemary Howell,
UNSW Law

Idea — To encourage students to voice their opinions

Solution — Turn and Talk

In a Turn and Talk activity, you:

- pose a question to the class, setting a time limit for discussion (i.e. 2 minutes each)
- ask students to turn to the person next to or diagonally opposite them to discuss it, and
- invite some students to share their thoughts with the larger group.

The important aspect of this strategy is for individuals to access their prior knowledge about a topic and for peers to share. Other ways that you can use Turn and Talk is to get students to:

- talk to each other about what they do and don't understand
- share with each other their notes about what was just covered, and
- build reflection into the class by asking students to take a moment to consolidate their learning.

This activity is a simplified version of the Think-Pair-Share activity (see over), as it limits the number of students involved.



Turn and Talk

Solution — Think-Pair-Share

The Think-Pair-Share activity has three parts. Start by:

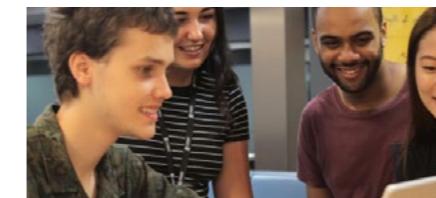
1. asking students to think individually about a topic, question, or problem



2. pairing them up with a classmate to discuss it, and



3. inviting them to share their response.



This activity is great as it:

- gives voice to quieter students who might have difficulty sharing in a larger group
- gives you quick feedback (such as revealing any student misconceptions)
- helps buzz groups (small groups within a larger class, each of which is asked to discuss a question or an aspect of a problem) or a brainstorming activity, and
- can promote active conversations that allow students' prior knowledge of the content to be raised.

"I've used Think-Pair-Share to get students to tap into their prior knowledge of my topic before starting for the day; I've also found it helps them to regroup after watching a video excerpt or before we start a collaborative group exercise."

— UNSW Lecturer

Idea — To build interaction across groups

Solution — Parallel discussions

Once students are comfortable with Turn and Talk or Think-Pair-Share, you can use a parallel group discussion format to cover several big concepts. Each concept can be discussed along a similar (parallel) sequence of discussion questions. Start by:

- preparing a set of concepts and related discussion questions
- assigning one concept to each group
- give groups time to discuss the questions amongst themselves
- tell the groups they will be asked to present the conclusions of their discussion to the class, and to end their presentation with a discussion question that they want to throw out to everyone. They can also write their question on the whiteboard or show it on their local screen.
- invite groups to take turns presenting their discussion conclusions to the class (their time should be limited to between five and seven minutes). The class spends a few minutes discussing each group's question. Alternately, the group can post their conclusion onto a Moodle discussion forum for other groups to respond to before the next class.



Parallel discussions

Idea — To gather different viewpoints

Solution — Fish bowl

A 'fish bowl' activity allows a small group of students to discuss ideas or concepts while the rest of the class observes and takes notes. The steps you take are to:

- set up about six to eight chairs in a semi-circle in the middle of the room
- ask the 'speaking students' to take a seat and engage in a discussion, and
- ask the rest of the class to observe the discussion, either from their regular seats or from an outer circle of chairs around the inner group (they are observers at this point).

When an observer wants to join the conversation, they come forward and tap the shoulder of the person they want to replace, at some point when that person is not talking. The tapped speaker leaves the inner semi-circle, and the new speaker, who can expand on the topic or provide additional evidence, takes their place.



Fish bowl

Idea — To increase time for reflection

Solution — Pause or retrieval practice procedure

Pause Procedure

Individual reflection can help students to better understand their material. The Pause Procedure simply invites students to pause for two minutes every 12 to 18 minutes to reflect. During a 50-minute lecture, you will:

- pause for approximately two minutes for up to three occasions
- invite students to reflect silently, or
- work in pairs to discuss/problem solve/rework their notes without teacher-student interaction.

