

Getting Active Learning Right

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CFP Education Workshop
September 27th, 2017



HARVARD MEDICAL SCHOOL
CURRICULUM FELLOWS PROGRAM

IN CLASS WORKSHEET

For the following exercise, think of a course you are teaching, have previously taught, or might like to teach in the future.

1) Briefly, what is the subject and title of the course?

Bacterial Cell Biology

2) Choose a single class session. What would the heading for that day's class say on the syllabus?

Secretion systems

3) What are three things you would want your students to be able to do or to have learned by the end of ~~that one class?~~

i. group and distinguish different types of secretion systems by structure and function

ii. connect the evolutionary history of different secretion systems to their shared functions

iii. describe the path of a protein through each type of secretion system

4) Of those three, circle the one that you believe is most appropriate for a learning activity. Explain your choice by referring back to the evaluation characteristics we discussed in this workshop. (refer to slide 7)

This objective is a critical part of understanding the role of secretion systems in bacterial cell biology. It's also a pretty hard concept to understand and requires the integration of multiple sources of information.

5) What specific aspect of that skill or content will your learning activity focus on (that couldn't be simply delivered by lecturing)?

The activity will focus on the categorization of the secretion systems. The basic content will be delivered by lecture, but the activity focuses on putting that content into context and understanding the function by understanding the relationships. This would be very hard to effectively teach by a lecture.

6) Consider a learning activity that serves that goal.

i. What are the students doing? What will they have created or recorded at the end of the activity?

Students are identifying categories based on the characteristics that define secretion systems and then using those categories to identify and give context to the shared and distinguishing features of secretion systems.

ii. What is the text of the written prompt for the activity? Underline the deliverable.

Think of as many characteristics as you can that can group and/or differentiate secretion systems. Once you have identified the relevant categories, work with your neighbor to fit secretion systems into the appropriate groups.

iii. How long do you think this activity will take?

10 minutes