

Quality Enhancement Plan

ACTIVE LEARNING AT UGA

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EXECUTIVE SUMMARY

The University of Georgia embarks on this Quality Enhancement Plan (QEP) with an overarching aspiration: to create a culture of active learning for UGA undergraduates. Adoption of a QEP to increase and enhance the use of active learning practices in the undergraduate classroom is a natural progression in the University's history of student learning enhancements, including experiential learning opportunities and the First-Year Odyssey Seminars, the University's previous QEP.

A significant body of literature documents that active learning practices are effective in increasing student acquisition and retention of course content and in developing higher-order intellectual skills associated with lifelong learning and long-term student success. Accordingly, UGA expects that as a result of the Active Learning QEP students will demonstrate enhanced learning dispositions in curiosity, initiative, reflection, and recognition of connections across learning environments. These goals for student learning align well with the University's mission and its "commitment to excellence in a teaching/learning environment dedicated to serving a diverse and well-prepared student body, to promoting high levels of academic achievement, and to providing appropriate academic support services."

Active learning as a topic for the QEP emerged as a next step in the institution's progression of emphases on student learning enhancements, propelled forward by two University-wide efforts: the 2017 Task Force on Student Learning and Development; and UGA's 2025 Strategic Plan, developed and launched with broad campus participation in early 2020. Successive committees of faculty, staff, and students identified and developed Active Learning as the QEP topic. The Active Learning QEP will build on and institutionalize nascent pilot programs that have documented impact on student learning and success. Its focus on the student experience *inside* the classroom is an important complement to UGA's previously established experiential learning requirement, through which all undergraduates practice hands-on learning mainly *outside* the classroom.

The overall aim of the QEP is to institutionalize active learning practice at UGA, thereby creating a vibrant culture of active learning across the undergraduate classroom experience. Within a culture of active learning, students are active participants in the classroom, learning is understood as the construction of knowledge rather than its absorption, and instructors guide students to construct knowledge while actively reflecting upon the process of learning.

To strengthen UGA's culture of active learning, the QEP will develop and implement programming in three distinct but interrelated areas:

- Instructor development programming that promotes active learning practices in the classroom;
- Initiatives that support students as active learners; and
- Classroom renovations that make learning spaces more flexible.

UGA's Active Learning QEP is unique in integrating significant attention and resources across all three areas. It includes a plan to assess the implementation of initiatives in each area, as well as a robust set of direct and indirect measures to assess outcomes for student learning and development across the breadth of the program.



INTRODUCTION

The University of Georgia is the birthplace of public higher education in the United States. The University's motto, "to teach, to serve, and to inquire into the nature of things," crisply captures UGA's wide-ranging mission and gives pride of place to "teaching." It is the state's oldest, most comprehensive, and most diversified institution of higher education, with more than 10,000 faculty and staff members and more than 30,000 undergraduate students enrolled in 18 schools or colleges. There is no single undergraduate student profile at the University of Georgia. Rather, the institution is a rich tapestry of diverse students with widely varying backgrounds, interests, experiences, and challenges, each of whom arrives with high expectations of engaging with a rigorous, stimulating, and innovative learning environment.

To meet the needs and expectations of these students, UGA provides a pathway of excellence in undergraduate education, starting with the First-year Odyssey Seminar program in their first year, through required experiential learning in their programs of study, to The Double Dawgs program in their final years. Launched in 2011 as UGA's previous QEP, the First-year Odyssey Seminar program has become the signature way UGA introduces incoming students to the institution's distinctive learning environment through the lens of faculty research. The experiential learning requirement, approved in 2015, ensures that each undergraduate student has an implemented first-hand experience, usually outside the traditional classroom, that deepens individual development of academic knowledge, skills, and abilities. The Double Dawgs program, begun in 2017, enables students to earn both a bachelor's and master's degree in five years or fewer. To date, UGA has approved more than 200 Double Dawgs pathways created by academic departments or degree programs, and almost 600 students have completed one of the pathways.

This QEP's approach to enhancing active learning is unique in its strategy to address multiple facets of learning: the faculty, the students, and the physical spaces.

UGA's Active Learning QEP will link these experiences by creating a culture of active learning across the classroom experience. The focus on the classroom complements the experiential learning requirement, which focuses on learning outside the classroom. The QEP represents a shift toward thinking of students as active participants in the classroom, learning as the construction of knowledge (rather than the absorption of knowledge), and teaching as the act of guiding students to construct knowledge while actively reflecting upon the process of learning (rather than the act of telling). This QEP's approach to enhancing active learning is unique in its strategy to address multiple facets of learning: the faculty, the students, and the physical spaces. Addressing all three simultaneously is key to its effectiveness. By transforming classrooms to facilitate active learning, by training faculty in active learning strategies and then supporting and showcasing those who use those strategies, and by educating students about the benefits of active learning and training some students to facilitate active learning among their peers, the QEP will weave together these three distinct threads to create an exciting new standard of learning at the University – a culture of active learning.

To create this new culture of active learning, the QEP will develop and implement programming for each of these three distinct threads:

- Instructors—Programming that provides opportunities, incentives, and resources for instructors to embrace and develop active learning within their classrooms and to redesign specific courses incorporating robust active learning practices;
- Students—Initiatives that support students as active learners by introducing them to the value of active learning, modeling its practice and expectations in a variety of settings, minimizing barriers to their successful engagement in active learning environments, and using peer educators to facilitate active learning;
- Classrooms—Renovations to make learning spaces more flexible and supportive of active learning practices.

Each thread of programming alone would have an impact on learning at UGA, but collectively their impact will be compounded. When an instructor trained in active learning strategies teaches in a classroom designed and equipped to support active learning, with trained peer educators facilitating student learning in that class—the QEP’s impact will be at its greatest. It will indeed be a cultural shift for faculty, students, and the learning environment at UGA, and another transformative step in the institution’s growing record of emphasis on enhancing undergraduate education.

Background of Active Learning at UGA

Active learning practices are not new to UGA. The QEP builds strategically on the experience of the Active Learning Summer Institute (ALSI), developed in response to a recommendation by the 2017 President’s Task Force on Student Learning and Success. This task force, charged by President Jere W. Morehead to take a fresh look at the University’s undergraduate learning environment, issued a number of recommendations to enhance the climate for student learning and success at the University. One recommendation was to establish training in active learning for UGA faculty. In response, UGA’s Center for Teaching and Learning (CTL) developed and implemented ALSI during the summers of 2018, 2019, and 2021 to promote wider adoption of active learning strategies in UGA classrooms. This intensive, three-week summer institute incorporates training and modeling of foundational active learning pedagogical content alongside a supported course redesign process. During the institute, daily sessions include discussion of active learning pedagogy and other evidence-based teaching practices, workshops to explore the application of pedagogical techniques, and structured work time where faculty make progress on redesigning a course. Outside of formal institute sessions, faculty work independently and with consultant partners to finalize their courses for implementation during the subsequent academic year. By the end of the institute, participating faculty have the skills to design interactive instructional and assessment strategies that foster ongoing student engagement, motivation, and reflection to support student academic success.

Since its inception, 79 faculty have participated in ALSI, which consistently receives more qualified applicants than the 24 positions available. Clearly, there is an unmet demand for such instructor development across campus. Moreover, not every instructor is available during the summer to participate in ALSI, and many more could participate if the training was made available throughout the academic year. With UGA’s demonstrated growth in faculty involvement in active learning and to serve more than 2,000 instructional faculty, the QEP will create new and more flexible mechanisms to scale up the ways faculty can become more knowledgeable about active learning and more skilled in bringing it into their classes.

The seeds of active learning also exist in the student realm. UGA offers a course for students on how to be a successful learner in an active learning environment. In addition, a small grant from the University System of

Georgia provided \$225,000 over three years (AY 2019, 2020, 2021) to create a robust Peer Learning Assistant (PLA) program to improve student success metrics in STEM courses. Over those three years as a result of this grant and a small one-time investment by the Office of Instruction, UGA has enrolled more than 100 undergraduate students in a course that trains them to serve as PLAs in lower-division STEM courses that use active learning strategies. As with faculty programming, there is excess demand. Not every instructor who wants to have PLAs assist student learning in their courses can be accommodated. The QEP will create new mechanisms to scale up the use of PLAs in undergraduate education at UGA and extend it beyond STEM disciplines. In addition to these curricular threads, the QEP also will include investments in active learning activities and environments in co-curricular settings, such as New Student Orientation and University Housing's residential curriculum, to help prepare students for curricular success and lifelong learning.

The 2017 President's Task Force further recommended enhancing instructional spaces across campus to better support active engagement of students, and the president allocated funds for this. In implementing its 2025 strategic plan, the Office of Instruction is completing a campus-wide classroom inventory to identify classrooms that, if renovated, would better support active learning pedagogical strategies. To date, UGA has spent more than \$2 million to update classrooms for active learning, equipping a relatively small number of classrooms with state-of-the-art functionality for active learning. The QEP will increase that number substantially and will create a rubric for deciding which enhancements would best serve individual classrooms.

Building on Experience

Active learning is empirically demonstrated to improve student retention of content, even in normal times. (This is discussed in detail in the literature review section). But given recent conditions generally in society, and specifically at UGA, the timing could not be better to institutionalize active learning with our undergraduate population, which is built from an extremely qualified pool of applicants. The pandemic has opened the eyes of faculty, students, and administrators to different ways to accomplish the teaching mission. Students and faculty have persisted through emergency remote and hybrid teaching. Both groups, enthusiastically back on campus in the face-to-face learning environment, are newly awakened to innovation and are motivated to find the best ways to teach and to learn.

In years one through five, the Active Learning QEP will make significant progress toward creating a culture of active learning by developing and implementing mechanisms that will affect learning from both sides of the podium. It will increase the number of instructors who are active learning practitioners. It will train students to use and model active learning strategies among their peers. It will reimagine classrooms as places where every student is, in some respect, at the front of the room actively engaged, rather than practically invisible at the back of the hall, hidden behind a computer screen.

Details of how active learning was identified as the topic of this new Quality Enhancement Plan, and how it would be implemented at the University of Georgia, make up the majority of the report that follows. In sum, the QEP presents an opportunity to enhance the strength of UGA's faculty; challenge the institution's increasingly capable students to new levels of engagement, deep learning, and achievement; and make a lasting impact on UGA's classroom infrastructure. It is an opportunity to transform the classroom experience for students and faculty, creating a culture of active learning for undergraduates at the University of Georgia.



FRAZIER & DEETER
CLASSROOM

AXIS/AL Hub Brainstorm

TOPIC SELECTION & DEVELOPMENT

TOPIC SELECTION

Active learning as the topic of the QEP emerged from two campus-wide processes, each of which was based on broad, inclusive input from campus and campus constituencies. The work of the 2017 Task Force on Student Learning and Success and the UGA 2025 Strategic Planning process became the basis for President Jere W. Morehead's charge to the QEP Topic Selection Committee in January 2020. That group was to identify potential QEP topics based on the two previous campus-wide planning processes, collect existing data and campus input relevant to those topics, and finally to recommend a specific topic for QEP development. A common theme in both the Task Force recommendations and the goals of the 2025 Strategic Plan was to enhance active learning. The Topic Selection Committee identified its potential, ultimately recommending active learning as the next significant emphasis toward enhancing UGA's excellence in undergraduate education. We discuss here how these three processes arrived at this point.

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The 2017 Task Force on Student Learning & Success

The 2017 Task Force was co-chaired by the vice presidents for instruction and student affairs and was composed of a cross-section of UGA faculty, staff, and students. To fulfill its charge, the Task Force members reviewed relevant literature, evaluated efforts of peer institutions, collected campus input, and discussed proposed recommendations. The Task Force's work was widely publicized across campus, with regular news releases, features in *Columns*, UGA's weekly faculty/staff news publication, and updates in the daily UGA Today email. The Task Force also was featured in the *Red & Black*, UGA's independent student newspaper. At the end of 2017, the Task Force delivered to the president twelve recommendations aimed at evolving the undergraduate curriculum, enhancing teaching and learning, and expanding student support and mentoring. Subsequently, the president's 2018 State of the University Address highlighted the Task Force's recommendations, including the key priority to "transform courses and classrooms to actively engage students." This recommendation led to the foundational Active Learning Summer Institute (ALSI) and an initial \$1 million allocation to renovate classrooms to support active learning.

