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| **Thematic Area** | Active Teaching and Learning Approaches / Methodologies in FET |

**Suggested resources to support implementation of the thematic area in FET:**

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| **Theme/Topic** | **Type** | **Relevance** | **Author/Source** | **Web Link** |
| Active Learning Methodologies | Ebook | A collection of practical relevant methodologies to engage a wide variety of learners. Methodologies include: Brainstorming, Questionnaires. A Visitor to the Classroom, Personal Interview, Learning logs/diaries, Vox Pop, Out of school Visits, Report Writing, Making a Presentation, Case Studies, Group Work/Team Work/Discussion Groups, Learning Centres | Professional Development Service for Teachers (PDST) | <http://pdst.ie/sites/default/files/active%20methodology_0.pdf> |
| Graphic Organisers and other Literacy, Numeracy and AfL Strategies in  Teaching and Learning | Ebook | Graphic Organisers offer a visual medium for learners to organise theoretical content in a way that suits each individual’s learning style. It can also form the basis for effective small group learning. This resource includes: Ranking Ladder, Stair Steps, Chain of Linked Events, Fishbone, Cross Classification Chart, Triple Venn Diagram, and Research Grid. Other activities include: Think - Pair - Share, Placemat Activity, Role Cards, Bloom’s Taxonomy, KWL and Anticipation Exercises | PDST | <http://www.pdst.ie/sites/default/files/PDST%20GRAPHIC%20ORGANISER%20ENG%20FINAL.pdf> |
| Mind Mapping | Website | Helps learners structure their thoughts in visual form. They can help learners become more creative, remember more, and solve problems more effectively. This website offers effective guidelines on this technique | Lifehacker.com  Melanie Pinola | <http://lifehacker.com/how-to-use-mind-maps-to-unleash-your-brains-creativity-1348869811> |
| Active Methodologies to support Literacy | Website | Ideas to support learners with different learning styles through active methods. It offers an explanation of the VAK Model of learning styles | National Adult Literacy Association (NALA) | <https://www.nala.ie/tutors/integrating-literacy/approaches/active-learning> |
| Creative Teaching Pocketbook | Book | An accessible compact guide offering innovative approaches to suit a wide range of teaching contexts. Examples include: Classroom environment, starter activities, Bloom’s taxonomy, Use of technology,  teamworking with students | Roy Watson-Davis | <https://www.pocketbook.co.uk/media_tp/preview/9781906610166(Preview).pdf> |
| The Teacher’s Toolkit -  Raise Classroom Achievement with Strategies for Every Learner |  | A resource packed with practical and creative teaching strategies that bring an element of fun to learning. The following capture a flavour of the content: Beat the Teacher, Calling Cards, Discussion Carousel, Guess Who, Hot-Seating, Marketplace, Pairs to Fours. | Paul Ginnis | <https://www.crownhouse.co.uk/publications/the-teacher-s-toolkit> |
| Active Learning | Website | A useful web page with some active methodologies described in an accessible style. Examples include: [Think Pair Share](http://serc.carleton.edu/sp/library/interactive/tpshare.html), [Role Playing](http://serc.carleton.edu/sp/library/interactive/roleplay.html), [Peer Review](http://serc.carleton.edu/sp/library/peerreview/index.html), [Discussion](http://serc.carleton.edu/sp/library/socratic/index.html),: [Just in Time Teaching](http://serc.carleton.edu/sp/library/justintime/index.html), [Game Based Learning](http://serc.carleton.edu/sp/library/games/index.html). | SERC (The Science Education Resource Center, Carleton College) | <http://serc.carleton.edu/introgeo/gallerywalk/active.html> |
| 25 ways for Teaching Without Talking | Paper | Helping learners create their own meaning in theory based lessons. It outlines the theory behind Active learning, presents a rationale for its use and suggests practical strategies | Geoff Petty | <http://geoffpetty.com/for-teachers/active-learning> |
| The Magenta Principles | Book | This resource offers strategies to help learning become more learner centred and engaging. The Magenta Principles is an umbrella phrase that refers to a philosophy and an approach to teaching based upon the premise that learning should be both exciting and engaging, and that this can be achieved through getting learners to think, talk and do. Therefore, learners could be asked to reduce it, change it, assemble it, add to it, arrange it, sequence it, classify it… the list goes on and on. The author also offers from time to time a programme of workshops in Ireland organised under the auspices of NAPD | Mike Hughes | <http://mikehughes-ets.co.uk/product/magenta-principles> |
