

Learn Before Lecture: Promoting Active Learning

What Challenges will this Tool Overcome?

1. **Lack of enough in-class time**
 - To teach all the content during a session
 - Specific topics are difficult given the class time
2. **Poor attendance**
 - Students may choose not to attend class because they can read the lecture from the convenience of their living room.
 - When faculty include active learning, students may be more likely to attend class because the lecture builds on the pre-class content.
3. **Understanding difficult material**
 - Certain subject matter is very challenging for students; when faculty begin the learning process prior to class, students can establish their level of understanding.
 - Active learning methods can then reinforce.



What are the Learning Strategies?

1. Move the first content exposure to a pre-class session. Devote class time to solving cases (higher-order thinking) based on the pre-class material.
2. Develop knowledge by applying the concepts to scenarios using group discussions and thinking activities.
3. Quiz the students on what they think they know to address what they do not know.

What is the Process?

1. Assign pre-class learning materials.
 - Create webcasts that contain lecture mainstays.
 - Assign reading materials that expose the learner to the content.
2. Create a worksheet for the assigned text to guide learning (this is optional but good for learning/retention as students learn by actively participating).
3. Create a quiz with Top Hat ARS (due prior to class start) to determine level of understanding.
 - Quiz questions do not have to be graded but will help determine the level of understanding for both student and faculty.
 - Quiz questions can be selected from old exams or other sources; if the quiz is not graded, security is not an issue. This is a test of knowledge to address any gaps in learning.
4. Include active learning strategies in-class to build on prior knowledge and to address challenging content.

What Details to Plan for?

1. Active learning activities must be deliberate. Learning before class requires faculty time to create preparatory materials.
2. The in-class learning must build on knowledge from the preparatory materials and not repeat it.