2025 Strategic Plan

In late 2018, President Morehead charged the 2025 Strategic Planning Committee (SPC) to develop institutional goals for three strategic directions, one of which included “Promoting Excellence in Teaching and Learning.” He further instructed the committee that the goals they developed should “provide direction for the University’s next Quality Enhancement Plan.” The 39-member committee, composed of deans, faculty, students, and staff, met over the course of 2019 to review relevant literature and gather input from campus constituencies to develop the strategic plan.

Among the four goals established under “Promoting Excellence in Teaching and Learning,” the committee proposed that UGA “enhance infrastructure and support for evidence-based teaching methods across the curriculum.” Key performance indicators identified to measure progress on this goal included increasing instructor development opportunities in active learning and increasing the number of active learning classrooms on campus.

QEP Topic Selection Committee

In early 2020, the QEP Topic Selection Committee (Appendix A—Committee Roster) was formed. It included ten senior faculty recognized as instructional leaders on campus and the president of the UGA Student Government Association, and was chaired by the associate dean for undergraduate programs in the Terry College of Business. To fulfill its charge, the committee first reviewed the goals articulated in the University’s 2025 Strategic Plan and the recommendations of the 2017 report of the Task Force of Student Learning and Success. From these foundational documents, the committee developed a set of possible QEP topics for consideration. To inform consideration, the committee invited key University administrators to discuss gaps in current programming and areas of opportunity for growth and impact on student learning at UGA.

With this input, the committee narrowed its deliberations to two potential QEP proposals—one in active learning and one in experiential learning. Both met the criteria outlined in its charge, and the committee was unanimous in believing that both proposals reflected critical areas for continued University investment. The committee ultimately concluded that experiential learning already was institutionalized through a well-established graduation requirement and Office of Experiential Learning, while UGA’s nascent active learning program could provide a foundation on which to build new opportunities for enhancing undergraduate teaching and learning. For these reasons, the committee recommended that UGA’s next QEP focus on improving active learning practice in the classroom.

The committee’s recommendation reflected its conclusion that increased investment in active learning could be transformative and position UGA to be a leader in active learning practice among peer institutions. In June 2020, UGA’s SACSCOC Leadership Team unanimously approved the committee’s recommendation.

(Appendix B—Topic Selection Committee Report)

PLAN DEVELOPMENT

In November 2020, the QEP Topic Selection Committee forwarded its Active Learning proposal to the QEP Development and Implementation Committee (Appendix C—Committee Roster). Their charge was to develop programming to transform UGA’s undergraduate classroom experience to actively engage students in their learning. This 31-member committee was comprised of faculty leaders, graduate students, undergraduate students, and administrative directors from academic affairs, student affairs, and facilities planning units. It was chaired by an academic dean until her retirement in July 2021, when chair duties were assumed by the chair of the former Topic Selection Committee.

To fulfill its charge, the QEP Development and Implementation Committee first reviewed select literature and used it to develop the following working framework to guide program development:

Framework for Active Learning at UGA

Active Learning is the condition under which students think about what they are learning as they are learning it.



An active learning approach asks students to work with the material, contemplate their level of understanding, construct ideas or products, or interact with other students to make sense of the material.

Active learning involves the intentional adoption of instructional practices that purposefully engage all students in the learning process. An active learning approach to teaching provides in-class time for students to engage with course material, requiring them to go beyond listening, watching, or reading. An active learning approach asks students to work with the material, contemplate their level of understanding, construct ideas or products, or interact with other students to make sense of the material. In an active learning class, the extent to which students are actively engaged in thinking about and applying what they are learning is of far greater importance than the particular active learning instructional strategies used.

Successful implementation of active learning for instruction requires the following elements:

- Adoption of instructional strategies aimed at creating an inclusive learning environment that engages students from an array of backgrounds, including those from culturally and intellectually rich yet historically under-represented and under-served populations.
- Instructional strategies structured to ensure that every student participates in the learning process.
- Opportunities during class time for students to engage in cognitively complex activities appropriate to the level of the course and targeted at course learning objectives.
- Opportunities for students to reflect on their learning and apply lessons learned from that reflection.
- Frequent formative assessment aligned with summative assessment of student learning and engagement. (Chi & Wylie, 2014; Erol et al., 2015; Kuusinen, Mittelstadt, & Jordan, 2017; Prince, 2004; Watson & Hagood, 2018)

With this framework, the committee outlined a shared understanding of active learning from which they could design a UGA-specific approach to the task of building programs to enhance and increase the application of active learning across campus.

Based on the framework, the QEP committee determined that the design of the QEP should include three interwoven threads: instructor programming, student programming, and classroom transformation. The committee chair appointed three topical subcommittees to develop programming within the three respective areas. The goal of the student and instructor subcommittees was to develop programming, delineate learning outcomes, and identify program goals. The focus of the classroom subcommittee was to develop goals for the facility component of the QEP. The three subcommittees regularly reported to the full committee for discussion and feedback. By the end of the academic year, the subcommittees had identified a set of potential programs with a basic framework for each program.

A series of four summer workshops involved a subset of the full committee members in three half-day sessions and one full day session, at which they could intently focus on further developing the detail and design of each subcommittee's proposal. For each of the potential programming initiatives, the committee constructed details of a five-year implementation plan, including the preparation steps needed to execute it. For each initiative, the workshops identified the goal or purpose, the target audience, curriculum and tools, scope, and when possible, the resources required for implementation.

In early fall of 2021, the work of the summer workshops was presented to the full QEP Development and Implementation Committee, providing an opportunity for feedback. The remainder of the fall had the goal of coming to consensus about the remaining key components of the QEP—the budget, assessment plan, and organizational structure—and to make recommendations to the University's SACSCOC Leadership Team.

The committee enthusiastically recommends the tripartite emphasis on faculty, students, and facilities to create a culture of active learning. The recommendation of investment in such a meaningful teaching development for UGA's instructional corps holds promise of positive impact on the learning experiences of thousands of students in the coming years. The committee embraced a commitment to ensuring students are ready to learn in such an active learning environment. And the committee is enthusiastic that its planning has been complemented by a significant institutional financial investment to ensure classroom enhancements will be in place to support this work.

The University of Georgia embarks on this Quality Enhancement Plan (QEP) with an overarching aspiration: **to create a culture of active learning for UGA undergraduates.**





LITERATURE REVIEW

Lecture has been used to transmit information to students since Western European universities were first conceived (Brockliss, 1996). However, over the last several decades, a more student-centered approach called active learning has gained support in higher education. The use of active learning teaching methods supports a shift from focusing on instructor-centered teaching to that of student-centered learning. Bonwell and Eison (1991) first described the modern conception of active learning as the use of in-class learning activities designed to engage students in higher-order thinking (e.g., analysis, synthesis, evaluation) and reflection upon one's own learning. Active learning requires students to think about what they are learning as they are learning it, emphasizing the cognitive activity taking place rather than any observable behavioral activity (Prince 2004). The role of the instructor in an active learning class can be viewed as an expert guide to facilitate students' cognitive processing toward desired learning outcomes, often via iterative formative assessment (Mayer, 2004).

Active learning is best conceived of as an approach rather than a method, since the spectrum of active learning strategies ranges from simple techniques such as reflection to more complex techniques including case-based and inquiry learning (O'Neal & Pinder-Grover, n.d.). The selection of active learning teaching strategies may draw upon any number of teaching and assessment practices, largely based on the foundational work of Angelo and Cross (1993). Instructors may choose a specific active learning strategy, discussion structure, or assessment technique based on the time and effort they wish to invest or for its alignment with the instructor's intended goals, the latter helping to anchor the purpose of active learning: better achievement of student learning outcomes (Van Amburgh et al., 2007; Major & Palmer, 2006).

Active Learning Promotes Student Success and Reduces Equity Gaps

Significant evidence supports the notion that active learning approaches improve student engagement (Prince, 2004; Kuh, 2007; Pascarella et al., 2004), one of the most important predictors of college success (Astin, 1993), as well as a variety of learning outcomes essential for student retention and attainment in undergraduate education (Chickering & Gamson, 1987; Reinholz, 2015). This student-centered approach enables instructors to better cultivate critical and independent thought among their students, building the capacity for lifelong learning and better preparing future graduates (O'Flaherty et al., 2015). As a result of successfully implemented student-centered teaching, students gain transferable intellectual skills such as critical and analytical thinking, creativity, problem solving, and the ability to apply knowledge in diverse settings (Rhodes, 2019). Active learning is associated with strong writing and critical thinking skills (Baepler, Walker, & Driessen, 2014; Bernstein & Greenhoot, 2014; Bonwell & Eison, 1991; Freeman et al., 2014) and improved conceptual understanding of basic concepts in the hard sciences compared to traditional instruction (Hake, 1998; Redish, Saul, & Steinberg, 1997). A meta-analytic study (225 studies between 1998-2010) of the use of active learning in undergraduate STEM courses demonstrated that the use of active learning strategies is associated with increased exam performance by half a letter grade compared to traditional lecturing courses (Freeman et al., 2014). Active learning also has the potential to yield positive psychosocial and motivational outcomes among students, such as increased peer relationship-building and self-efficacy (Harlow, 2021). There are myriad research studies on the effectiveness of active learning in the college classroom, and although it is crucial to examine the magnitude of improvement resulting from active learning teaching methods, consensus points to improved student engagement, long-term retention of course content, improved student competencies, and higher course grades (Kuusinen, Mittelstadt, & Jordan, 2017).

Engaging students as active participants in their learning also can bolster student attainment and close achievement gaps for first generation and minoritized college students (Eddy & Hogan, 2014; Haak et al., 2011; Harackiewicz et al., 2016). In a double-blind randomized study on increasing task value, researchers found that first-generation minoritized students experiencing active learning had an increased interest in the course subject matter and a 61 percent reduction of final course grade differences between first-generation minoritized students and majority students (Harackiewicz et al., 2016; Hulleman et al., 2010). Another study found that including active learning methods increased the course performance of all students, but disproportionately increased course performance for first-generation Black college students (Eddy et al., 2014). A recent meta-analytic study (41 studies between 2010-2016, more than 50,000 students) comparing the performance of underrepresented and overrepresented students in active learning versus traditional lecturing courses found that active learning reduced grade equity gaps for minoritized and low-income students by 33 percent and narrowed passing rate gaps by 45 percent (Theobald 2020).

Although the results described here may seem to indicate active learning is a panacea for equitable student learning, instructors should take care to interrogate whether chosen active learning strategies impede or promote equitable learning opportunities (Cooper & Brownell, 2016; Eddy et al., 2014; Harlow & Poproski, 2021). Students who identify with the LGBTQIA community have reported feeling that active learning exercises present challenges because of the increased relevance of their social identity. In particular, LGBTQIA students reported feeling uncomfortable during some class discussion exercises due to the potential for gender misidentification and/or a negatively perceived identity (Cooper & Brownell, 2016). It is important, therefore, that instructors select and structure active learning teaching strategies in ways that support a welcoming and inclusive classroom environment.

Overcoming Student Resistance to Active Learning

Despite the overwhelming evidence of the positive impact of active learning on student academic success, many instructors still use traditional methods. Instructors cite many obstacles to adopting active learning teaching strategies: insufficient time, limited resources, lack of departmental support, concerns about content coverage, and concerns about evaluations of their teaching (Deslauriers et al., 2019; Henderson et al., 2005; Dancy & Henderson, 2007; Felder & Brent, 1996; Silverthorn et al., 2006; Fagen et al., 2002; Turpen et al., 2010). Instructors also perceive that students prefer traditional teaching methods to active learning teaching strategies (Felder, 2007; Henderson et al., 2012; Vuorela & Nummenmaa, 2004). Deslauriers and colleagues (2019) identified an inherent, unfounded bias among their students against active learning techniques. Although their students perceived that they learned less in active learning classrooms than in traditional lecture classrooms, they actually scored higher on assessments following participation in classes where active learning teaching techniques were used. Importantly, this is consistent with evidence that subject novices do not accurately assess their own competence or changes to their own learning (Kruger & Dunning, 1999; Bransford et al., 1999; Porter, 2013; Carpenter et al., 2013).

