

Active Learning E-PEDAGOGY SCHOOL(ALES)

TITTLE OF THE COURSE:

“An Introduction to Active Learning”

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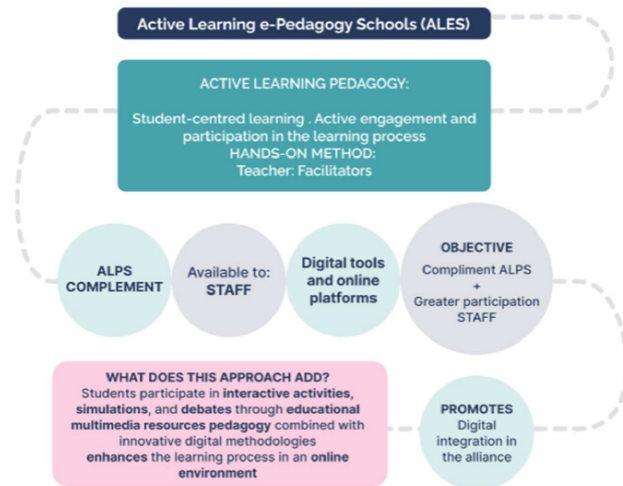
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Format of our Short Learning Opportunities

Active Learning e-Pedagogy Schools (ALES)

To complement ALPS and to facilitate greater participation by academic staff in active learning pedagogical approaches online Active Learning e-Pedagogy Schools will also be produced by the alliance. A particular focus of the ALES will be on methodologies to merge the principles of active learning with digital tools and online platforms, like **Learning Management Systems** (moodle, google classroom or blackboard), to implement a dynamic blended or fully on-line educational experience. By taking such an approach students could engage in interactive activities, simulations, and discussions through educational media resources, fostering collaboration and critical thinking skills thereby providing flexibility, accessibility, and a blended pedagogy with innovative digital methodologies, thus enhancing the learning process in online environments. This approach promotes digital integration in the alliance and it can enhance the quality and accessibility of joint courses, workshops, and research projects.



1. TITLE AND HOST UNIVERSITY

Program Title

An Introduction to Active Learning

External stakeholder:

Educational Leadership Bodies, vice-rectors for Academic Affairs or Teaching and Learning departments from the participating universities.

Instructional Design and Pedagogical Innovation Units of ACE²-EU Alliance universities, responsible for curriculum development, digital transformation, and quality assurance in teaching.

Student Associations or Student Councils, representing learner perspectives and advocating for more engaging and inclusive learning environments

Universities:

Coordinator University: „Constantin Brâncuși” University Târgu-Jiu

Co-creating University:

Real World Challenge identified by the Stakeholder:

The course responds to key pedagogical and institutional challenges, including:

- **Over-reliance on traditional, passive teaching methods** - Teachers often rely on traditional, passive methods in digital contexts. There's a need to empower them with active learning strategies adapted for online and blended environments.
- **Need for pedagogical consistency across joint programs** - With multi-university teaching models (e.g., COIL, MOOCs, joint degrees), there's a demand for aligned teaching approaches.
- **Low confidence in delivering learner-centered content online** - Teachers require both theoretical grounding and practical modeling to feel confident leading active learning in digital contexts.

2. Objectives and Scope

Primary Goal:

- Equip teachers from ACE²-EU institutions with a solid understanding of active learning strategies for use in digital and hybrid education environments.

Specific Objectives:

- Understand and explain the core principles of active learning and their relevance within the educational process.
- Design and adapt at least one teaching activity using active learning methodologies (e.g., Collaborative Learning, Experiential Learning) and strategies (e.g., Breakout Rooms Discussion, Think-Pair-Share, One-Minute Paper, Role Play, Peer Instruction).
- Explore and practice using digital tools (e.g., Padlet, MS Word, MS Teams) to facilitate student engagement and interaction.
- Reflect on one's own teaching practices and identify opportunities to integrate inclusive, student-centered approaches in ACE²-EU courses.

Target Audience:

- Academic teaching staff involved in virtual or blended delivery of ACE²-EU programmes (e.g. COILs, MOOCs, BIPs);
- Instructional designers, e-learning coordinators, and digital learning support staff;
- Early-career teachers or those transitioning to digital teaching roles.

Duration:

2 hours online synchronous

3. Program Structure

Activities:

The 2-hour course will consist exclusively of a **live synchronous online session** focused on **active participation, collaborative work, and demonstration of tools and strategies**. Within this timeframe, the following activities will be included:

- **Exploring the Foundations of Active Learning**
Short theoretical inputs introducing key concepts and benefits of active learning, using visual examples. Participants will explore a range of active learning strategies and tools through examples and discussion.
- **Digital Tool Demonstrations**
Hands-on demonstration of 2–3 tools commonly used for active learning in online settings.
- **Breakout Room Task**
Participants work in small groups to design a simple learning activity using one of the active learning strategies discussed. They will also identify at least one way to adapt the activity for inclusivity, applying UDL principles (e.g., multimodal access, learner choice, low-tech option). Output will be shared back in plenary.

