Insights from Guided Pathways Webinar:
"Embedding Active and Experiential
Learning in Online Teaching Environments"

Presented in February 2021 by Dr. Ann Edwards,
director of Carnegie Math Pathways at WestEd;
and Dr. Tia Brown McNair, vice president for diversity, equity and
student success and executive director for the Truth, Racial Healing and
Transformation Campus Centers at the American Association of Colleges
and Universities

Who can use this: administrators, instructional faculty, instructional
design faculty, staff

PRESENTATION OBJECTIVES:

Gain insight into how to create a collaborative and active online
learning environment

Strengthen institutionwide commitment to high-impact, equity-
minded, asset-based teaching and learning.

Keywords: Collaborative learning, Guided Pathways, Pillar 4,
instructional design, online learning, equity, experiential learning, asset-
based teaching, teaching and learning, asynchronous learning

Design an Online Learning Experience That Leads Students to Success

STRATEGIES TO IMPLEMENT COLLABORATIVE LEARNING IN ONLINE COURSES

As today's students increasingly seek the flexibility of online courses, there is an opportunity to create engaging and rigorous online learning environments that lead to quality credentials and employment. Collaboration among students is possible in online environments and can lead to several positive outcomes for students, including stronger communication and leadership skills, improved student self-efficacy, and increased preparedness for social and workplace interactions. Collaborative online learning also provides instructors a deeper look into students' thinking and capabilities to do and learn more without instructor intervention.

This brief shares strategies for college professionals to design and implement active online teaching and learning environments to support all students to learn

Set roles, and rotate them each session.Group roles can support more equitable participation and scaffold capacity to collaborate. Roles can include leader, recorder, facilitator, progress monitor, etc

Implement reflection periods.   Offer students opportunities to reflect on what is working, challenges and how they can be good collaborators. Incorporate ongoing reflection through group and individual questions after collaboration sessions, especially at the start of the term, to improve the quality of collaboration. Student reflections also provide instructors with feedback as to how things are going and how to potentially shift, improve and intervene as needed

Build social rapport among group members: Instructors should incorporate activities for students to get to know each other, build bonds and promote a group identity

Incorporate group accountability structures.   Accountability supports productive collaboration. Some ways to embed accountab.4 (e)]TJ -0..4332 (em)-16.4 ((I)1.8 (n)-6.3 (c)-3.9C)-3.8 (o)-140153p-eeh9.2 (p)-2.1 (e)-12e (r)-