Instructors can prepare for and mitigate potential student resistance to active learning strategies by using explanation and facilitation strategies (Tharayil et al., 2018). Instructors may provide students with the rationale for including active learning in the classroom (e.g., data on improved learning gains and knowledge retention), provide transparent instructions on how to successfully participate in the active learning classroom, use incremental steps for the initial adoption of active learning techniques, and provide students with support and feedback throughout. When instructors use such explanation and facilitation strategies, student attitudes toward active learning improve and student resistance to active learning is likely to lessen (Doyle, 2008; Seidel & Tanner, 2013; Tharayil et al., 2018; Finelli et al., 2021).

Flexible Classrooms Reduce Barriers to the Implementation of Active Learning

While active learning can occur in any classroom environment, classroom space design is trending toward flexible teaching spaces to reduce barriers to the implementation of active learning (Ellis, 2016). Active learning classrooms are designed to encourage student collaboration and provide flexibility in seating or working arrangements. Such spaces may also feature multiple screens and/or white boards for both instructor and student use, with the goal of providing collaborative spaces that make student thinking and learning visible to both instructor and peers. Examples of model active learning spaces include Student-Centered Active Learning Environment for Undergraduate Programs (SCALE-UP) and Technology Enabled Active Learning (TEAL) classrooms (Beichner, 2008; Dori & Belcher, 2005; Schratzenstaller, 2010).

Physical classroom space that encourages peer and instructor interaction can have broad positive impacts on institutional culture (Strange, 2001; Talbert & Mor-Avi, 2019). Learning spaces that seat students in pods or groups have been shown to promote student interaction and have a positive impact on student engagement, learning, and feelings of support and belonging (Harlow, 2021; Strange et al., 2001). When large lecture halls incorporate swivel chairs to promote group discussions, students have been shown to score higher on course assessments than students taking the same course in a fixed-seat lecture hall (Ogilvie, 2008). Also, students learning in active learning classrooms reported feeling more comfortable participating and felt they were engaged in a more enriching experience (Talbert & Mor-Avi, 2019).

Instructional Development Supports Successful Implementation of Active Learning

Importantly, a willingness to incorporate active learning approaches does not guarantee improved student learning. Faculty need access to training or support for the implementation of the constructivist learning theory elements necessary for the success of active learning exercises in order to promote student learning (Andrews et al., 2011). Ongoing professional development and critical reflection upon the implementation of one's active learning approaches encourage a more nuanced understanding and continued successful use of active learning practices (Camburn, 2010; Condon et al., 2016). Furthermore, the coupling of instructional development programming alongside active learning space redesign initiatives results in a greater likelihood of individual successful active learning implementations, as well as substantive changes to institutional teaching and learning culture (Morrone et al., 2017).

DE
DE

INVENT

ACCELERATE

IDENTIFY

DESIGN



LEARNING OUTCOMES & PROGRAM GOALS

The University's QEP seeks to enhance student learning by institutionalizing the use of evidence-based active learning practices across the curriculum.

STUDENT LEARNING OUTCOMES

The University's Active Learning QEP recognizes that student learning is paramount. As well documented in the literature, student-centered instructional practices enhance subject matter retention as well as deeper intellectual skills associated with lifelong learning and long-term student success. At the course level, individual instructors who redesign courses through the QEP will expect to see the impact on their students' subject matter learning. At the program level, as the cumulative result of the collective initiatives to amplify active learning, UGA expects gains in students' dispositions as active learners. The term *dispositions* refers to lifelong approaches to learning that are cultivated and strengthened through the metacognitive behavior that active learning encourages. Development and refinement of these dispositions will positively impact students' learning at the University and beyond.

As a result of the QEP, UGA students will demonstrate acquisition of the following student learning outcomes (SLOs) related to active learning dispositions:

SLO 1: Curiosity

Students will demonstrate curiosity through exploration of a topic, yielding insight and interest in the subject.

SLO 2: Initiative

Students will demonstrate an ability to initiate their own learning by identifying and pursuing opportunities to expand knowledge, skills, and/or abilities.

SLO 3: Reflection

Students will demonstrate an ability to reflect on the relationship between old and new concepts and skills, how they best learn, and broadened perspectives about educational and life events.

SLO 4: Connection

Students will be able to recognize and connect the role of active learning and their development of knowledge and skills.

PROGRAM GOALS

The QEP will achieve its central purpose of amplifying active learning by meeting three mutually reinforcing goals related to instructor development, student support, and infrastructure improvements. Each goal guides programmatic initiatives, and the defined student learning outcomes stem from the impact of these targeted strategies.

GOAL 1

Expand the use of active learning pedagogies in undergraduate courses by trained instructors.

Goal 1 is focused on implementing strategies to educate, motivate, and influence all who provide instruction (tenure track faculty, lecturers, instructors, clinical faculty, and graduate students with instructional responsibilities). Programmatic initiatives will build capacity for the use of active learning strategies among all instructional staff, deep knowledge and skill among active learning leaders, and new instructional practices to support active learning in units and departments. Thus, this goal aims to increase awareness of active learning techniques, build deep knowledge and skill in the use of active learning techniques, develop active learning leaders, and transform academic units and departments.

UGA's Center for Teaching and Learning (CTL) provides existing training in active learning pedagogies for select faculty in its Active Learning Summer Institute (ALSI). The QEP will build on this foundational practice by developing new opportunities, incentives, and resources for instructors across campus to embrace and develop active learning within their courses. The specific faculty development initiatives described in the following section include introducing active learning concepts and toolkits to new instructors during orientation, offering scaffolded workshops through the Center for Teaching and Learning that lead to a certificate credential, expanding current opportunities to guide faculty through intentional course redesign, and offering grants to support teams of faculty toward multi-course or departmental-level pedagogical (active learning) culture change.

GOAL 2

Prepare students for active learning inside and outside the classroom.

Goal 2 leverages opportunities in key educational settings (curricular and co-curricular) to raise students' awareness of the techniques and benefits of active learning and support their engagement and success as active learners. The University's instructional corps will create the environment for active learning (Goal 1), and students will thrive in these environments through increased awareness, engagement, and skill. This goal illustrates the University's definition and conceptualization of active learning as a synergetic relationship between instructor and learner.

In an effort to effectively strengthen a campus culture of active learning, the initiatives related to this goal aim to address and abate common student misunderstandings (e.g., students are "teaching themselves") and/or reluctance (e.g., that it involves "busy work") to embrace active learning by infusing active learning throughout the UGA educational experience. The specific initiatives described in the student support section include opportunities to (1) prepare students for the expectations and benefits of active learning by modeling and discussing active learning in UNIV courses and shared experiences (such as New Student Orientation and the residential curriculum); (2) expand supplementary academic support to students enrolled in active learning courses with peer educators (Peer Learning Assistants); and (3) leverage peer leadership as an influential strategy toward a more widespread understanding of active learning and its value.

GOAL 3***Transform learning spaces for active learning through classroom & infrastructure updates.***

Goal 3 provides impetus for a robust infrastructure improvement plan to increase the number of classrooms on campus equipped to support active learning. Classroom features including moveable furniture, whiteboards, and technology make classrooms more conducive for active learning techniques.

While active learning can occur in any space, flexible classroom design, ample space per student, and supportive technology can expand the scope and kind of active learning strategies that an instructor can deploy effectively. The specific initiatives described in the infrastructure section include identifying classrooms that need minimal renovations to better facilitate the delivery of active learning techniques, executing complete classroom transformations or “model classrooms” that deploy maximum technologies in support of active learning, and identifying active learning specifications to incorporate into future academic classrooms and building designs. In addition, the infrastructure initiatives will integrate with existing mechanisms for facilities planning and funding to prioritize active learning classroom renovations in accordance with institutional priorities.

In summary, we have defined four specific student learning outcomes that will provide the basis of our assessment and three program goals whose achievement will facilitate the student learning outcomes. The next section presents the specific actions and initiatives associated with these goals and student learning outcomes.

**ACTIVE LEARNING CLASSROOMS**

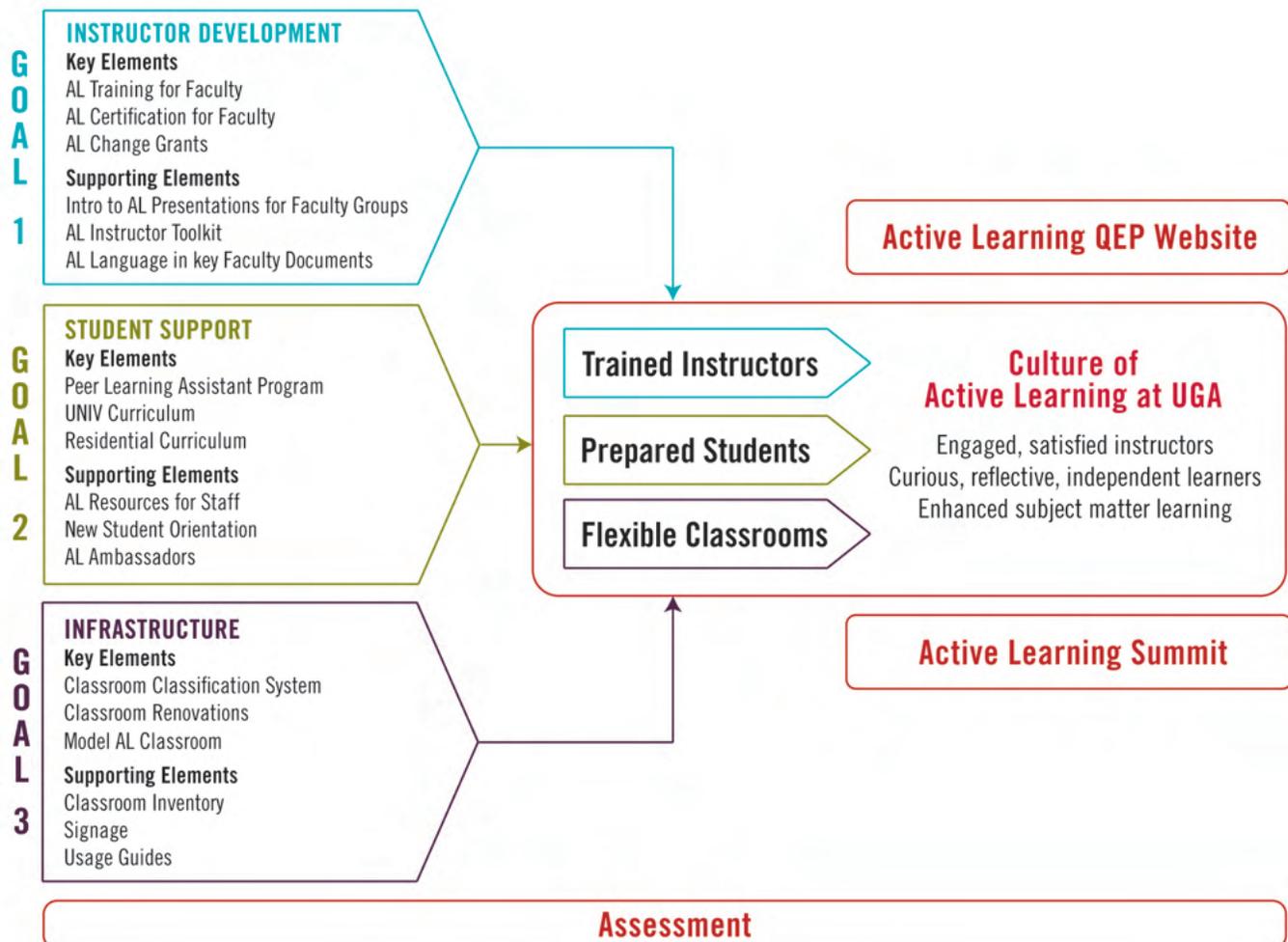
Student-Centered Active Learning Environment for Undergraduate Programs (SCALE-UP), combines the philosophy of active-learning instruction with a space designed to create intimate group assignments in a larger-enrollment classroom. Above, undergraduates work on questions from their professor in their SCALE-UP chemistry class.



QUALITY ENHANCEMENT PLAN IMPLEMENTATION

The overarching aspiration of the QEP is to create a culture of active learning for undergraduates at the University of Georgia. The mechanisms to accomplish it are multi-faceted and organized around the three mutually reinforcing goals described in the previous section. In the introduction we identified three distinct threads—faculty development, student involvement and support, and classroom renovation—that weave together to effect this culture change. Here we formally introduce the three categories of initiatives that represent the threads of the QEP and will collectively address the goals of the QEP.