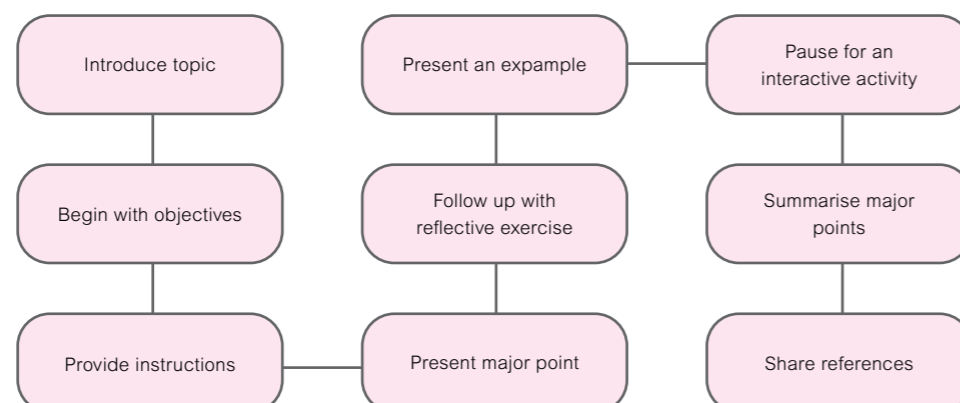
Retrieval Practice procedure

This approach prompts students to retrieve information from memory, which can improve their ability to learn subsequent material, and their ability to translate information to new domains. Retrieval Practice is similar to Pause Procedure as when lecturing you will:

- pause for two or three minutes in every 12-18 minutes
- ask students to write everything they can remember from the preceding class segment, and
- ask them to create a question or 'prompt' that will help them to retrieve this information.

You could also integrate both reflective procedures with a writing activity – see the next idea.

Diagram 1:
Pause Retrieval
Practice Procedure



Source:

Dutill, J. & Wehler, M.
(2017) Microlecture Template,
The Online Lecture Toolkit

Idea — To improve writing for learning

Solution — In-class writing

Assigning a short in-class writing activity can help to improve student literacy. This type of writing does not require your feedback, correction, or evaluation. It can also help to:

- focus students' attention on information presented during a mini-interactive lecture
- stimulate individual reflection and problem-solving through writing, and
- increase the proportion of students willing to contribute to a later class discussion.

To start you:

- set a simple question that requires students to reflect and compose an answer (up to six lines) which may/may not draw on a reading you have set
- ask students to:
 - reflect about what else they need to learn about the topic
 - Turn and Talk and discuss their response with a peer, or
 - post their writing to an anonymous discussion forum on Moodle after the class.

Alternative writing activities include:

- putting up some comparable lists and asking students to identify inconsistencies and to resolve them, or
- posing an abstract question that requires students to brainstorm initial solutions or invite students to evaluate a task (for example, which approach is better and why?).



Idea — To invite students to explain their thinking

Solution — Polling

Polling or asking interactive questions in a class, by using UNSW Lecture Recordings+ (Echo 360) or other polling tools, can help students to think through their answers to a problem. [UNSW Lecture Recordings+ \(Echo 360\)^{\[1\]}](#) is an educational technology that builds engagement and can assist students to learn before during and after campus-based classes and in their online learning.

In a polling activity, students can vote anonymously on what they perceive to be the best explanation or answer to a question. To start you:

- pose a question on a slide and ask students to discuss their ideas with peers (or this could be an individual task)
- invite the class to vote on the best response
- discuss the correct response, and
- ask students to revisit their answer.

It is important to have students discuss why they think their explanation is the most accurate and why the explanations others have proposed may not be accurate.

Polling can also occur after a class – via Moodle. If polling happens after a class, it is important to:





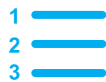

- look at the polling results, and
- listen to the students' reasoning to determine what further explanations and summarisation you might need to make in the next class.

You can find more active learning tools on the [Teaching Gateway^{\[2\]}](#); for example, the image over suggests ways to increase student activity using the UNSW Lecture Recordings+ service.

Links

¹www.bit.ly/lecture-recordings
²www.bit.ly/teaching-gateway

Polling activities using Lecture Recordings+ (Echo 360)

Activity	Description	Icon
Multiple choice	By viewing a question and a list of possible answer choices, students can pick the answer they think is correct. You need to specify the correct answer before you save.	
Polling	Polling is setup very similar to Multiple Choice questions, simply do not specify the correct answer.	
Short answer	After viewing a question, or statement and instructions, students enter their responses into a text box.	
Image quiz	After viewing an image and the associated question, students must click on an area of the image they think is the correct answer.	
Ordered list	Students respond to your question by arranging a list of possible answers in the correct order.	
Numerical quiz	After viewing the question, students can enter a numerical value or a range of values they think is the correct answer.	



