

ACTIVE LEARNING CLASSROOMS

University of Minnesota

- ALC's support increased learning and equity: students outperform peers in a traditional classroom on the same course/instructor/exam; success of women and at-risk students improve the most.
- Special training of instructors is not needed, but not all instructors implement active learning to the same level.
- Active learning classrooms provide flexible space for activities beyond classes, including study groups, club meetings, and education workshops.
- Active learning classrooms are an important tool for recruiting new students.
- Team teaching in an ALC is the most effective strategy for improving instruction and increasing pedagogical innovation.
- The proximity of instructors and students enables effective mentoring in scientific process skills.
- Interest in evidence-based pedagogy has paralleled the building of active learning classrooms.



"The best indicator of ability is the quality of work that is asked of someone. You respected us to ask the hard questions, and I appreciate it. Thanks for a great course and keep doing what you are doing."

— Anonymous Freshman in Intro Biology

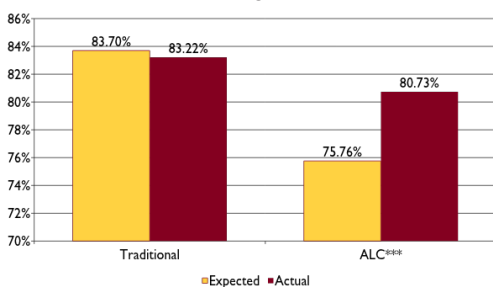
ABOUT ALCs

"Active Learning Classrooms invite faculty to demand more from students and make it easier for faculty to support students in achieving ambitious learning goals. Since opening Bruininks Hall, which houses ten Active Learning Classrooms (ALCs), nearly every undergraduate at the University of Minnesota has taken at least one course in an active learning space.

More than 17,000 students each year take one of the ~500 courses taught in an ALC. We find that the space is terrific for students (they enjoy the space and outperform expectations in it) and for faculty, who begin to implement more evidence-based strategies in their teaching, without special training. The space facilitates working in collaborative teams to apply their newly forming knowledge, practicing 21st century skills of teamwork, and problem-solving. Students are becoming agents of their own learning."

— Robin Wright, Professor, Departments of Biology Teaching & Learning and Genetics, Cell Biology & Development, Editor-in-Chief, CourseSource—University of Minnesota

Students Earn Higher than Predicted Course Grades in Active Learning Classrooms



From Cotner, et al, Journal of College Science Teaching 2013

RESEARCH & RESOURCES

- <https://classroom.umn.edu/space/classroom-types/active-learning-classrooms-alc>