- **Group Reflection and Sharing**

Participants will return to the main session to share ideas, receive feedback, and reflect on how these methods could be applied in their own teaching.

- **Live Q&A and Wrap-up**

Space for questions, sharing practical concerns, and discussing opportunities for further collaboration.

Content Themes:

1. Understanding Active Learning

- Defining active learning in contrast to traditional, passive approaches
- Research-based benefits and impact on student engagement and outcomes
- Characteristics of effective active learning environments
- Overview of active learning methodologies, such as Collaborative and Experiential Learning approaches

2. Strategies and Methods for Active Learning

- Overview of practical active learning strategies (e.g., Think–Pair–Share, One-Minute Paper, Role Play, Peer Instruction)
- Designing structured, student-centered learning moments
- Aligning methods with learning objectives and assessment

3. Digital Tools for Engagement and Participation

- Demonstration of accessible, user-friendly tools (e.g., Padlet, MS Word)
- Choosing tools that support collaboration, creativity, and feedback

4. Inclusivity and Universal Design for Learning (UDL)

- Principles of UDL for equitable access to active learning
- Adapting strategies for multilingual, multicultural, and mixed-ability groups
- Addressing digital fatigue and learner autonomy

5. Designing for Motivation and Interaction

- Encouraging learner autonomy and responsibility
- Creating a structured yet flexible synchronous experience
- Building presence, belonging, and a sense of academic community

6. Reflection and Application to Teaching Practice



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- Encouraging metacognition through structured reflection
- Supporting participants in translating strategies to their own course contexts
- Promoting sustainable instructional innovation through micro-interventions

Schedule:

Segment duration (minutes)	Segment Title	Activities & Tools	Purpose / Outcomes
10	Welcome & Icebreaker	Quick chat check-in	Build rapport, activate prior knowledge, set expectations
25	Exploring the Foundations of Active Learning	Mini-lecture with slides + discussion (Q&A, examples from participants)	Clarify definitions, benefits, and pedagogical rationale for active learning
15	Digital Tool Demonstrations	Live demo of two tools: Padlet, MS Word Collaborative	Showcase tools that support interaction and collaboration in active learning
15	Inclusive Active Learning & UDL	Mini-lecture with slides + discussion (Coggle - cognitive maps)	Reinforce UDL principles and raise awareness of inclusivity in digital environments
30	Breakout Room Task	Breakout rooms + shared editable documents (Padlet/Docs);	Apply active learning strategy + include UDL adaptation (multimodal, inclusive design)
20	Group Reflection and Sharing	Plenary session: each group shares their activity	Peer feedback, cross-inspiration, validation of creative outputs
5	Live Q&A and Wrap-up	Open floor for questions + post-	Clarify remaining issues, collect feedback, invite to follow-up resources/network

Segment duration (minutes)	Segment Title	Activities & Tools	Purpose / Outcomes
		course survey link shared in chat	

4. Roles and Responsibilities

Responsible University:

“Constantin Brâncuși” University of Târgu-Jiu (UCB) – Romania

Key Contributors:

Academic & Pedagogical Contributors

- University staff or trainers with expertise in digital pedagogy and active learning, responsible for instructional design who structure the course content, themes, and learning activities and for delivering the course.
- Experts in accessibility and inclusive educational design, ensuring the integration of Universal Design for Learning (UDL) principles.

Technical & Support Contributors

- Responsible for integrating and supporting platforms (Microsoft Teams, Padlet, etc.) and providing technical assistance.
- Individuals preparing visual materials such as slides, video tutorials, and platform guides.

Institutional & Strategic Contributors

- Staff coordinating logistics and communication between ACE²-EU partner institutions.
- Groups of teaching staff from each participating university who attend the session and disseminate active learning strategies locally.

Stakeholders



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- May provide feedback on the relevance of the learning strategies for real-world, interdisciplinary, or applied contexts.

Participant Expectations:

Participants are expected to:

- Attend and actively engage in the 2-hour synchronous session
- Contribute to breakout room activities and group discussions
- Reflect critically on the application of active learning in their own teaching contexts
- Complete a short post-course reflection and feedback form
- Optionally co-create and share a short active learning activity or idea for future integration into the ACE²-EU pedagogical toolkit

5. Resources and Logistics

Materials:

It will be used MS Teams platform for course delivery.