— Associate Professor
Elizabeth Angstmann,
 Physics,
 UNSW Science
 Scientia Education Academy Fellow

"A few of my favourite activities are: students submitting answers to problems online which are shared with the class then discussing the responses to come to a consensus; predict-observe-explain demonstrations where students become invested in the outcome of a demonstration before observing it; and, class discussions about the practical applications of what they are learning."

"There are many digital tools that can help with activities such as these, it is a good idea to practice with them before using them in class!"

Idea — To enable creative problem solving

Solution — Brainstorming and group work

Brainstorming is a skill that can be used when small or large groups must create a solution. It frees up thinking as there is no criticism of ideas, rather there can be encouragement of unconventional ideas. In classes that require students to work through specific, clearly defined problems, you can assign a problem to each group and ask them to create, or brainstorm, a solution. Find more information about brainstorming on the [Teaching Gateway^{\[1\]}](https://www.bit.ly/teaching-brainstorm).

Links

¹www.bit.ly/teaching-brainstorm



Group work

Idea — To allow groups to see each other's solutions

Solution — Gallery walk

A 'Gallery walk' is a more interactive way of presenting group findings than simple presentations. You can set this up by:

- asking each group to create their solution and summarise it on a whiteboard/paper/screen
- selecting one member of the group to stay behind to explain it to members of circulating groups, whilst the rest of the group circulates to look at all of the other solutions. (Note: if there is time, students can take turns so that each student has a chance to visit the other groups' responses), and
- asking the original group to return and reconsider their solution and the other opinions they have heard/seen to improve their own solution.



Gallery walk

Idea — To enable students to practice a new role

"I really find that role plays help me to be more flexible and it is easier to know how I am progressing, as I have to be well prepared before the class starts."

— UNSW Student

Solution — Roleplays and simulations

Roleplays and simulations encourage students to take on different roles, or assume different characters, and to interact in diverse and complex learning settings. Simulations generally involve a familiar or realistic situation. You can set up this form of experiential learning by:

- asking students to prepare for a role or character before class
- giving time in class for the scenario to play out, and
- after the roleplay, following up in class and/or online, with a series of questions or prompts to elicit deeper analysis. You can put these question prompts on all monitors, online (as part of a reflective discussion) or invite students to share their response using a Discussion forum or VoiceThread.

See the Teaching Gateway for more information on how [roleplays and simulations](#)^[1] can be used as a learning tool.



Roleplay

Idea — To vary mini- interactive lectures

"I found the best way to explain a concept when teaching was to remove myself from the centre of the space and talk from the side. Unlike a standard lecture and tutorial, it is better if you walk around."

— Dr. Kar Ming Chong,
Director of Education (Accounting),
UNSW Business

Solution — Ask students

You can use a mini-interactive lecture to present key concepts or theories (preferably in a small "chunk" of time that is linked to a related activity).

Teachers often ask should I give a mini-interactive lecture behind the lecturn or move around the room?

Although you may stand behind a lecturn to talk about your topic, students often have mixed preferences. Some may prefer if you move around the class, as this could be more of an opportunity for engagement; whilst others may prefer you to stay in a central focal point – the solution is to ask your students which they prefer and respond accordingly.

You are encouraged to always use a wireless microphone to ensure the recording is of high quality. If you would like more information about UNSW Lecture Recordings+ please visit the [Teaching Gateway](#)^[2] and the Educational technology tab.

Links

¹www.bit.ly/roleplays-simulations

²www.bit.ly/teaching-recordings



Mini-interactive lectures

Idea — To show an artefact, and have it recorded in a lecture recording

Solution — Document camera

In some physical spaces, a document camera can incorporate objects into a class discussion. You can set this up by:

- turning on the document camera and placing any object under it
- asking students what they think the purpose of the object might be, or
- presenting questions or group tasks associated with the object.

Whenever the document camera is used, this forms part of the lecture recording. One of the easiest ways to learn about document cameras is to watch a short video and download the guide from the [Audiovisual Resources^{\[1\]}](#) page on the Learning Environment site.



Epson Document Camera

Idea — To capture student presentations

Solution — Record

You may often ask students to present a solution to a problem or question, or to share a group response to a scenario. This may take the form of a handout, a diagram on a white board, some post-it notes, a slide set or a video or podcast presentation. The Teaching Gateway has useful resources on [oral presentations^{\[2\]}](#) including the Pecha Kucha oral presentation.

Students can also use the document camera for their own presentations.