| Personal Consumption and Climate Change  Images and Objects  Active Methodology Toolkit 2 | EBook | Whilst focussed on the theme of sustainable development and responsible living this resource offers a selection of clearly outlined practical teaching methodologies that can be applied in a range of learning contexts. These include: Meet in The Middle, Visual Carousel, What’s in Your Wardrobe? | PERL (Partnership for Education and Research about Responsible Living | <http://www.consumerclassroom.eu/sites/default/files/attachment/4156/2013/12/04/Personal_ConsumptionToolkit_nr.2.pdf> |
| Images and Objects Toolkit | Ebook | Whilst written for facilitators and teachers interested in Education for Sustainable Development this resource, presents a rationale for the use of active methodologies, particularly the use of images and objects as a methodology to stimulate learner engagement in any topic. It offers a worthwhile insight into the application of this methodology. Furthermore, it includes a starter kit of sample images. | Miriam O’Donohue and Mella Cusak | [http://www.developmenteducation.ie/media/documents/ESD%20Toolkit[1].pdf](http://www.developmenteducation.ie/media/documents/ESD%20Toolkit%5b1%5d.pdf) |
| Adult Learning Techniques | Paper | This paper concentrates on active methods to present material to students. It outlines 8 key principles of adult learning. It suggests ways in which teaching can shift to facilitator rather than lecturer. It examines how adults learn and includes a useful list of practical strategies that include: Body Voting, Case Studies, Jigsaw Grouping Brainstorming, and Human Spectagram. | Malcom Knowles | <https://www.corenetglobal.org/files/summits_events/CallforContent/pdf/AdultLearningTips.pdf> |
| What is Cooperative Learning? | website | Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning. This web page gives a succinct introduction to the concept of cooperation in the classroom to enhance learning and social development. It offers definitions and outlines some of the most popular models. | David W Johnson and Roger T Johnson | <http://www.co-operation.org/what-is-cooperative-learning> |
| Cooperation in the Classroom | Book | The power of working in groups: - For those whose appetite for cooperative learning has been whetted by the website above, this book is considered to be the foremost text book on the subject by the most renowned researchers in the field. | Johnson, Johnson, and Holubec | <https://www.amazon.com/Cooperation-Classroom-Revised-David-Johnson/dp/0939603047> |
| Active Learning for the College Classroom | Paper | This paper, which focuses on active and cooperative learning adopts the approach of suggesting methodologies that supplement rather than replace traditional teaching methods. Methodologies include: One Minute Paper, Muddiest (or Clearest) Point. It also offers a worthwhile explanation of and suggestions on Questioning and Immediate Feedback. | Donald R. Paulson and Jennifer L. Faust | <http://www.calstatela.edu/dept/chem/chem2/Active/index.htm> |
| The  Free Flipped  Teaching & Learning  Resources Ebook | Ebook | The flipped classroom model adopts an approach in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. This resource offers a worthwhile explanation for teachers interested in developing their practice in this area. It includes: The digital dimension, classroom practice and meeting the challenges. | Flipped Classroom Workshop.com  EmergingEdTech.com | <http://flippedclassroomworkshop.com/wp-content/uploads/FREE_Flipped_Teaching_Resources_eBook_(2015).pdf> |
| A Brief Summary of the Best Practices in College Teaching | Website | This webpage, written for a college context presents a collection of practices that constitute excellence in college teaching. The ideas are presented as ideas rather than an in-depth examination of each method. It includes: **lecture practices, group discussion, thoughtful questioning, rewarding learner participation, active learning strategies and cooperative group work** | Tom Drummond | <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/instructional-methods/best-practices-summary> |
| Teaching and Learning in Further and Higher Education | Ebook | Developed particularly for the Further Education Sector in Ireland, this resource presents a comprehensive theoretical basis on which Further Education teachers can develop their practice | Education | <http://fess.ie/images/stories/ResourcesForTutors/TeachingandLearningInFurtherAndHigherEducation.pdf> |

**Useful Organisations:**

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| **Name** | **Contact Information** |
| National Council for Curriculum and Assessment (NCCA) | [www.ncca.ie](http://www.ncca.ie) |
| Professional Development Service for Teachers (PDST) | [www.pdst.ie](http://www.pdst.ie) |
| National Adult Literacy Agency (NALA) | [www.nala.ie](http://www.nala.ie) |
| Times Educational Supplement (TES) | [www.tes.com](http://www.tes.com) |

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| **MOOCs (Massive Online Open Courses)** | |
