Rapid Prototyping Active Learning: Aligning Your Favorite Teaching within the Framework

http://sites.psu.edu/sciencelibrarian/2015/06/30/rapid/

Research (define your learning outcomes)

Design (plan your approach to the class)

Prototype (sketch out a learning activity)

Implementation (write a plan for using the activity)

Evaluation (plan your assessment)
Threshold Concepts in Plain English by Ellysa Stern Cahoy (ellysa@psu.edu)

Scholarship as conversation: Scholarship is a “discursive practice” where users and creators “come together to negotiate meaning.” The expert (and the student) seek out “many perspectives” on a specific topic.

Research as inquiry: Inquiry is “a process that focuses on problems or questions within a discipline or between disciplines that remain unresolved.”

Authority is constructed and contextual: The information need determines the level of authority required (context). It is constructed from community to community, as different communities recognize different types of authority. This is a deeper recognition and understanding of authority that goes beyond superficial indicators of authority such as type of publication, or author credentials. User as authority is an interesting Practice that emerges from this TC.

Information creation as a process: The quality and utility of information can be determined by the process that went into creating the information. Ask students to consider the process that goes into formulating and creating a tweet vs. a peer reviewed article.

Searching as Strategic Exploration: Searchers learn about their resource to better understand it and search across different resources and modes of access.

Information has Value: Information is a commodity, and information users have responsibilities as consumers and creators. Information production is impacted by political, social, and economic issues. One’s online presence has value, not just to the user but to others, and their data can be monetized by companies they use.