

Complexity Level ^{1*}	Code	Activity Description ^{2,3}
Low Complexity	A*	<i>Question & Answer:</i> Students orally respond to a question, comment, etc either voluntarily or by cold-calling . *A1 and A2 denote simple knowledge / comprehension questions (recall) and generally are asked by instructor but limited or no time is provide for the student to process / respond. A1 denotes students responded to question / A2 denotes students were asked to respond AND given time but did not respond – will track A1 and A2 for numbers but not time as conducted in less than 1 minute. A3 denote a higher -order question, where students are provided time (>1 min) to process then respond. This does not include rhetorical questions.
	B	<i>One-minute paper / Focused Listing / One Sentence Summary:</i> Short writing task designed to allow students to focus attention on a single important term, name or concept from a particular lesson / session
	C	<i>Think/Pair/Share:</i> Short, individual written response to a prompt/question; then instructed to share and discuss briefly with partner; then asked to share with larger group
	D	<i>Brain Dump / Free Write:</i> Short write in which students write down everything they know about an announced topic.
	E	<i>Muddiest Point</i> At some point during or after an in-class presentation, students write a quick response to the prompt, “What was the muddiest point in _____?”
	F	<i>Misconception / Preconception Check:</i> Simple technique for gathering information on what students perceive they already know
	G	<i>Application Activity:</i> Written activity in which students apply 1-2 principles and concepts to real life situation
	H	<i>Student-Generated Questions:</i> Students create questions for quizzes or exams that are crafted to capture central elements of the course
	I	<i>Formative Quizzes / Surveys (Background Knowledge Probe):</i> Ungraded quizzes / surveys to determine comprehension
	J	<i>Computer Based Interaction Systems: (Personal response system)</i> Students participate in the lecture by responding to questions / statements via computers / wireless technology.
	K	<i>Self / Peer Formative Assessment:</i> Activities that require students to assess performance against applicable criteria; extend to offer specific suggestions for improvement
Moderate Complexity	L	<i>Small Group Presentations / Discussions:</i> Presentations / discussions of course material – led by <input type="checkbox"/> Faculty vs. <input type="checkbox"/> Student
	M	<i>Role Playing / Simulations / Games:</i> Students and/or faculty performing specific roles for demonstration purposes Simulations / games include guiding principles, specific rules and structured relationships
	N	<i>Categorizing Grid / Pro-Con Grid:</i> Students are presented with 2-3 important categories (superordinate concepts) along with a scrambled subordinate terms, images, equations or other items that belong in one or another of the superordinate categories.
	O	<i>Defining Features Matrix / Memory Matrix:</i> Students categorize concepts presented according to presence (+) / absence (-) of defining features
	P	<i>Debates:</i> Small or large group structured exploration of central concepts, data, beliefs, values
	Q	<i>Peer Teaching:</i> Students teaching each other basic and/or intermediate levels of course materials or needed skills
High Complexity	R	<i>Concept Maps:</i> Drawings or diagrams that show the mental connections that students make between a major concept presented and other concepts they have learned
	S	<i>Cases:</i> Scenarios that require students to integrate their skills to solve problems that relate to course material
	T	<i>Cooperative Cases:</i> Scenario-based problem -solving activity using small groups to tackle specific questions/issues from larger list
	U	<i>Jigsaw:</i> Team-based: each member becomes subject matter expert in 1 of 4 areas selected from current course material. Each member teaches their subject matter.
	V	<i>Cooperative Learning / Problem Based Learning:</i> Students work together to learn course knowledge and to develop course skills.

Faculty gender: Male Female

Years of Teaching:

0-1 2-5 6-10 11-15 16-20 >20

Time of day: 8-12:59pm 1-4:59pm After 5pm

Age Range: 25-29 30-34 35-39 40-44
 45-49 50-54 55-59 60+

Course: Undergraduate Graduate

Number of Students: _____

Non-tenure Tenure
 Assistant Associate Full Professor

Discipline: _____

Type / Location of Room: _____

Question & Answer (Total)	A ₁ :			A ₂ :				A ₃ :		
	AL Episode 1	AL Episode 2	AL Episode 3	AL Episode 4	AL Episode 5	AL Episode 6	AL Episode 7	AL Episode 8	AL Episode 9	AL Episode 10
Code										
Activity Description										
Complexity										
Time start										
Time end										
Total time (minutes)										

AL Quantitative Summary	Reviewer Response
Item I: Total # times AL used:	Please provide specific feedback on the following: (1) Faculty approach in activity (2) Quality of classroom environment during the activity (3) Overall atmosphere
Item II: # Different types of AL used:	
Item III: # Low complexity / total:	
Item IV: # Moderate complexity / total:	
Item V: # High complexity / total:	
Item VI: Total time spent for all AL activities: (sum total time for all activities)	
Item VII: Average time per AL activity: (total time/ total # times AL used)	

¹Angelo TA, Cross KP. Classroom Assessment Techniques: A Handbook for College Teachers. 2nd ed. Jossey-Bass, San Francisco CA, 1993.

²Bonwell CC, Eison JA. Active learning: creating excitement in the classroom. ASHE-Eric Higher Education Report 1. Washington, DC: The George Washington University, School of Education and Human Development, 1991.

³Acknowledgement: Eric Hobson for sharing his “Active Learning Chart” used during his “Active Learning” seminar.