| Free access to online courses  Search regularly for new courses and new start dates | <https://www.mooc-list.com/> |

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| Motivating Adult Learners | Video/  Presentation | As an educator you need to be aware of what motivates our adult learners, before you plan your active learning activities.  This video presentation gives an insight and tips on how to establish what motivates adult learners. | Jasmine Gomez  Youtube  2015 | What motivates our Adult Learners:  <https://www.youtube.com/watch?v=-K9QSjnGdXc> |
| Motivating Factors for Adult Learners in Higher Education | International Journal of Higher Education  Vol. No. 1 | This research highlights eight factors that have potential to motivate students in higher education. These factors include quality of instruction, quality of curriculum, relevance and pragmatism, interactive classrooms and effective management practices, progressive assessment and timely feedback, self-directedness, conducive learning environment, and effective academic advising practices.  They each have some motivationally productive impact on active learning. | Dr Sogunro, O.A. Central Connecticut State University  2015 | Motivation Factors: <http://files.eric.ed.gov/fulltext/EJ1060548.pdf> |
| **Strategies to motivate Adult Learners** | Website  eLearning Industry | **17 Tips to actively motivate adult learners** that FE educators could try in their active teaching and learning approaches. | C. Pappas  **17 Tips To Motivate Adult Learners**  2015 | Active strategies:  <https://elearningindustry.com/17-tips-to-motivate-adult-learners> |
| Instructional Innovation that enhances motivation and active learning | Article  CAEL Forum and News, November 2009 | This article explores “What do we know about instructional innovation that enhances motivation and performance among diverse adult learners?”  The authors have responded in the form of a motivational framework with conditions that they believe are essential to eliciting diverse adult learners’ intrinsic motivation to actively learn. | Ginsberg, M.B. University of Washington-Seattle & Wlodkowski, R.J. Emeritus Regis University  2009 | CAEL Forum and News, November 2009 online:  <http://raymondwlodkowski.com/Materials/ProfessionalLearning.pdf> |
| Steps on How to teach in an Active Learning Classroom | Video/  Presentation | Active learning classrooms require different planning and teaching strategies than traditional classrooms. Steelcase Education offers a few basic steps to get started.  *Success in an Active Learning Classroom*  *– 4 Steps:*   * + - 1. Start with learning objective.       2. Use multiple pedagogies.       3. Leverage digital and analogue tools.       4. Increase access between instructor and learners. | Youtube Video  Steelcase Education 2015 | Steelcase Education  <https://www.youtube.com/watch?v=RtoiCaOW5ho> |
| Active Learning Strategies | Article / Blogg  PDF Document | Point 6 on this article explains effective ways to foster active, constructive participation. As research shows we learn by doing. Learning is a Constructing process. Here are the choices available in the literature on teaching. The problem lies selecting the type of activity to match the purpose the teacher has in mind. | Tom Drummond  **UNC Charlotte is North Carolina's urban research university**  **1995** | **North Carolina's urban research university**  <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/instructional-methods/best-practices-summary> |
| Effective Active Learning Techniques | Web  Video  Practical class demonstration | This practical teaching video demonstrates Active Learning in a classroom setting. Techniques explored such as guided questioning, think-pair-share, one-minute paper, and other such exercises improve student retention of material, and can enhance the traditional lecture format.  However, active learning strategies can be difficult for new teaching assistants to implement because they require preparation and skills in guiding and moderating the learning activity.  This workshop examines the planning system necessary to incorporate such activities, and attendees actively participate in numerous active learning techniques applicable to a wide range of classroom settings. This video also gives helpful tips on what you can do, how to do it, and why active learning in the classroom is important to student learning. | Youtube Video  University South Carolina CTE  2012 | Web Link -  Effective Active Learning Techniques - Published on Nov 6, 2012  <https://www.youtube.com/watch?v=KaHmBq2U9No> |
| Designing In-Class Activities: Examples of Active Learning Activities | Web Article PDF | This excellent PDF resource document gives examples of Active Learning activities for classes, individual activities, group activities, activities to promote class discussion and activities to end a class. | University of Pittsburgh’s TA Services: Center for Instructional Development and Distance Education 2014 | Designing In-Class Activities: Examples of Active Learning Activities A workshop  <http://www.cidde.pitt.edu/wp-content/uploads/2014/04/Designing_In-Class_Activities-Handout-Examples_Of_Active_Learning_Activities.pdf> |