In defining the three categories of initiatives, we carefully considered everything the literature review revealed as best practices, all UGA programs that already promote active learning, and every idea that surfaced during our committee meetings. We then identified a few key elements that would have the most impact for each goal, supplemented those key elements with supporting elements, and pinpointed a few overarching elements to support the QEP in general.



In the following section for each of the three categories of initiatives, there is a brief introduction that contextualizes the goal of the initiatives followed by a rich description of each of the key and supplementary initiatives that will support it. The description of each initiative includes both an explanation of the initiative and a five-year timeline for implementation.

Appendix D includes a comprehensive 5-year implementation plan for all initiatives. The defined organizational structure and a complete budget for all components of the QEP are highlighted in the *Organizational Structure and Resources* section of the report.

INSTRUCTOR DEVELOPMENT INITIATIVES

GOAL 1

Expand the use of active learning pedagogies in undergraduate courses by trained instructors.

To support this goal, instructor development initiatives include introducing active learning concepts and toolkits to new instructors during orientation, offering scaffolded workshops through the Center for Teaching and Learning that lead to a certificate credential, expanding current institutes that guide faculty through intentional course redesign, and offering grants to support teams of faculty toward multi-course or departmental-level pedagogical (active learning) culture change. Specifics of each initiative are provided below.



Intro to AL Sessions

To successfully integrate active learning into the culture of the University, it is important to foster an awareness of active learning and the resources that support the overall Active Learning QEP among faculty, graduate students with instructional responsibilities, and administrators. To do this, the Center for Teaching and Learning will develop and run training sessions during new faculty orientation, unit retreats, and new department head trainings and will develop a training module for graduate teaching assistant orientation. Several versions of these sessions will be developed, varying in duration, to allow for their use in these various settings and to allow for awareness in other settings such as faculty searches.

Sessions will be based upon the Framework for Active Learning at UGA and will cultivate a shared understanding of the goals and key terminology of active learning to help the UGA community understand the resources and opportunities available through the QEP.

Implementation Timeline						
PREP YEAR 2021-2022	YEAR 1 2022-2023	YEAR 2 2023-2024	YEAR 3 2024-2025	YEAR 4 2025-2026	YEAR 5 2026-2027	
Further develop Framework of AL at UGA	Develop Intro to AL Session curriculum Identify strategic audiences for delivery of sessions	Deliver Intro to AL Sessions				

Responsibility & Resources

The Center for Teaching and Learning will be primarily responsible for the development and delivery of the Intro to AL Sessions. The CTL will work collaboratively with the QEP Advisory Committee and the QEP director to identify strategic audiences for delivery of sessions. Additional personnel will be necessary to increase the CTL's capacity to develop, implement, and support this initiative, as well as for the synergistic support of the following Instructor Development Initiatives, Student Support Initiatives, and Infrastructure Initiatives.

Active Learning Instructor Toolkit

To foster awareness and support of active learning among instructors at UGA, the Center for Teaching and Learning will develop and provide an Active Learning Instructor Toolkit. This Toolkit will feature digital assets that support faculty with varying levels of expertise and experience who want to know more about active learning and need resources for incorporating active learning practices in their teaching. The Toolkit will be housed on the Active Learning QEP website (AL website), a central, public, dynamic website for active learning at UGA. The AL website is described in more detail in a later section of this report. Examples of Toolkit contents include downloadable PDFs of literature on AL, videos of instructors implementing AL, and flash cards describing active learning teaching strategies. Additionally, physical assets, such as pens, coffee mugs, t-shirts, brochures, and other types of promotional items will be developed that support the adoption of a shared understanding of active learning and direct UGA community members to the digital resources on the AL website.

These new QEP digital assets will complement UGA's faculty-created *Selecting your Active Learning Techniques (S.A.L.T.)* tool, which helps instructors select purposeful active learning techniques by matching basic situational factors of the learning environment with active learning techniques. In addition, it provides information about student development that may help instructors adjust activities appropriately. The S.A.L.T. tool provides just-in-time resources for instructors searching for detailed descriptions of active learning teaching techniques, recommended classroom conditions, and instructions for use. Instructors may also submit user feedback and tips on their experience deploying the techniques presented within S.A.L.T.

The CTL also will include print assets in its Ron Simpson Library for instructors to check out to deepen their awareness and expertise in AL. Every classroom that has been redesigned to facilitate active learning will include a tip sheet on active learning practices that may be used on the fly in that space (see initiative details in the infrastructure section of this report). In addition, some large capacity active learning classrooms will be equipped with room-specific active learning tools for faculty to use when teaching in those rooms.

Implementation Timeline					
PREP YEAR 2021-2022	YEAR 1 2022-2023	YEAR 2 2023-2024	YEAR 3 2024-2025	YEAR 4 2025-2026	YEAR 5 2026-2027
Identify key elements/tools to be included in the Active Learning Toolkit	Prepare and distribute the Active Learning Toolkit	Distribute Active Learning Toolkit Revise and expand Active Learning Toolkit	Distribute Active Learning Toolkit	Distribute Active Learning Toolkit	Distribute Active Learning Toolkit

Responsibility & Resources

The Center for Teaching and Learning will hold primary responsibility for the development, production, and distribution of toolkits. Startup investments are needed to identify and procure tools to be included in the physical toolkit. The CTL will work with the QEP director to maintain the AL website with up-to-date tools and information. Both funding and personnel will be required to develop and maintain the physical and digital toolkits.

Active Learning Leader Certificate

The Active Learning Leader Certificate pathways, the central element of instructor programming for the QEP, build fundamental knowledge of active learning across the broad instructor population. Instructors may choose to participate in single or stackable workshop sessions or may choose to complete the entire menu of components required to earn the Active Learning Leader Certificate. The Active Learning Leader Certificate can be earned through two distinct but complementary pathways: the Active Learning Summer Institute (ALSI) or the Active Learning Workshops and an Active Learning Course Redesign.

Pathway 1: Active Learning Summer Institute

ALSI at UGA began in 2018 and has achieved tremendous success. Offered by the UGA Center for Teaching and Learning (CTL), ALSI promotes wide adoption of active learning pedagogies through course redesign. ALSI provides an accelerated pathway toward the completion of the Active Learning Leader Certificate. ALSI unfolds over a three-week period during the summer and combines active learning workshops with structured work time for faculty participants to make progress on a course redesign. This intensive course redesign institute incorporates training and modeling of foundational active learning pedagogical content alongside a supported course redesign process. For the life of the QEP, ALSI will enroll up to 20 full-time faculty every summer.

During the three-week institute, daily sessions include discussion of active learning pedagogy and other evidence-based teaching practices, workshops to explore the application of pedagogical techniques, and structured work time where faculty make progress on the design of their course. Outside of formal institute sessions, faculty work independently and with CTL consultant partners to finalize their courses for implementation during

the subsequent academic year. By the end of the institute, participating faculty are able to design interactive instructional and assessment strategies that foster ongoing student engagement, motivation, and reflection in support of student academic success. Instructors who successfully complete ALSI each receive a \$7,500 stipend, eligible for use as salary or operating expenses.

Pathway 2: Active Learning Workshop Series & Course Redesign

The Active Learning Workshop Series will build on the foundation created by ALSI and is a way to scale up current offerings to serve significantly more instructors across campus. The AL Workshop Series will make the content and development opportunities included in ALSI accessible to even more instructors. The curriculum will be modified based on the sessions offered during ALSI. These sessions will be developed and administered by the CTL. Workshops will be offered in face-to-face/synchronous and virtual/asynchronous modalities to maximize accessibility and will be open to all members of UGA's instructional community. The series will include introductory and intermediate workshops focused on active learning pedagogy that can be taken in sequence or a la carte as desired by instructors. Instructors can complete individual workshops to develop foundational knowledge or focus on specific active learning techniques without moving forward into the course redesign. However, instructors who complete specified introductory and intermediate AL Workshop Series sessions that are equivalent to the ALSI curriculum will be eligible to participate in the Active Learning Course Redesign experience described below.

The Active Learning Course Redesign experience is the culminating application of knowledge about active learning instruction for instructors who have completed the multi-session AL workshops. It provides additional support for instructors who wish to apply their active learning knowledge to a course they will teach in the upcoming academic year. AL Course Redesign is open to faculty instructors of record only. An application process will support the identification and selection of up to ten candidates per AL Course Redesign cycle. AL Course Redesign sessions will unfold over a semester (~16 week) period. The AL Course Redesign experience will further instructors' active learning skillset via guidance and support from CTL personnel during formal sessions and consultative appointments. Instructors who successfully complete the AL Course Redesign experience will each receive a \$5,000 stipend, eligible for use as salary or operating expenses.



Instructors who complete the requirements of either of these pathways will earn the distinction of the Active Learning Leader Certificate. The QEP will award Active Learning Leader Certificates retroactively to instructors who previously have completed ALSI and implemented a redesigned course. In addition to the financial incentives noted above, individuals who complete the Active Learning Leader Certificate will be recognized annually in *Columns*, UGA's faculty/staff news publication, and featured on the UGA website. Certificate recipients also will receive formal letters of recognition addressed to their department head or dean and receive priority for scheduling into classrooms specifically designed for active learning.

Implementation Timeline					
PREP YEAR 2021-2022	YEAR 1 2022-2023	YEAR 2 2023-2024	YEAR 3 2024-2025	YEAR 4 2025-2026	YEAR 5 2026-2027
Pathway 1 ALSI – Revise curriculum, deliver for 24 instructors	ALSI - Deliver for 20 instructors	ALSI - Deliver for 20 instructors	ALSI - Deliver for 20 instructors	ALSI - Deliver for 20 instructors	ALSI - Deliver for 20 instructors
Pathway 2	Workshop (f2f) – Develop curriculum; deliver first sessions during spring 2023	Workshop (f2f) - Deliver sessions fall-spring Review f2f curriculum and revise as needed	Workshop (f2f) - Deliver sessions fall-spring	Workshop (f2f) - Deliver sessions fall-spring	Workshop (f2f) - Deliver sessions fall-spring
		Workshop (async) - Develop technology for delivery; deliver first sessions during spring/summer 2024	Workshop (async) - Deliver sessions Review async curriculum and revise as needed	Workshop (async) - Deliver sessions	Workshop (async) - Deliver sessions
		Course Redesign - Develop program	Course Redesign - Deliver for 10 instructors Review Course redesign curriculum and revises as needed	Course Redesign - Deliver for 10 instructors	Course Redesign - Deliver for 10 instructors

Responsibility & Resources

The CTL will be responsible for the development and implementation of AL Workshops, AL Course Redesign experience, and ALSI curriculum. Additional CTL personnel will be necessary to build the capacity needed to implement this significant initiative. These personnel will oversee ALSI, develop and deliver the AL Workshop sessions, develop and deliver the AL Course Redesign programming, and oversee the selection and tracking of faculty progress through the Active Learning Leaders Certificate pathway.

In addition to faculty stipends for participating in ALSI and AL Course Redesign, rolling operational expenses for the AL Workshops, AL Course Redesign experience (~\$250 per participant), and ALSI (~\$400 per participant) will be required.

Up to three instructors who have completed the Active Learning Leaders Certificate will serve as mentors for those participating in the AL Course Redesign experience and ALSI. Mentors, supported by CTL personnel, will contribute to the course redesign curriculum and provide peer feedback to faculty on their course redesigns. Mentors will support course redesign participants through the design and implementation of the active learning course for one year and will each receive a \$2,000 stipend, eligible for use as salary or operating expenses.

AL Change Grants

The AL Change Grants program aims to create sustainable culture change within UGA academic departments and interdisciplinary programs. Active learning culture change will involve shifts in the underlying assumptions and values of the unit and result in new teaching practices at scales beyond the redesign of individual courses by individual instructors. This program aims for members of academic departments and interdisciplinary programs to shift toward thinking of students as active participants in the classroom. They will perceive learning as the construction of knowledge, as opposed to the absorption of knowledge. They will approach teaching as the act of guiding students to construct knowledge while actively reflecting upon the process of learning, as opposed to teaching as the act of telling. These changes in thinking will enable the unit to create new practices. Among these will be greater consideration of students' perspectives and more widespread use of learning environments that promote students' active engagement with learning.