For example; one UNSW Health Management academic uses the document camera in small group problem-solving exercises. Students are asked to create logistical solutions and develop plans for placing strategic hazard-reduction sites on a typological map. The map is placed under the camera and groups are provided with scenarios in which they must decide where to place hazard-response resources so that the resources (such as hospitals) are not themselves under threat. Each group then presents their solutions to the whole class using the document camera, which projects to all monitors and is kept in the recording.

Also, in some teaching spaces, students can present from their local monitors. If you are in a space that has multiple monitors, you can show the content of a student presentation from their local monitor onto the main projector screen in the room (that way it will be captured in UNSW Lecture Recordings⁺), by selecting the “Show on All” mode.

The activities in this topic are only a selected sample. For more information on research into active learning and for references used in this guide, go to the [Active Learning Resources page^{\[3\]}](#) on the Learning Environments website.

For more information on audiovisual resources see the next topic.

Links

¹www.bit.ly/audiovisual-resources

²www.bit.ly/oral-presentations

³www.bit.ly/resources-active-learning

Interactive Monitor Control Panel
CATS Rooms



TOPIC 4

Audiovisual Resources

This topic looks at the audiovisual (AV) resources, available at UNSW. You and your tutors can become familiar with the AV resources before your first teaching session by:

- accessing the Learning Environments website
- choosing the 'Resources' menu, and clicking on ['Audiovisual Resources'^{\[1\]}](#)

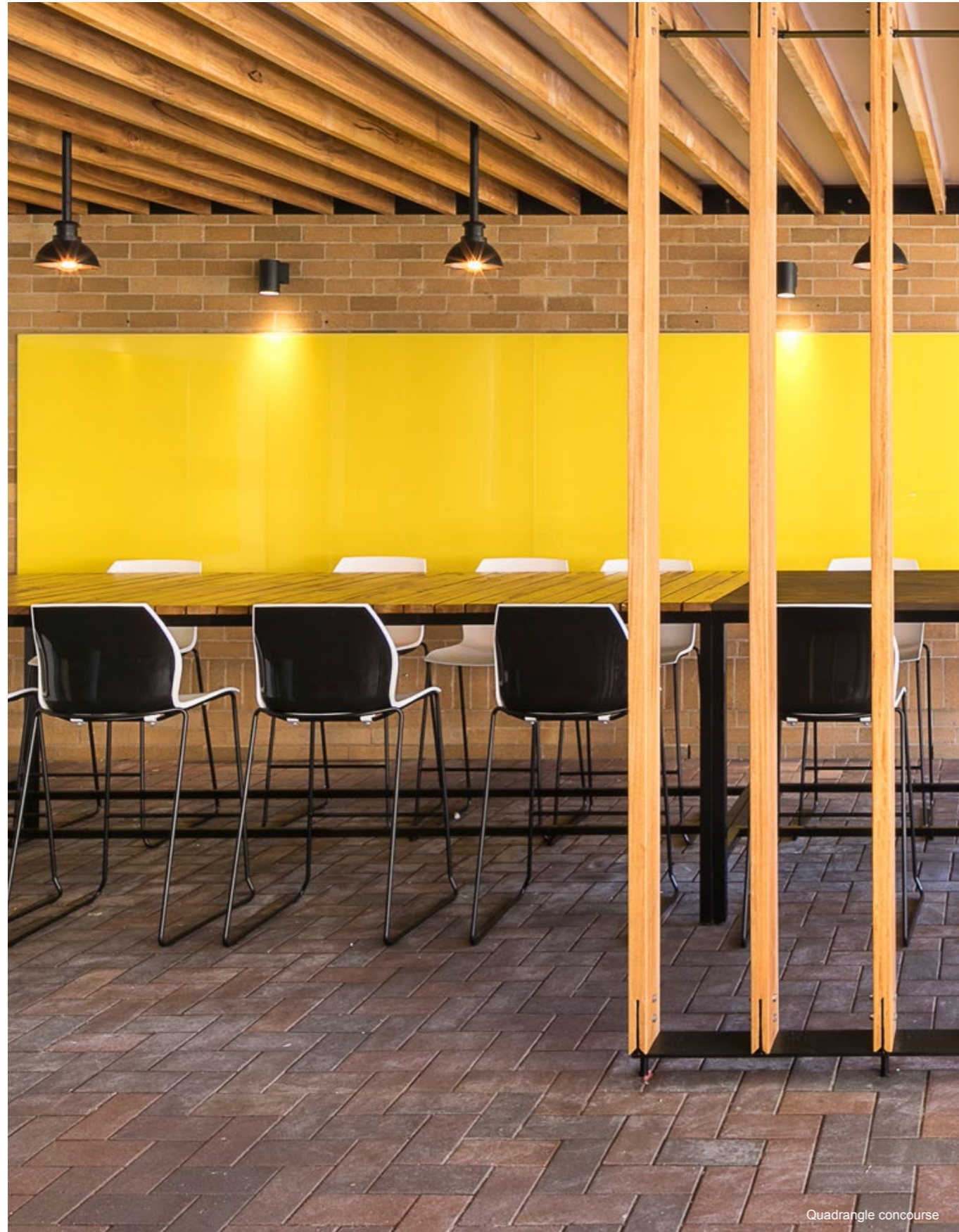
Here you will find some videos to help you get started quickly and show you how to use the AV resources.