| How to Promote Active Learning | Web Article / Blog | Informative article on how to promote “Active learning” in our classroom.  It means that our students engage with the material, participate in the class, and collaborate with each other.  We should not expect your learners simply to listen and memorise; instead, have them help demonstrate a process, analyse an argument, or apply a concept to a real-world situation.  *Key elements:*  =>Facilitate independent, critical and creative thinking.  =>Encourage effective group collaboration.  =>Increase student investment, motivation and performance. | Standford University  Published 2016 | How to promote Active Learning  <https://teachingcommons.stanford.edu/resources/learning-resources/promoting-active-learning> |
| Active Learning continuum | Web Articles / PDF File | This Web article discusses in detail the Active Learning Continuum; the PDF document graphically represents the relative complexity of different active learning techniques. It also provides brief descriptions for each of the activities on the continuum. The website also includes videos demonstrating active learning and student engagement in the classroom. | Chris O’Neal and Tershia Pinder-Grover, Center for Research on Learning and Teaching, University of Michigan  2016 | Active Learning continuum:  <http://www.crlt.umich.edu/tstrategies/tsal> |
| PDF File:  <http://www.crlt.umich.edu/sites/default/files/resource_files/Active%20Learning%20Continuum.pdf> |
| Teaching Techniques - Active Learning Exercises which give feedback on students understanding and retention of material. | Web Articles | Techniques are explored in this article that can very easily be used without interrupting the flow of the class.  These active teaching techniques are particularly useful in providing the facilitator of learning with feedback concerning student understanding and retention of material.  => The "One Minute Paper" ask a student to respond quickly to a question like "What was the main point of today’s lesson material?"  => Muddiest (or Clearest) Point.  => Affective Response, asking students to report their reactions to some facet of the course material.  => Daily Journal for more in-depth discussion of or reaction to course material.  => Reading Quiz, the reading quiz can also be used as an effective measure of student comprehension.  => Clarification Pauses, this is a simple technique aimed at fostering "active listening".  => Response to a demonstration or other teacher activity, the students are asked to write a paragraph that begins with: I was surprised that ... I learned….. | Donald R. Paulson & Jennifer L. Faust  California State University, L.A. 2016 | Web Link -  Techniques/Exercises of Active Learning:  <http://www.calstatela.edu/dept/chem/chem2/Active/index.htm> |
| An Active Learning Classroom | Web Blog Active Learning Classroom: 8 Essential Elements | The active learning classroom is alive with creativity, focus and a desire to learn.  Our role of teacher changes to facilitator of learning. The teacher moves around the classroom space as a facilitator/mentor.  1. Student-centred.  2. Exploring and discovering knowledge and solutions.  3. Highly collaborative.  4. The HOTS (higher-order thinking skills) are at the top of Bloom’s Taxonomy. These skills are the critical thinking skills.  5. The active learning classroom is a reflection of the digital world we all live in. There are no boundaries and no distance.  6. The aim is to shift the responsibility for learning to the student. A teacher cannot and should not do everything for the student. At some point, they have to trust they can let go of the wheel without their students crashing into a wall. That is what the shift is all about—*trust*, *respect*, and *belief* in our students.  7. Adapts to the needs of learners, [Differentiated instruction](http://www.readingrockets.org/article/what-differentiated-instruction).  8. Classroom does not look or feel traditional. The rows of desks are gone in favour of larger group gathering spaces, workstations and research areas. | Global Digital Citizen Foundation  GDC Team 2015 | Active Learning Classroom:  <https://globaldigitalcitizen.org/active-learning-classroom-8-essential-elements> |
| Resources:  <https://globaldigitalcitizen.org/resources> |
