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Nota di contenuto	Active Learning Spaces; CONTENTS; FROM THE SERIES EDITOR; EDITORS' NOTES; Literature Review; Acknowledgments; References; 1 History and Evolution of Active Learning Spaces; Why Should Learning Spaces Change?; The World Is Different; Information Is Readily Accessible; Students Are Different; So Why Are Lecture Halls So Common?; Change Arrives Slowly; Active Learning in Labs; Active Learning in Lectures; History of Studios; Active Learning in Studios; Future of Active Learning Classrooms; 2 Using Qualitative Research to Assess Teaching and Learning in Technology-Infused TILE Classrooms Introduction Research Methods; The Need for a Better Environment for Student-Centered Learning Activities; Faculty Development for TILE Instructors; The Challenges Instructors Face in TILE Classrooms; Conclusion and Implications; References; 3 Active Learning Classrooms and Educational Alliances: Changing Relationships to Improve Learning; Introduction; Data and Methods; Findings; Dimension 1: Mutual Respect; Dimension 2: Shared Responsibility for Learning; Dimension 3: Effective Communication and Feedback; Dimension 4: Cooperation;

Dimension 5: Trust and Security; Conclusion; Note; References  
4 Coffeehouse as Classroom: Examination of a New Style of Active Learning Environment Why We Conducted the Study; Method; Participants; Instrument and Data Collection Description; Key Findings; Faculty and Students Overwhelmingly Felt That the Space Was Conducive to Collaboration.; Design of the Room and Furniture Received Mixed Reviews from Faculty and Students; Faculty and Students Rated the Space Very Positively with Respect to the Comfort and Overall Feel of the Classroom; With the Exception of the Projector, the Technology in the Room Was Not Used to Significant Effect  
Faculty Development Summary and Key Takeaways; References; 5 Pedagogy Matters, Too: The Impact of Adapting Teaching Approaches to Formal Learning Environments on Student Learning; Introduction; Literature Review; Data; Analysis; Conclusion; Note; References; 6 Strategies to Address Common Challenges When Teaching in an Active Learning Classroom; Differences between ALCs and Traditional Classrooms; Challenges Imposed by the Physical Layout of the Room; No Focal Point; Multiple Distractions; Overwhelming Technology; Challenges Imposed by Changes in Teaching Roles  
The Instructor Is No Longer the Focal Point Students Can't Hide; Loss of Wider Community; Methods for Using Student Feedback to Address Challenges; References; 7 Conducting an Introductory Biology Course in an Active Learning Classroom: A Case Study of an Experienced Faculty Member; Study Overview; Results; Pedagogical Practices; Insights; Discussion; References; 8 TILE at Iowa: Adoption and Adaptation; Introduction; Laying the Groundwork; Departmental Buy-In; Shifting Perspectives and Remaining Questions; Notes; References  
9 Active Learning Environments in Nursing Education: The Experience of the University of Wisconsin-Madison School of Nursing

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Sommario/riassunto

With the paradigm shift to student-centered learning, the physical teaching space is being examined The configuration of classrooms, the technology within them, and the behaviors they encourage are frequently represented as a barrier to enacting student-centered teaching methods, because traditionally designed rooms typically lack flexibility in seating arrangement, are configured to privilege a speaker at the front of the room, and lack technology to facilitate student collaboration. But many colleges and universities are redesigning the spaces in which students learn, collapsing tra

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