Support

- For Help Desk for AV and technical support email av@unsw.edu.au or phone +61 2 9385 4888

Links

¹www.bit.ly/audiovisual-resources



Quadrangle concourse

TOPIC 5

Where can my students learn?

This topic provides you with information on study and student-led spaces located across UNSW's Kensington campus which you can share with your students.

There are over 3,000 [study¹](#) and student-led spaces on upper, mid and lower campus which are available to all UNSW students.

These spaces provide a place for students to engage in scholarly, collaborative and social learning and are located in various precincts including the Quadrangle, Business School, Red Centre Gallery, Webster Courtyard and more.

Links

¹www.bit.ly/study-spaces-als

Study and Student-led spaces on campus

Over 3,000 study and student-led spaces are available to all UNSW students and teaching staff across UNSW's Kensington campus. These spaces offer students a place where they can reflect, revise for an exam or collaborate as a group on an assignment.

These spaces are primarily located adjacent to CATS classrooms in various precincts including the Quadrangle, Business School, Science and Engineering Building.

Teaching staff are also encouraged to use these as 'break-out' spaces for class activities providing students with the flexibility to move around as they work on a task or collaborate with one another.

Students and teaching staff can find out more about these study and student-led spaces as well the features of each space by visiting the [Study Spaces page^{\[1\]}](#) on the Learning Environments website and downloading the ["Where Can I Study on Campus"^{\[2\]}](#) guide.



Room bookings

Students can use CATS rooms outside of teaching hours for study purposes. They can also book a study space by:

- going to the [Make a Booking page^{\[3\]}](#) on the Learning Environments website and follow the links to explore available rooms such as the Library group study and media booth rooms; music practice rooms and much more. They can also find information on Faculty Support Resources
- visiting the [ARC website^{\[4\]}](#) to book a CATS room for all ARC-affiliated study society activities

Students can also ask a [question^{\[5\]}](#) about a CATS room.

Links

¹www.bit.ly/study-spaces-als

²www.bit.ly/study-guide-pdf

³www.bit.ly/make-booking-als

⁴www.arc.unsw.edu.au

⁵www.bit.ly/room-bookings-question

 TOPIC 6

Glossary

This topic examines some key terms in more detail. For references and more information on [active learning research](#),^[1] visit the Learning Environment website and go to the Resources/Active Learning Resources menu.

Active learning

May be defined as an active and reflective process involving a conscious intention by a student to make sense of new ideas and experiences in order to construct knowledge. A short paper on [Active Learning](#)^[2] can be found on the Learning Environments website that explores elements of active learning.

Blended learning

You can download the [blended approach analysis worksheet](#)^[3] as a simple starting point to adopting blended learning. You can also take a big picture approach to integrating learning activities across the weeks of each term.

[Digital platforms](#)^[4] include supported and experimental educational technologies for teaching and research.

Lesson or teaching plans

The 'Planning and designing a blended or online course resources' have some informative [ideas, worksheet and templates](#)^[5] that you can use.

Physical space^[6]

Include centrally allocated teaching spaces (CATS) and student-led and study spaces.

Links

- ¹www.bit.ly/resources-active-learning
- ²www.bit.ly/active-learning-resources-als
- ³www.bit.ly/blended-approach-worksheet
- ⁴www.bit.ly/digital-platforms-als
- ⁵www.bit.ly/teaching-practice
- ⁶www.bit.ly/teaching-spaces

This room can be reserved
via the Library
Room Booking system
September 2018