| Changing your role as teacher to facilitator/  consultative to enable a student-centred  Active Learning classrooms | Web Article  & Blog | To enable student-centred active learning classrooms, actively involve students in planning, implementation, and assessments.  The teachers need to decide if they will "*share*" power by empowering learners.  This can be achieved by:  1. Allow students to share in decision making. Placing students at the centre of their own learning.  2. Believe in our students' capacity to lead,  Give’s students the chance to take charge of activities, even when they may not quite have all the content skills.  3. Recognize that students are reflections of us as learners. When educators feel that their professional experiences are respected during workshops and courses, their buy-in and involvement increases.  4. Give up the need for control. This is a difficult challenge to give up control of your classroom, but what is needed is the teacher commitment to reflect on practices that support students taking the lead. | John McCarthy Edutopia -  George Lucas Educational Foundation, U.S.  2015 | Student-Centered Learning: It Starts With the Teacher –  <http://www.edutopia.org/blog/student-centered-learning-starts-with-teacher-john-mccarthy> |
| Flipped Classroom to promote Active Learning | Web Research Article and Videos. | How we can change our class delivery methods as professionals, engage the “Flipped Classroom” approach by creating an active learning environment using technology to change the conditions in which teaching and learning is conducted for Further Education students.  Technology is used outside the classroom to deliver content and this is an efficient way to prepare students for classroom activities, it increases the class time available for student-centred active teaching.  The web articles analyses how the “Flipped Classroom” improves active learning for our students, examples Further Education students are asked to watch lecture videos at home instead of during normal class time, students are then asked to prepare an written evaluation based on the videos, for next class.  An important aspect of the “Flipped Classroom” is that students have to be prepared to go to classroom. Most of their first contact with the material happens through previous self-regulated work so this type of approach demands higher levels of student responsibility. The students show a positive attitude towards this blended learning design, especially with respect to the motivational power of technology usage and the practical implications of the active learning aspect. | Núria Hernández-Nanclares  Mónica Pérez-Rodríguez  Open University - Journal of interactive Media in Education –  The Open University, United Kingdom *-* 2015 | Students’ Satisfaction with a Blended Instructional Design: The Potential of “Flipped Classroom” in Higher Education.  [http://www-jime.open.ac.uk/articles/10.5334/jime.397](http://www-jime.open.ac.uk/articles/10.5334/jime.397/) |
| Flipping the Classroom: Explained by Media Core - 2012 | <https://www.youtube.com/watch?v=iQWvc6qhTds> |
| Why I Flipped My Classroom  Lodge McCammon  2011 | <https://www.youtube.com/watch?v=9aGuLuipTwg> |
| What a “flipped” classroom looks like Published on Dec 11, 2013  Clintondale High, Detroit, is a completely flipped school.  PBS NewsHour  2013 | <https://www.youtube.com/watch?v=G_p63W_2F_4> |
| Wide Range of teaching methods which could be applied to actively engage adult learners. | PDF Article | *Page 22 of Article* - Managing the group. Understanding a little about the internal dynamics of the group and how to manage different learners will make group working more effective. There are some common problems with communications which can be helped by active facilitation by the teacher. *Page 29 of Article* - How to encourage active learning. Start by asking participants to brainstorm problems which remain unresolved from the previous lecture or raise questions from the previous lecture or reading assignment. Gives a demonstration, uses cases and examples, show a film or videotape segment or use an audio recording. Use other types of group work similar to those used for small groups.  Ask students to stop taking notes before the end of the lecture and then ask them to reconstruct on a blank piece of paper, as much of the lecture as possible – either in outline form or diagrammatically. This forces participants to review and consolidate key points and discover points for review. Encourage participation through: Questions and quizzes. Handouts and diagrams. Data analysis and interpretation. Brainstorms and buzz group. Problems and cases. | Facilitating learning: Teaching and learning methods  Author:  Judy McKimm MBA, MA (Ed), BA (Hons), Cert Ed. | Facilitating learning: Teaching and learning methods PDF:  <http://www.faculty.londondeanery.ac.uk/e-learning/small-group-teaching/Facilitating_learning_teaching_-_learning_methods.pdf> |
| London Deanery.ac.uk  2007 | <http://www.faculty.londondeanery.ac.uk/e-learning/improve-your-lecturing/how-to-encourage-active-learning> |
