



Webinar Registration Form

Active Learning: A Formative & Summative Assessment Approach To Teaching & Learning Tuesday, February 26 ~ 1:00-2:15pm (Eastern)

Once the live date has passed, this training will be available on demand.

Overview

This is the second in a series of webinars focused on Active Learning that will follow-up on a previous webinar that focused on Backwards Design for Active Learning. However, this presentation on formative and summative assessments for active learning can stand alone and attendance of part 1 isn't required.

Active learning is becoming a popular catch-phrase in education but it is much more than a fad or a bunch of "tips and tricks" on how to get students engaged in class. Active Learning is nothing less than a full-fledged paradigm shift in teaching and learning. This evidence-based approach is grounded in research about how the human brain learns and calls for significant changes to the way college courses are designed and to the roles of students and teachers in these courses.

The Active Learning paradigm transforms the teacher's role from that of the content expert and "sage on the stage" lecturer into a course designer and learning facilitator whose goal is to create in-class and out-of-class experiences where students have the opportunity to practice relevant skills and build a network of connections between memories that cash out in real learning. This webinar will focus on the interplay between the daily in-class and out-of-class work students do, the feedback they receive from these intentionally planned "teachable moments," and the ways students are allowed to showcase what they have learned.

Participants in this webinar will consider several pedagogical approaches to formative summative assessments with a focus on formats that fit within an Active Learning approach to teaching and learning. The webinar will present about 10 active learning formative assessment frameworks that can be modified and used as in-class and/or out-of-class work; these assignment types can be modified for use in courses across the disciplines from humanities and social sciences to STEM as well as CTE-type courses. Webinar participants will also consider various types of summative assessment that can fit into an active learning class.

A backwards design lesson planning guide will be used to build in formative practice and feedback that will lead, intentionally and authentically, to summative assessments where students can demonstrate what they have actually learned.

This webinar will take an "active learning" approach so participants should expect to watch and listen but also to write, think, and communicate with the presenter and each other during the webinar. Case studies will be presented but participants are encouraged to think about and work on a course that is relevant to them during the webinar.

Objectives:

- Explore and define the Active Learning paradigm by contrasting it with the "transmission of knowledge" approach to teaching and learning
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Who Should Attend?

- K12 & 2-year & 4-year institutions
- Academic Affairs/Instruction
- Faculty (full and part-time)
- Deans of Instruction
- Department Chairs
- Online Learning Administrators
- Online Learning Faculty
- Any educator interested in learning more about formative & summative assessments for active learning



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Speaker(s)



Eric Salahub

Front Range Community College

Eric Salahub has been at Front Range Community College in Fort Collins Colorado since 1999 where he teaches philosophy and serves as an instructional coach. In his coaching role, Eric has worked with hundreds of teachers helping them improve their craft in face-to-face, online, and hybrid classes. Over the past 5 years, Eric's main teaching and research focus is in Active Learning and he is the co-creator and director of the Active Learning Institute. In 2018 Eric was named the Colorado Community College's Outstanding Faculty and in 2019 he was awarded the Jerome Wartgow award for Excellence in Teaching with Technology.

Newsletter