Culture change is challenging, because a unit's underlying values and assumptions tend to be implicit and hard to articulate. Culture change tends to be slow and requires long-term intervention. Change will occur as unit members engage in learning, shared decision-making, and identifying and tackling realistic next steps. Successful AL Change Grants will articulate (1) the type of teaching practice that will change, (2) the scope of that change (e.g., multi-section course, series of courses, entire major), (3) the faculty members who will be impacted by or involved in the change, (4) the underlying assumptions and values that will need to be addressed to facilitate change, (5) the processes the team will utilize to create space for faculty to change their thinking and practice, (6) the expected outcomes of the grant, (7) how the grant funding will be used to support the change, and (8) a self-study/reflection plan that will be used to show progress.

Because culture change involves new assumptions and values across a group, it is critical that the project team include people who already hold assumptions and values that align with active learning and have put these values into practice in their own classrooms. Thus, whenever possible, eligible teams should include at least one member who has completed the AL Certificate as well as both junior and senior faculty, because of the importance of involving all departmental stakeholders in the cultural change process. Because of the knowledge and expertise needed to facilitate culture change, one member of each team will serve as facilitator who will receive training and support on how to lead culture change among a team of faculty.

The pilot Change Grant will be to revise curriculum for UNIV courses. These courses are offered by the Division of Academic Enhancement to support UGA students' development of learning skills. The pilot Change Grant will focus on including explicit learning outcomes in all UNIV courses that align with the Active Learning QEP Student Learning Outcomes.

Implementation Timeline						
PREP YEAR 2021-2022	YEAR 1 2022-2023	YEAR 2 2023-2024	YEAR 3 2024-2025	YEAR 4 2025-2026	YEAR 5 2026-2027	
Develop plan for pilot Change Grant that will take place in Year 1	Pilot Change Grant to revise curriculum for UNIV courses Develop Change Grant proposal criteria and rubric Begin Change Grant PR, open call for applications in spring Award one AL Change Grant	Begin first AL Change Grant Open call for applications in spring Award second AL Change Grant	Begin second AL Change Grant Open call for applications in spring Award third AL Change Grant	Begin third AL Change Grant Open call for applications in spring Award fourth AL Change Grant	Begin fourth AL Change Grant	

Responsibility & Resources

AL Change Grants will be administered by the Center for Teaching and Learning in consultation with the QEP director and QEP Advisory Committee. Collectively, they will create the AL Change Grant solicitation and review rubric, build a selection and evaluation committee with experience in AL, advertise the program, and provide training and support to AL Change Grant team facilitators.

Active Learning Change Grants Teams will receive between \$15,000 - \$25,000 each, depending upon the scale of the project. For example, projects consisting of the active learning course redesign of a two-course sequence or a single, large multi-section coordinated course will be eligible for \$15,000 in funding; projects consisting of the involvement of active learning enhancement of the introductory curriculum for an entire major would warrant the highest level of funding. The criteria and scope for each funding level will be determined during year 1 of the QEP. AL certified instructors on the Change Grant Team will facilitate the team’s work. CTL personnel will provide initial training and consultation as needed.

Active Learning Language in Key Documents

To foster awareness and signal institutional commitment to active learning among prospective and incoming faculty at UGA, faculty position announcements and faculty offer letters will contain a statement similar to the following, which may be revised once the campus-wide definition of active learning is finalized during the prep year:

The University of Georgia supports a culture of active learning in which students think about what they are learning while they are learning it and instructors utilize instructional practices that purposefully engage all students in the learning process. New faculty can learn more about active learning and obtain a digital Active Learning Toolkit at the Active Learning QEP website.

Implementation Timeline					
PREP YEAR 2021-2022	YEAR 1 2022-2023	YEAR 2 2023-2024	YEAR 3 2024-2025	YEAR 4 2025-2026	YEAR 5 2026-2027
Develop AL statements to be included in faculty position announcements and offer letter templates. These statements will align with the campus-wide definition of active learning	Deploy AL statement in position announcements and offer letters	AL statement in position announcements and offer letters	AL statement in position announcements and offer letters	AL statement in position announcements and offer letters	AL statement in position announcements and offer letters

Responsibility & Resources

The Office of Faculty Affairs and Office of Human Resources will collaborate with the QEP director and AL Advisory Committee to regularly review and approve AL language for inclusion in position announcements, offer letters, and any future recruitment documents. No additional resources are needed for this initiative.

STUDENT SUPPORT INITIATIVES

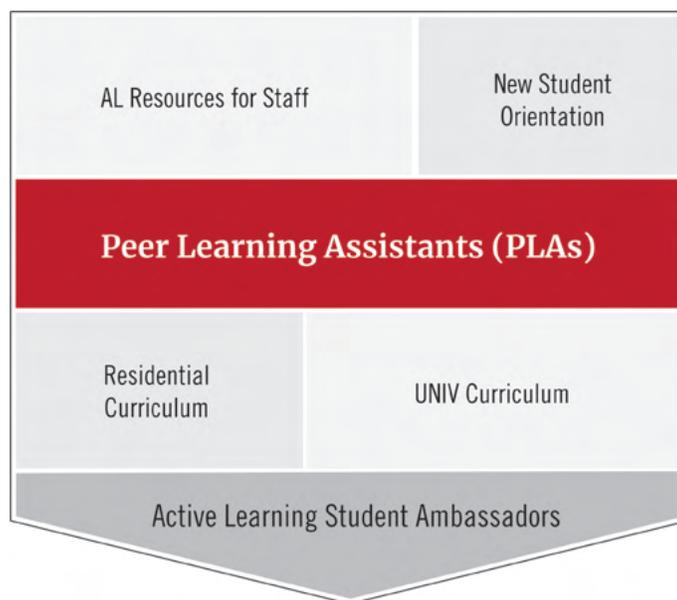
GOAL 2

Prepare students for active learning inside and outside the classroom.

To support this goal, the QEP will leverage opportunities in key educational settings (curricular and co-curricular) to raise students' awareness of what active learning is and how it improves their learning. There is bountiful evidence of the effectiveness of active learning, as articulated in the literature review. Research on students' perception of active learning (Finelli et al., 2018, among others) suggests that *explaining* the purpose of active learning techniques helps students acclimate to an active learning environment. It offers opportunities for a facilitator to *interact* with students and encourage their engagement, thus highlighting for students the value of an active learning approach. To excite students about active learning and motivate them to embrace it, the QEP will help embed it across the curriculum and model it in key student touchpoints such as New Student Orientation and the residential curriculum within Student Affairs.

In the co-curricular space, there are numerous opportunities within Student Affairs to model active learning. For example, the QEP will provide trainings for student leaders that describe the value of active learning and workshops that model some active learning strategies, all with a focus on helping students become more engaging leaders by using active learning practices themselves. Student leaders such as Resident Assistants, Orientation Leaders, Dawg Camp Counselors, and others who use active learning techniques in their roles are ideally positioned to champion the value and effectiveness of active learning. Such student leaders will know the value of active learning, be aware of campus resources for it, and will incorporate active learning strategies into their peer interactions.

In the curricular space, the QEP will strengthen and scale certain programs that already exist and will bring on board new initiatives to help cultivate a campus culture for active learning. A key partner will be the Division of Academic Enhancement (DAE), especially its course on how to be a successful learner in an active learning environment (UNIV 1202) and its PLaTO (Peer Learning and Teaching Others) framework. Specifics of each initiative are included below.



AL Resources for Staff

For many UGA students, their academic advisor, academic coach, or various student affairs professionals are the “face” of UGA. These are staff members they routinely go to for information, advice, and help. Therefore, to support these professionals, the QEP will create a set of digital active learning resources that will reside on the active learning website (see the description of the AL website in the following section). These resources will include, for example, a description of what active learning is on our campus, how it enhances learning, why it is valuable, and what it requires of students. It will also include information on where to refer students who need assistance in how to succeed in an active learning environment. The QEP will also include a lexicon defining different kinds of active learning strategies that these professionals can model in their interactions with students.

The resource will consist solely of open digital assets, the collection of which will grow over time, and many of which will be shared by other initiatives of the QEP. Indeed, most of the digital resources also will belong to the Active Learning Instructor Toolkit. Some possible resources include recordings/videos of presentations given at UGA about active learning, faculty testimonials, student testimonials, and short descriptions of some widely used and effective instructor strategies for teaching and student strategies for learning in an active learning environment. For those who want to deepen their knowledge of this pedagogy, the resources also will include a small, curated library consisting of links to research articles on the value of active learning, student resistance to it, and other key issues. As a digital resource, it will be accessible on a just-in-time basis whenever academic advisors, coaches, and other professionals need the information. Because it will be an open resource, it will also help build and cement UGA’s reputation as a leader in active learning.

Implementation Timeline					
PREP YEAR 2021-2022	YEAR 1 2022-2023	YEAR 2 2023-2024	YEAR 3 2024-2025	YEAR 4 2025-2026	YEAR 5 2026-2027
Define and design the key components and content of the resource and its interface with the AL website Prepare content	Create instructor and student testimonials and add them to the resources	Maintain resources and continue to evolve content in response to feedback from users and changes within the QEP as they occur	Maintain resources and continue to evolve content in response to feedback from users and changes within the QEP as they occur	Maintain resources and continue to evolve content in response to feedback from users and changes within the QEP as they occur	Maintain resources and continue to evolve content in response to feedback from users and changes within the QEP as they occur

Responsibility & Resources

The QEP director will have primary responsibility for coordinating with the Division of Student Affairs and units within the Office of Instruction (e.g., Academic Advising, DAE, and the CTL) to create appropriate resources for staff who support students. In addition to the initial development and deployment of the resources, ongoing personnel time will be needed to maintain the resource, monitor usage, and seek feedback for changes and improvements.

Peer Learning Assistants (PLAs)

The Peer Learning Assistants (PLAs) initiative is central to UGA's approach to enhancing the effectiveness of active learning practices in the classroom. This initiative will put trained students in large-enrollment classes to facilitate active learning activities. It will provide compound value toward the QEP's goals and outcomes, giving PLAs deep understanding and engagement in active learning so that they can in turn guide students in classes to engage more deeply in the learning activities designed by instructors.

The PLA initiative builds on an existing program, funded by a three-year STEM grant and implemented by the PLaTO (Peer Learning and Teaching Others) program in UGA's Division of Academic Enhancement (DAE). It provides supplementary student support in large-enrollment STEM classes that employ active learning practices. In the current program, active learning instructors help recruit potential PLAs. Those who are accepted to participate in the program receive a structured orientation and training through DAE. In their first semester, PLAs enroll and complete UNIV 1204, a one-credit hour course designed to teach peer educators how to facilitate learning (see Appendix E for a sample syllabus for UNIV 1204). In this course, the PLAs not only *receive* the pedagogy, but they *deliver* it as well, becoming self-directed and reflective learners in the process. While they are enrolled in the course, they serve as unpaid PLAs in the active learning course they facilitate, have a weekly planning session with the instructor, and attend each class session, where they work alongside experienced PLAs to facilitate active learning activities. Students who continue as PLAs after this initial semester are paid on an hourly basis for planning meetings, class sessions, and preparatory time. PLAs also receive Experiential Learning credit for their service.

The existing program has led to demonstrated successes, including higher final course grades, lower D/F rates, and reduced withdrawal rates in gateway STEM courses as compared to course sections that do not employ PLAs.