| Presentation  E-Tools to assist Active Learning: | Web Links | Microsoft PowerPoint can be used to create presentation, however there are other tools available for teachers and students to create engaging and interactive presentations. [Prezi](https://prezi.com/) is a very easy to use, freely available package that allows teachers and students to develop interactive presentations and assists active learning through enabling collaborative projects. | Free active teaching/learning  software online  2016 | <https://prezi.com/> |
| <https://prezi.com/pricing/edu/> |
| [Thinglink](https://www.thinglink.com/) is an interactive media platform that empowers publishers, educators, brands, and bloggers to create more engaging content by adding rich media links to photos and videos. | Thinglink.com | <https://www.thinglink.com/> |
| Collaborative writing E-Tools to assist Active Learning: | Web Links | These E-Tools assist a group of learners to privately write documents together, [Google docs](https://www.google.ie/docs/about/) and also tools that allow any individual to contribute and edit documents such as [Wikipedia](https://en.wikipedia.org/wiki/Main_Page) or [Mediawiki](https://www.mediawiki.org/wiki/MediaWiki). The tools can be used for the public and private writing, by changing privacy settings. Collaborative writing tools are ideal for active learning group projects. It is easy for the teacher to monitor each individual’s contribution, and you only have to read and assess a single finished assignment, which leads to better use of teacher time. Tricider is a free ‘social voting tool’ for generating ideas and making decisions. | Free active teaching/learning  software online  2016 | <https://www.google.ie/docs/about/> |
| mediawiki.or | <https://www.mediawiki.org/wiki/MediaWiki> |
| tricider.com | <http://www.tricider.com/home> |
| <https://dl.dropboxusercontent.com/u/57856047/Web%202.0/Tricider.pdf> |
| E-Tools to assist active learning within the classroom | Web Links | Many e-tools are available to allow users to answer questions, provide comments and share content from mobile devices, tablets, mobile phones, laptops and PCs. Many educators have successfully used tools such as [Nearpod](https://www.nearpod.com/), [Socrative](http://www.socrative.com/) and [Poll Everywhere](https://www.polleverywhere.com/) to engage students in interactive activities example quizzes, polls. These E-Tools can be very powerful for assessing active learning and checking student’s level of understanding on topic area. | Free active teaching/learning  software online  2016  Nearpod.com | <https://nearpod.com/> |
| Socrative by Mastery Connect | <http://www.socrative.com/> |
| Higher education plans | <https://www.polleverywhere.com/plans/higher-ed> |
| Social network E-Tools to assist active learning on a 24/7 basis | Web Links | Most of our students are using social network to contact our friends and family.  As teachers we could harness these social tools to support active learning, especially tools such as [Facebook](https://www.facebook.com/), [Twitter](https://twitter.com/?lang=en), [Instagram](https://www.instagram.com/?hl=en), [Hootsuite for Education](https://hootsuite.com/education) and [Buffer](https://buffer.com/).  These e-tools would allow our FE learners to share questions and have discussions about learning. | Free active teaching/learning  software online  2016  Facebook.com | <https://www.facebook.com/> |
| Twitter.com | <https://twitter.com/?lang=en> |
| Instagram.com | <https://www.instagram.com/?hl=en> |
| Hootsuite.com | <https://hootsuite.com/education> |
| Buffer.com | <https://buffer.com/> |
| E-Tools to assist collaborative active on-line working in groups: | Web Links | Video conferencing tools, [Google Hangouts](https://hangouts.google.com/) and [Skype](https://www.skype.com/en/) allow 10 students to join a synchronous video call, with use of screen sharing and comments. This enables creative active learning and is incredibly powerful for small group tutorials. Video  e-tools can allow learners who need flexibility to join learning activities when they might not otherwise be able to. | Free active teaching/learning  software online 2016  Google.com | <https://www.google.ie/mobile/hangouts/> |
| Skype.com | <https://www.skype.com/en/> |
| Future Classroom Lab Interviews on using technology to create an active learning environment | Web Interview Video | Look at #12 - Dr. Lennie Scott-Webber  Looks at how design your active classroom that empower learning. See the interview to find out how evidenced-based design methodologies and knowledge of how we learn can be used to create better learning environments. | Steelcase Inc.  Dr. Lennie Scott-Webber, Director of Education Environments | <http://fcl.eun.org/interviews> |
| Look at #11 - Warren Barkley Video  Focus on active, collaborative, problem solving skills, allowing students to be team players for the future. | SMART Technologies  Warren Barkley, the Chief Technology Officer |