Technical Support:

Real-time online support.

6. Promotion and Communication

Promotion Strategy:

The course will be promoted through the ACE²-EU partner institutions using the following channels:

- Institutional newsletters and internal mailing lists
- Announcements on the official websites and e-learning portals of participating universities

Promotion Plan:



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Coordination: “Constantin Brâncuși” University of Târgu-Jiu (UCB) – Romania

Promotional assets: email template

Timeline:

July 2, 2025 – Launch of promotional campaign

July 2 – July 4 – Distribution of registration form and program agenda

July 4 - July 5 – Reminder emails

July 8 – Final reminder and joining instructions

Key Dates:

Deadlines for registration: 09 July 2025

Communication Strategy:

To ensure timely and clear communication with participants:

- Emails will confirm registration and send calendar invites
- Microsoft Teams will be used for session access, and chat announcements
- A shared folder will host the course materials, agenda, and recordings
- Support contact will be provided for technical issues or questions before and after the session

7. Evaluation and Feedback

Assessment Methods:

The assessment strategy focuses on competency development, practical application, and reflective impact:

- **Ongoing formative feedback:** during activities and group work
- **Post-course survey:** to evaluate satisfaction, perceived value, and intention to apply concepts

Certificate of Attendance:

A certificate of attendance will be provided after the completion of the course.

The certificate will contain the following information:

1. Course Title: An Introduction to Active Learning

2. Type of the course: Active Learning e-Pedagogy Schools (ALES)

3. Learning Objectives:

Participants in this course were expected to:

- Understand and explain the core principles of active learning and their relevance within the educational process.
- Design and adapt at least one teaching activity using active learning methodologies (e.g., Collaborative Learning, Experiential Learning) and strategies (e.g., Think–Pair–Share, Breakout Rooms, One-Minute Paper, Peer Instruction).
- Explore and practice using digital tools (e.g., Padlet, MS Word, MS Teams) to facilitate student engagement and interaction.
- Reflect on their own teaching practices and identify opportunities to integrate inclusive, student-centered approaches in ACE²-EU courses.

4. Competences Developed

After completing this course, participants will have enhanced their ability to:

- Design and facilitate active learning strategies.
- Use collaborative and interactive tools for online student engagement.
- Co-create inclusive and accessible digital learning experiences.
- Reflect on teaching practices and apply Universal Design for Learning (UDL) principles.
- Promote learner participation, autonomy, and community in virtual environments.

5. Duration:

2 hours (synchronous, online session)

Success Indicators:

- **Participant satisfaction** as reflected in feedback surveys
- **Relevance to institutional and local educational contexts**, as shown by integration intentions or pilot use of active learning strategies in future ACE²-EU courses

- **Level of engagement and collaboration** in breakout sessions and shared activities

Feedback Mechanisms:

Post-course survey (MS Forms or similar), including Likert-scale and open-ended questions on:

- Clarity and utility of content
- Instructor effectiveness
- Perceived usefulness for own teaching practice

Reports:

The analysis of feedback data will be conducted by the host university team.

A **brief internal report** will be compiled and shared with ACE²-EU partners, highlighting:

- Aggregated participant feedback
- Identified strengths and improvement areas
- Recommendations for integrating similar courses in long-term staff development

8. Risk Management

Potential Challenges

1. Low Participant Engagement

Some participants may show limited engagement due to digital fatigue ("Zoom fatigue"), lack of motivation, or unclear applicability of the course content to their own context.

2. Technical Difficulties

Issues such as unstable internet connection, limited access to digital tools (e.g., MS Teams), or lack of familiarity with these tools may occur.

3. Uneven Pedagogical Experience

Participants may come from diverse academic and teaching backgrounds,

with varying levels of experience in digital pedagogy, which may affect pacing and effectiveness.

4. Linguistic or Cultural Barriers

As the course involves international participants, there may be challenges related to fluency in English or differences in pedagogical expectations and styles.

Mitigation Strategies

1. Pre-Course Orientation and Preparation

- Send a welcome email with agenda, platform links.

2. Real-Time Technical Support

- Ensure the presence of a technical moderator during the live session to provide help via chat or private breakout support.

3. Flexible Pedagogical Design

- Offer tasks that can be completed individually or in teams.
- Use varied modes of content delivery (visual, textual, interactive) to accommodate different learning preferences.

4. Clarity and Accessibility

- Use clear, simple language and support instructions with visual examples.
- Allow contributions in multiple formats (written, audio, visual) based on participant comfort.

5. Peer Support and Group Collaboration

- Form mixed breakout room groups to encourage peer support between more and less experienced participants.