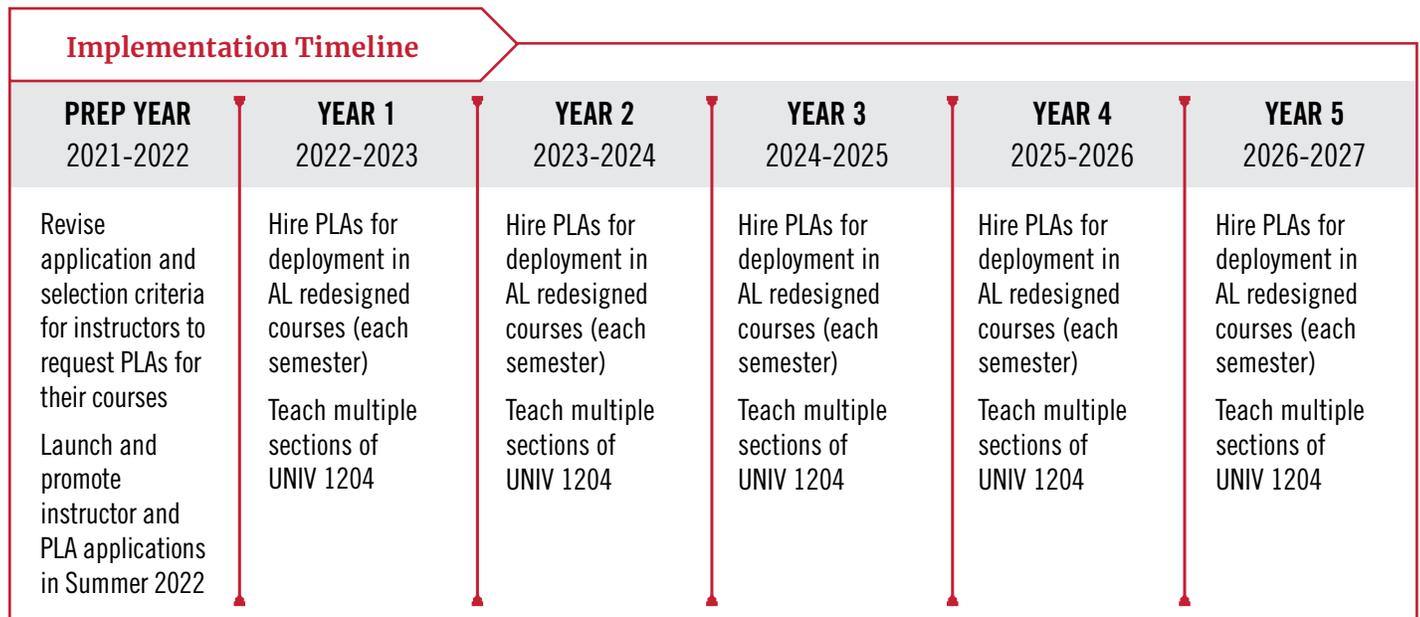
STEM Courses PLA Sections		STEM Courses Non-PLA Section	
Ds and Fs	10%	Ds and Fs	13%
Ws	7%	Ws	11%

Data from Spring 2021 UGA STEM Courses

The PLAs themselves report increased confidence in their own efficacy as learners as they move into their major programs of study. The effectiveness of PLAs in classrooms has also led to increased instructor demand for PLAs that cannot be met under the current program.

The Active Learning QEP will build on this existing model, expanding capacity from approximately 80 to 120 paid PLAs per year and refocusing on providing support for courses from multiple disciplines that are redesigned through ALSI and the AL Course Redesign program. The PLA initiative will retain the current focus on large-enrollment courses, where the supplemental role of PLAs in facilitating learning is most valuable. The potential to gain PLA support will be another incentive for instructors to complete AL Leader Certification and the implementation of the course redesign.

The QEP expects to continue the PLA trajectory described above, training up to 120 paid PLAs per year to provide a steady influx of new PLAs who have a deep understanding and appreciation of the benefits of full student participation in the learning experience. Even more important than the success metrics mentioned above is the potential of this initiative to promote culture change. Each semester a new cohort of PLAs will be trained to facilitate active learning in a variety of classes and will take that newfound experience into their own classes and among their peers, championing the power of active learning. The pool of PLAs will also provide excellent candidates for AL Ambassadors, as described below.



Responsibility & Resources

The Division of Academic Enhancement will have primary responsibility for implementing and supporting the PLA initiative. Additional personnel will be needed in DAE to build the capacity needed to implement this initiative. This position will develop the application and interview process for PLAs, will coordinate and deliver the initial and ongoing PLA training materials, manage timesheets and payroll for PLAs, and oversee the application and selection of instructors for PLAs in their classroom. In addition, support from CTL will be needed to facilitate the instructor training on using PLAs within the classroom.

PLAs will receive an hourly rate (currently \$9.50) for five hours/week for 15 weeks for their instructional support in selected AL redesigned courses.

New Student Orientation

New Student Orientation provides the perfect opportunity for incoming UGA students to engage in active learning with peers as they meet in small groups with their Orientation Leader (outstanding UGA undergraduates). Incorporating AL strategies into this program sets the foundation for emphasizing the importance of AL for students, helping them understand the benefits of this instructional mode, and dispelling student myths about this teaching approach. Emphasizing active learning in New Student Orientation will also signal to incoming students—before they even register for their first class—that active learning is an expected and important part of the learning environment at UGA.

These conversations in small groups with the Orientation Leaders will focus on the effectiveness of an active learning approach, ways to be an active learner, and strategies for success in an active learning environment. They also will provide an opportunity to introduce students to the learning outcomes of the QEP, reflection and connection in particular. Orientation leaders will receive training co-led by the QEP director and CTL personnel; alternately they may take the UNIV 1204 course for peer educators. In year two of the QEP, this approach will expand to population-based orientation programs (e.g., transfer student orientation, international student orientation).

Implementation Timeline					
PREP YEAR 2021-2022	YEAR 1 2022-2023	YEAR 2 2023-2024	YEAR 3 2024-2025	YEAR 4 2025-2026	YEAR 5 2026-2027
Develop plan for integrating AL into New Student Orientation Prepare training materials and content for Orientation Leaders	Finalize and deliver training to Orientation Leaders Deliver AL programming to new students via Orientation Pilot in January orientation; full implementation in summer 2023 orientation	Evaluate summer 2023 delivery and revise AL programming as needed Deliver training to Orientation Leaders Deliver AL programming to new students via Orientation for January and summer Expand AL strategies into population-based orientation programs such as international student orientation, etc	Deliver training to Orientation Leaders Deliver AL programming to new students via Orientation for January and summer Continue to incorporate AL strategies in population-based orientation programs	Deliver training to Orientation Leaders Deliver AL programming to new students via Orientation for January and summer Continue to incorporate AL strategies in population-based orientation programs	Deliver training to Orientation Leaders Deliver AL programming to new students via Orientation for January and summer Continue to incorporate AL strategies in population-based orientation programs

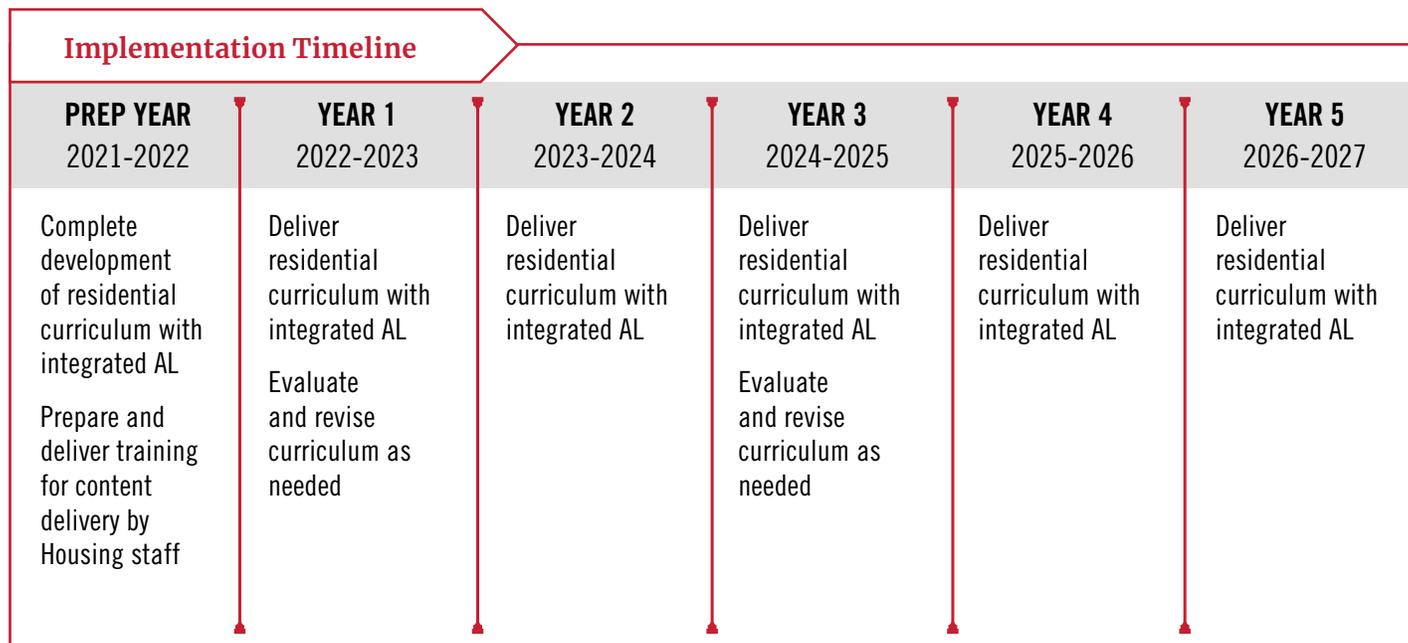
Responsibility & Resources

The Office of Undergraduate Admissions will be primarily responsible for integrating active learning in New Student Orientation. Minimal additional resources will be needed to implement this initiative. Tools and information created as part of other instructor development and student support initiatives will be utilized to provide the needed training and tools for the success of this initiative. The QEP director will work with the Office of Undergraduate Admissions to facilitate the inclusion of AL information into training for Orientation Leaders.

Residential Curriculum

At UGA, nearly 98 percent of first-year students live in University Housing, making residence halls an ideal place to discuss and model active learning and build on the brief introduction students will have received during New Student Orientation. University Housing’s Residential Curriculum is a sequenced approach to the residential experience (comprising both the learning and the living environments) for on-campus student residents. Initially directed toward first-year residential education, the curriculum will expand over time to include returning residents and student staff, such as Resident Assistants and C.L.A.S.S. Advocates, who facilitate diversity and inclusion efforts in University Housing. Educational activities and initiatives offered as part of the residential curriculum will be delivered using active learning techniques. Residential education activities may include information on active learning courses and information about receiving academic support if needed. The AL Staff

Resource webpage will be an important component of this initiative. Just as the webpage will grow over time, so too will the annual staff training expand to include additional active learning techniques.



Responsibility & Resources

The Division of Student Affairs will be primarily responsible for developing and delivering the Residential Curriculum. Staff from DSA will work with CTL and the QEP director to facilitate alignment of active learning strategies across settings and to identify information needed for Housing staff and students. This initiative will require few additional resources, as the curriculum already is being developed and will be supported through existing resources in Student Affairs. QEP funding will support supplementary materials such as signage, promotional materials, and flyers in residence halls. The QEP also will provide support for assessing the AL components of the curriculum.

UNIV Curriculum

The Division of Academic Enhancement (DAE) offers a variety of courses under the UNIV prefix that help equip UGA students to become intentional and independent lifelong learners. As such, the UNIV curriculum is poised to support the varying needs of undergraduate students who will see an increase in AL at UGA. UNIV courses serve a wide range of student populations, including incoming first-year students, Georgia Commitment Scholars, peer educators and PLAs in the PLaTO program, transfer students, and students seeking support in discipline-specific areas. Some UNIV instructors who aspire to evolve their use of active learning pedagogy will be prioritized for participation in summer 2022 ALSI, where they will redesign courses and develop a proposal for wider application of AL in the UNIV curriculum as the pilot Change Grant.

In addition to UNIV 1204, which trains peer educators, DAE offers UNIV 1202, Becoming Active Learners, which serves students seeking support to thrive in an AL environment. DAE will continue to offer two sections per year of UNIV 1202 for the duration of the QEP to meet anticipated student demand for this specialized support.

Implementation Timeline					
PREP YEAR 2021-2022	YEAR 1 2022-2023	YEAR 2 2023-2024	YEAR 3 2024-2025	YEAR 4 2025-2026	YEAR 5 2026-2027
UNIV Instructors attend ALSI <i>(Develop plan for revising UNIV curriculum delivery)</i>	Offer two sections of UNIV 1202 Participate in Change Grant revision of UNIV curriculum delivery	Offer two sections of UNIV 1202 Implement new UNIV curricula	Offer two sections of UNIV 1202 Continue new UNIV curricula, assess effectiveness, revise as needed	Offer two sections of UNIV 1202 Continue new UNIV curricula	Offer two sections of UNIV 1202 Continue new UNIV curricula

Responsibility & Resources

The Division of Academic Enhancement will be primarily responsible for revising and implementing the UNIV curriculum as part of the inaugural AL Change Grant initiative. As part of the AL Change Grant, the DAE will receive Change Grant funding to support the revision of the UNIV curriculum. Following the revision, DAE will not need additional faculty unless demand for these courses increases substantially.