| Look at #8 - Diana Laurillard  Investigates the need to support innovated practices in the classroom, teachers are the drivers of innovation; teachers commission various types of technology to aid active learning, the teacher pushing the ideas and facilitates learning. 2025 Classrooms will have the best social places, where students direct their own learning, exploring ideas, not sitting passively and listening, the active learning is orchestrated by the teacher. Teachers explore methods of learning and learn from other colleagues. | Institute of Education, University of London  Diana Laurillard, Professor of Learning with Digital Technologies 2015 |
| Designing the Future Classroom | PDF Article | BYOD Bring Your Own Device – PDF guide, developed by European Schoolnet outlines how students can actively engage in learning by using their own technology devices. | European Schoolnet  Interactive Classroom Working Group (ICWG) 2015 | <http://fcl.eun.org/documents/10180/624810/BYOD+report_Oct2015_final.pdf> |
| Inside Active Learning Classrooms | Web  Video | This video demonstrates how Active Learning Classrooms work; it explains the physical design of the active learning classroom. With round tables for discussion and high-tech accessories for interactivity and collaborative working. | University of Minnesota 2012 | <https://www.youtube.com/watch?v=lfT_hoiuY8w&feature=youtu.be> |
| What is Blended Learning? | Web Video | This video outlines the benefits of Blending Learning (using the right technology to enhance the learning experience for FE learners). It discusses how the traditional face 2 face (F2F) learning, can be effectively merged with the use of technology to actively engage students. It outlines how the internet has enabled access to flexible online learning, which enables active collaborative learning. | Laguna Blanca School, USA.  Frederic Skrzypek  Director of Technology 2013 | <https://www.youtube.com/watch?v=lIh4jJlvF44> |
| <https://www.youtube.com/watch?v=hvYFToF97RA> |
| <https://www.youtube.com/channel/UCk5zGDkWaI1FWhLNJ9XkbLA> |
| FE learners’ expectations and experiences of technology | Web blog/  Web Article | In Further Education there is a challenge of ensuring that our students experience using technology is positive and engaging.  We need to provide support for all users, including a relevant digital curriculum and a robust, flexible learning environment.  Jisc has produced a [brief for FE college leaders and managers](http://repository.jisc.ac.uk/6096/1/FE_digital_student_brief_2015.pdf) on FE learner expectations and experiences of technology, outlining the key challenges and learning provider solutions as well as a more [comprehensive report of the FE digital student study.](http://repository.jisc.ac.uk/6083/1/JR0043_FE_DIGITALSTUDENT_REPORT_A.pdf) | Jisc  Joint Information Systems Committee 2015 | <https://www.jisc.ac.uk/guides/enhancing-the-digital-student-experience/context> |
| Jisc  Joint Information Systems Committee  Mark Stubbs - | <https://www.jisc.ac.uk/blog/5-top-tips-to-enhance-your-students-experience-11-mar-2013?from=promo> |
| Jisc  Joint Information Systems Committee | <http://repository.jisc.ac.uk/6096/1/FE_digital_student_brief_2015.pdf> |
| Jisc  Joint Information Systems Committee  Digital resources | <https://www.jisc.ac.uk/content> |

**Useful Organisations:**

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| **Name** | **Contact Information** |
| The Centre for Teaching Excellence, University Avenue West Waterloo, ON, Canada | <https://uwaterloo.ca/centre-for-teaching-excellence/> |
| PDST – Professional Development Service for Teachers. | <http://pdst.ie/node/2831> |
| <http://www.pdsttechnologyineducation.ie/en/> |
| NUIM Maynooth University, Co. Kildare. | <https://www.maynoothuniversity.ie/centre-teaching-and-learning> |
| University College Dublin | <http://www.ucd.ie/teaching/> |
| The Teaching Council, Maynooth, Co. Kildare. | <http://www.teachingcouncil.ie/en/Research/Research%20Bursaries/Research%20Summaries/> |
| Department of Education and Skills, Dublin. | <http://www.education.ie/en/The-Department/Management-Organisation/Teacher-Education-Section.html> |
| <http://www.education.ie/en/The-Education-System/Further-Education-Training/> |

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| **MOOCs (Massive Online Open Courses)** | |
| Free access to online courses. Search regularly for new courses and new start dates. Most courses are free.  Charge often applies if assessment and certification is required.  MOOCs provide excellent flexible online CPD for individuals or resources that can support active teaching and learning. | <https://www.mooc-list.com/> |
| <http://www.alison.com/> |
| <https://learn.moodle.net/mod/page/view.php?id=40Learn> |
| <http://www.futurelearn.com> |
| <http://mymobileuni.com/> |
| <https://www.open2study.com/> |
| <http://www.extension.harvard.edu/open-learning-initiative> |
| <https://www.udemy.com/technology-tools-for-educators/> |
| https://www.coursera.org/learn/future-education |