Active Learning Student Ambassadors

The Active Learning Student Ambassadors initiative will develop and deploy a small group of students to champion the value and efficacy of active learning practice in the classroom. AL Ambassadors will work with the QEP director and others to articulate and promote the goals of active learning to groups of students, faculty, administrators, and external audiences. They will participate in planning and staffing the AL Summit, a one-day annual event for all involved in providing AL programming (described in full in the next section), and provide feedback on website and social media promotions. They may also play a student advisory function regarding assessment protocols and programming questions identified by the director and QEP Management Team. Ambassadors will be recruited and selected based on their experiences in classes that include significant active learning practice, with seasoned Peer Learning Assistants as an obvious pool for recruitment.

Implementation Timeline					
PREP YEAR 2021-2022	YEAR 1 2022-2023	YEAR 2 2023-2024	YEAR 3 2024-2025	YEAR 4 2025-2026	YEAR 5 2026-2027
Develop a recruitment and orientation plan for AL Student Ambassadors Prepare materials and resources for AL Student Ambassadors to utilize when meeting campus groups	Recruit initial AL Student Ambassadors Pilot orientation with inaugural group of AL Student Ambassadors	Revise orientation as needed Recruit and orient additional ambassadors Identify audiences and coordinate ambassador involvement	Recruit and orient new ambassadors Identify audiences and coordinate ambassador involvement	Recruit and orient new ambassadors Identify audiences and coordinate ambassador involvement	Recruit and orient new ambassadors Identify audiences and coordinate ambassador involvement

Responsibility & Resources

The QEP director and the QEP Management Team will develop and facilitate the orientation and training of the AL Student Ambassadors. The QEP director will facilitate their work and will oversee their orientation to their duties, necessary training, and prioritizing requests from partners for AL Ambassadors.

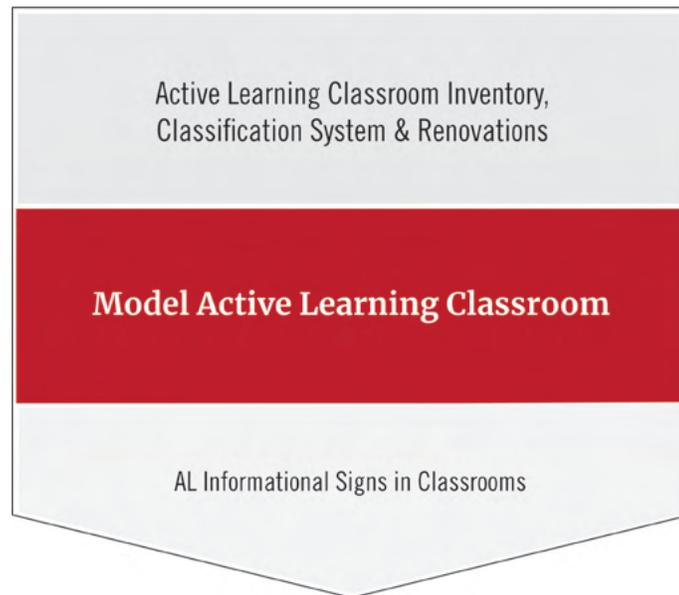
Time of existing personnel or hired QEP staff will be needed to orient student ambassadors, coordinate their work, liaise with campus constituents to identify appropriate audiences, and develop information materials for various constituent groups. There may also be minimal costs associated with information materials once they are developed.

INFRASTRUCTURE INITIATIVES

GOAL 3

Transform learning spaces for active learning through classroom & infrastructure updates.

To support this goal, the QEP will include a robust infrastructure improvement plan to increase the number of classrooms on campus equipped to facilitate active learning. While active learning can occur in any space, the discipline, the size, and the type of class often constrain the scope and type of active learning strategies that an instructor can deploy effectively. For many classes, flexible features such as moveable furniture, whiteboards, and technology make classrooms more conducive for active learning techniques. The aim is not to equip every classroom on campus in this way; rather the target is to strategically identify classrooms where an investment to renovate will have the most impact. Therefore, the QEP will leverage existing processes and efforts underway in the Office of Instruction, Space Planning and Management, and schools and colleges to expand the inventory of flexible, modernized classrooms that provide optimal settings for active learning instructional practices. Specifics of each initiative are included in the next section.



Active Learning Classroom Inventory, Classification System, & Renovations

The QEP will capitalize on an inventory of classroom attributes and equipment created by the Office of Instruction to classify instructional spaces according to a tiered system reflecting how conducive they are to active learning. This inventory and tiered classification system will help identify classrooms that can be upgraded to support AL pedagogical techniques with relatively minor investment. It further will identify opportunities for collaboration between the QEP and schools/colleges. This system, in conjunction with the new classroom scheduling tool that launched in November 2021, will allow for more effective matching of each individual classroom with both course-specific instructional practices and faculty trained in active learning.

In keeping with standard practices for active learning classroom designations, UGA requires at a minimum (1) movable furniture; (2) interactive screens or whiteboards for student collaboration; and (3) at least 25 square feet of space per student. At UGA, the AL Classroom Classification System consists of four tiers.

Tier 1: Classroom includes all three attributes.

Tier 2: Classroom has movable furniture and screens/whiteboards for collaboration.

Tier 3: Classroom has one attribute.

Tier 4: Classroom has none of the required attributes; faculty will decide independently if the room will support their AL practices.

Following the inventory classification of each instructional space into one of the tiers, the QEP will support the renovations and updates to strategically-selected classrooms to increase the number of Tier 1 and Tier 2 active learning classrooms across campus. The specific number of classroom renovations undertaken each year will depend on demand, cost per classroom, and the need to minimize classroom scheduling disruption. In addition to the centrally-managed classrooms, schools, colleges, and other units will have opportunities to apply for QEP-funded updates to classrooms they manage.

Implementation Timeline					
PREP YEAR 2021-2022	YEAR 1 2022-2023	YEAR 2 2023-2024	YEAR 3 2024-2025	YEAR 4 2025-2026	YEAR 5 2026-2027
Complete the classroom attributes inventory	Complete TBD number of Tier 2 classroom renovations	Complete TBD number of Tier 2 classroom renovations	Complete TBD number of Tier 2 classroom renovations	Complete TBD number of Tier 2 classroom renovations	Complete TBD number of Tier 2 classroom renovations
Assign AL Classification tiers to each classroom	Complete TBD number of Tier 1 classroom renovations	Complete TBD number of Tier 1 classroom renovations	Complete TBD number of Tier 1 classroom renovations	Complete TBD number of Tier 1 classroom renovations	Complete TBD number of Tier 1 classroom renovations
Establish baseline and targets for growth		Update classroom attributes inventory with new rooms and renovations	Update classroom attributes inventory with new rooms and renovations	Update classroom attributes inventory with new rooms and renovations	Update classroom attributes inventory with new rooms and renovations

Responsibility & Resources

The QEP director will work collaboratively with the Office of Space Planning and Management and the Office of Instruction to complete the inventory, assign classrooms to the appropriate tier, and to organize the process for selecting classrooms for AL renovation.

There are no additional costs to the creation of the AL classrooms classification system, or the collection of classroom attributes, as they are projects currently underway. Significant resources will need to be strategically targeted for renovations to improve both the classrooms in greatest need of updating and those that require relatively minor improvements to move to a higher level of AL classification.

Model Active Learning Classroom

In conjunction with the instructional space classification and renovation initiative, the QEP will design and renovate one model active learning classroom each year. Each model classroom will exceed Tier 1 requirements by enhancing the technology to facilitate best practices in active learning pedagogy. In addition, AL model classrooms will have additional features designed to promote active learning. These features could include, for example, more space per student, including aisle and social space; VR headsets; 3D printers; QR codes at each seat to monitor attendance and for scholarship of teaching of learning research; large, ultra-high resolution, tiled video display systems; and others.

Schools/Colleges/Units will be able to apply for model AL classroom renovations in their buildings. The model classrooms intentionally will be scattered throughout campus to maximize the benefits across disciplines and student populations.

Model classrooms will serve as recruitment and development tools for demonstrating externally the undergraduate classroom experience at UGA. Visiting high school students and summer programs can utilize these spaces for meetings and classroom demonstrations.

Implementation Timeline					
PREP YEAR 2021-2022	YEAR 1 2022-2023	YEAR 2 2023-2024	YEAR 3 2024-2025	YEAR 4 2025-2026	YEAR 5 2026-2027
Develop process for identifying/soliciting rooms to renovate for model status	Complete renovation of one AL model classroom	Complete renovation of one AL model classroom			
Complete first Model-CTL Teaching Studio	AL model classroom target: fall 2023	AL model classroom target: fall 2024	AL model classroom target: fall 2025	AL model classroom target: fall 2026	
Identify and complete design for next model classroom	Identify and complete design for next model classroom	Identify and complete design for next model classroom	Identify and complete design for next model classroom	Identify and complete design for next model classroom	

Responsibility & Resources

The Office of Space Planning and Management will have primary responsibility for orchestrating the selection, design, and implementation of the AL Model Classrooms. The office will work collectively with the QEP director and the QEP Management Team to review applications for renovation. Staffing for these renovations requires no additional, discrete personnel. The Office of Space Planning and Management will facilitate the design and renovations as part of their current responsibilities.

Renovations of classrooms can vary significantly depending on classroom size, location, age, and current AL Classification status. Opportunities for unit matching funds as well as donor naming opportunities will be explored.

AL Informational Signs in Classrooms

The QEP will include the development and installation of signage to identify active learning classrooms, provide guidance on employing room capabilities for active learning, and promote awareness of active learning and the QEP brand. Formal and permanent signs or plaques will be designed and developed to highlight the classrooms that meet the Tier 1 and Model Classroom criteria for AL classrooms.

In addition to the formal signage system, the Center for Teaching and Learning will create reference guides for each room size category (e.g., seminar room, medium size room, large lecture hall) within each tier to familiarize instructors with typical features.

Implementation Timeline					
PREP YEAR 2021-2022	YEAR 1 2022-2023	YEAR 2 2023-2024	YEAR 3 2024-2025	YEAR 4 2025-2026	YEAR 5 2026-2027
Develop standardized signage based on levels of AL designation for classrooms Develop suite of usage guides for each type of classroom	Produce and install signs in AL classrooms Produce usage guides for different types of AL classrooms	Produce and install signs in new AL classrooms Produce usage guides for different types of AL classrooms	Produce and install signs in new AL classrooms Produce usage guides for different types of AL classrooms	Produce and install signs in new AL classrooms Produce usage guides for different types of AL classrooms	Produce and install signs in new AL classrooms Produce usage guides for different types of AL classrooms

Responsibility & Resources

The Office of Space Planning and Management will have primary responsibility for standardized signage for AL classroom designations, working with the QEP director to identify needs. The CTL will have responsibility for developing and supplying the reference guides for each classroom type.

Startup costs associated with designing and producing classroom signage are higher than annual operating costs.

ACTIVE LEARNING SUMMIT

The Active Learning Summit (AL Summit) will be an annual one-day event that brings together students, instructors, and staff to model and showcase active learning approaches, explore the impact of active learning on student success, develop new skills and awareness of active learning at UGA, and use the assembled expertise and diverse perspectives to strengthen the active learning environment and the QEP implementation at UGA. At the AL Summit, one UGA faculty member will be presented with an Excellence in Active Learning Teaching Award, which will recognize exceptional teaching using active learning pedagogies in service to student academic success. While primarily focused on UGA participants, in later years, the AL Summit may be expanded as a way of building UGA's national reputation for excellence in active learning.

Summit focus and activities may vary each year and may include sessions and resources such as:

- Active learning master classes showcasing experienced and certified active learning instructors
- A “State of Active Learning” briefing (e.g., overview of courses available, opportunities for student leaders, instructor support, classroom redesigns, Change Grant projects, etc.)
- TED Talk-style presentations or poster sessions by Active Learning Ambassadors or other student leaders
- Sessions for students interested in becoming PLAs, Active Learning Ambassadors, or other student leaders involved in active learning
- Active learning classroom “field trips” and demonstrations
- Presentations by prominent national scholars/voices in active learning

- Recognition of “Active Learning Leaders” - instructors who have completed active learning certification, and instructors who have implemented significant active learning practices
- Cross-collaboration sessions designed to improve aspects of active learning at UGA
- Sessions devoted to supporting staff, such as advisors and Student Affairs professionals, who provide information and resources to students engaged in active learning

Implementation Timeline						
PREP YEAR 2021-2022	YEAR 1 2022-2023	YEAR 2 2023-2024	YEAR 3 2024-2025	YEAR 4 2025-2026	YEAR 5 2026-2027	
Assemble Summit planning committee	Kickoff Summit Excellence in AL Teaching Award	Host Summit Excellence in AL Teaching Award				
Develop focus for Year 1 Summit						
Develop criteria for Excellence in AL Teaching Award						

Responsibility & Resources

The QEP director will have primary responsibility for planning and executing the AL Summit with significant collaboration from the QEP Management Team and other staff across campus. The successful implementation of this event will also rely on a time commitment from those in “hosting” roles such as the QEP staff, AL Ambassadors, campus catering, and campus event planning staff.

The resources dedicated for the AL Summit will gradually increase from \$10,000 in Year 2 to \$15,000 for years 4 and 5. The expenses of Summit may include space reservations, speaker fees, food/refreshments, printed materials, photography/videography, and other miscellaneous items.

ACTIVE LEARNING WEBSITE

The AL website will be the central, public face for the QEP and active learning writ large at UGA. This dynamic, interactive website will showcase the program internally and promote UGA as an innovative leader in active learning.

All three threads of the QEP—instructor development, student support, and infrastructure—will be represented on the website. Elements of the site will include, for example, high-production videos of UGA instructors and students engaged in active learning; instructor and student testimonials; compiled resources for instructors (S.A.L.T. 2.0, active learning module links, tiered program info and applications, etc.); resources for staff; student resources such as information on the benefits of becoming an active learner; photos of active learning classrooms; social media links; and assessment data.

A link to the AL website will be displayed prominently on the main UGA homepage, as well as being linked from key faculty and student pages across campus.

Implementation Timeline						
PREP YEAR 2021-2022	YEAR 1 2022-2023	YEAR 2 2023-2024	YEAR 3 2024-2025	YEAR 4 2025-2026	YEAR 5 2026-2027	
Develop website structure and content	Review website content	Review website content	Review website content	Review website content	Review website content	Review website content
Soft Launch AL website spring 2022	Make any necessary updates/change					
Official Launch AL website summer 2022						

Responsibility & Resources

The QEP director will have primary responsibility for monitoring and maintaining the AL website. The director will work collaboratively with UGA Marketing and Communications to ensure that the website structure and content are accurate and appropriate. Annually, the director will consult with the QEP Advisory Committee to review the content of the website and suggest improvements and updates.

No additional monetary resources are necessary for the development and maintenance of the AL website. The UGA Division of Marketing and Communication will develop the website as part of its normal duties and the QEP director and their administrative support will maintain the website as part of their responsibilities.



ASSESSMENT PLAN

Assessing UGA's Active Learning QEP addresses two needs: first, to understand the extent to which students acquire the expected learning outcomes; and second, to evaluate the overall effectiveness of the initiatives toward the stated goals. Data collected through the assessment process will be shared with key campus constituents and used by the QEP staff and Management Team to inform targeted, formative improvements to program implementation and to make decisions about the overall impact of the QEP on students, instructors, and the UGA learning environment.

The assessment framework for the QEP is developed from the purpose and definition of active learning. Active learning *is the condition under which students think about what they are learning as they are learning it*. Active learning involves the intentional adoption of instructional practices that purposefully engage all students in the learning process. An active learning approach to teaching provides in-class time for students to engage with course material, requiring them to go beyond listening, watching, or reading. An active learning approach asks students to work with the material, contemplate their level of understanding, construct ideas or products, or interact with other students to make sense of the material. In an active learning class, the extent to which students are actively engaged in thinking about and applying what they are learning is of far greater importance than the particular active learning instructional strategies used.

Education research (e.g., Bonwell & Eison, 1991; Freeman et al., 2014; Prince, 2004) supports the claim that active learning can yield notable gains in student learning, retention of key subject knowledge, and improved dispositions toward lifelong learning. Our QEP assessment plan enables us to investigate the dispositions that are strengthened through active learning, including creativity, initiative, reflection, and connection.

STUDENT LEARNING OUTCOMES

By (1) developing the ability of instructors to facilitate active learning in undergraduate courses and (2) cultivating opportunities to prepare and support students as active learners in and outside of the classroom, UGA students will have ample opportunities to grow in their dispositions as active learners. The discipline-specific application of these skills will vary across courses, and students will engage in a variety of active learning co-curricular settings, based on their interests, that cultivate these dispositions. Despite these variations, we expect the following four outcomes:

SLO 1: Curiosity

Students will demonstrate curiosity through exploration of a topic, yielding insight and interest in the subject.

SLO 2: Initiative

Students will demonstrate an ability to initiate their own learning by identifying and pursuing opportunities to expand knowledge, skills, and/or abilities

SLO 3: Reflection

Students will demonstrate an ability to reflect on the relationship between old and new concepts and skills, how they best learn, and broadened perspectives about educational or life events.

SLO 4: Connection

Students will be able to recognize and connect the role of active learning and their development of knowledge and skills.

The assessment plan for the QEP includes direct and indirect assessment of the four QEP student learning outcomes, as well as formative methods to evaluate the effectiveness of our QEP goals.

ASSESSMENT OF STUDENT LEARNING OUTCOMES

UGA will triangulate assessment of students' development of active learning dispositions by collecting survey data, evaluating students' written reflections, conducting focus groups with students, and collecting observations from instructors who complete course redesign or are recipients of Change Grants. Figure 1 offers a visualization of how each assessment method aligns with the SLOs.

Figure 1: QEP Assessment Matrix

	Student Survey	Reflections Evaluated by Rubric	Student Focus Groups	Instructor Observations- Course Redesign & Change Grant Assessment Protocol
SLO 1: Curiosity	X	X		X
SLO 2: Initiative	X	X		X
SLO 3: Reflection	X	X	X	X
SLO 4: Connection	X	X	X	

Student Survey

A brief (~10 question) survey (Appendix F) will be administered to the broad undergraduate student population via voluntary response sampling. Items on this survey use Likert scale response choices to gauge respondents' behaviors that correspond to our identified learning outcomes. This instrument is short and simple by design, intended to capture valuable data quickly and efficiently. We will invite survey participation via QR code in multiple venues including newsletters for student audiences, social media platforms for student affairs organizations, and tabling in high-traffic student areas such as Tate Student Center and the Miller Learning Center. A modest incentive will be provided to encourage participation. This survey will be instrumental in gathering baseline data, and annual administration will provide valuable insight about broad-scale culture change among the undergraduate student population.

Reflections Evaluated by Rubric

UGA will collect data every semester to directly measure the extent to which these SLOs are achieved using an Active Learning Dispositions Rubric (Appendix G) adapted from the AAC&U's VALUE rubric for *Foundations and Skills for Lifelong Learning* (American Association of Colleges and Universities, 2009). Students' dispositions involved in lifelong learning, which are cultivated through active learning, will be directly assessed in courses redesigned by instructors participating in the Active Learning Leader Certificate pathways and courses targeted by Active Learning Change Grants. Instructors who participate in these initiatives will agree, as a stipulation of acceptance, to assess active learning outcomes by requiring a one-page reflective assignment using one of the standardized prompts (Appendix H). These reflective statements will be collected as artifacts of student learning

and scored using the rubric. We will require instructors to include the reflective assignment in the syllabus of their redesigned course for three semesters post-redesign.

Depending on course offering schedules, the QEP anticipates assessing approximately 30 redesigned courses per semester, with an average of 30 students enrolled per course, yielding approximately 900 artifacts (x 3 semesters = 2,700 artifacts/year). We will evaluate a 20% sample representative of the variety of disciplines included in the redesign cohorts. To compare the effects of active learning on students' dispositions to the effects from more traditional pedagogies, we also will collect reflective artifacts from courses taught primarily using non-active learning pedagogies. The associate director of assessment and QEP director will collaborate to identify an appropriate comparison group.

Sampled artifacts from both groups (active learning and non-active learning) will be double scored, for interrater reliability, by a separate group of approximately 20 UGA instructors who receive specific calibration training from the associate director of assessment within the Office of Instruction. Scorers will be expected to complete scoring virtually within a three-week window using UGA's identified assessment software platform, XitracS. Scorers will be compensated \$300.

Focus Groups

Focus groups will fortify the direct assessment data gathered in the surveys and one-page reflections. In the prep year, we will conduct three to four focus groups to gather baseline data from students across majors (targeting existing student affairs organizations for student participants to ensure a variety of majors represented). In subsequent implementation years, focus groups with students who have completed active learning courses will add rich, personal context that deepens and expands our ability to make sense of the rubric scores. Analysis of focus group data to extract common themes will yield valuable insight into how and why students are impacted by active learning approaches. See Appendix I for a structured focus group protocol (a slightly modified version will be used for collecting baseline data). Focus groups will take place every fall semester.

Instructor Observations

Currently the Center for Teaching and Learning administers a survey to alumni of the Active Learning Summer Institute to gauge instructors' mindset shifts and perceptions of impact on student learning. The administration of this survey will be expanded to include all recipients of the Active Learning Leader Certificate (pathways 1 and 2). This survey will be modified each year as the QEP assessment team identify questions that need to be considered. These qualitative data will be a valuable supplement to the reflective narratives (direct assessment) and student focus group data. Through gathering and analyzing instructors' observations we expect data to provide evidence of SLOs #1, 2, and 3. The remainder of this current academic year (our preparatory year) will be focused on finalizing specific, relevant items from current impact surveys to use as well as developing and workshopping assessment protocol for inclusion in Change Grant materials.

EVALUATION OF QEP GOALS

In addition to assessing the four student learning outcomes, we will evaluate the QEP goals related to instructor development, student support, and classroom infrastructure improvements to determine the overall effectiveness of the QEP and inform adjustments during implementation. We will evaluate progress toward our goals by collecting the following data each semester:

Instructor Development

- Demand and participation in:
 - Active Learning workshops
 - Certificate completion through Pathway 1 (ALSI) or Pathway 2 (workshops + course redesign)
 - Change Grant applicants and recipients
- AL website analytics
 - Traffic on main page
 - Engagement with the S.A.L.T. tool
 - Utilization of classroom search feature

Student Support

- Number of PLAs trained and number of deployed in active learning classrooms
- Access and engagement with Staff AL Resources
- Number of events supported by AL Ambassadors
- Demand and enrollment for UNIV 1202: Becoming Active Learners course offered through the Division of Academic Enhancement

Classroom Infrastructure Improvements

- Number of classrooms equipped for active learning at varying classifications
- Space Satisfaction Survey sent to instructors who teach in active learning equipped classrooms to gauge how infrastructure supports pedagogy. See Appendix J for sample survey design.

ASSESSMENT PLAN - TIMELINE

Figure 2 details the plan for data collection per each identified assessment measure. The QEP director will ultimately review all assessment data and make decisions about QEP effectiveness appropriately.

Figure 2: QEP Assessment Timeline

MEASURE	PREP YEAR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
STUDENT LEARNING OUTCOME ASSESSMENT						
Student Survey	Develop survey instrument Finalize recruitment/sampling strategies & incentives Collect baseline data from general student population	Sp 23	Sp 24	Sp 25	Sp 26	Sp 27
Reflections Scored Using AL Skills & Dispositions Rubric	Pilot round: Collect baseline data from pre-ALSI courses in Sp22 Request feedback on prompts from PLAs Identify non-AL courses (comparison group) from which to draw reflective artifacts	End of Fall 22 End of Sp 23	End of Fall 23 End of Sp 24	End of Fall 24 End of Sp 25	End of Fall 25 End of Sp 26	End of Fall 26 End of Sp 27
Student Focus Groups	Identify sampling strategy for participant recruitment Conduct 3-4 focus groups for baseline data with modified protocol	End of Fall 22	End of Fall 23	End of Fall 24	End of Fall 25	End of Fall 26
Course redesign (and ALSI) impact surveys	Finalize specific, relevant items from impact surveys to analyze	Sp 23	Sp 24	Sp 25	Sp 26	Sp 27
Change Grant self-assessment protocol	Develop & workshop assessment protocol for inclusion in Change Grant materials			As available	As available	As available
GOAL PROGRESS EVALUATION						
Metrics	Gather baseline metrics materials	Fall 22 Sp 23	Fall 23 Sp 24	Fall 24 Sp 25	Fall 25 Sp 26	Fall 26 Sp 27
Space Satisfaction Survey	Create survey items Finalize survey design & platform	Fall 22	Fall 23	Fall 24	all 25	Fall 26

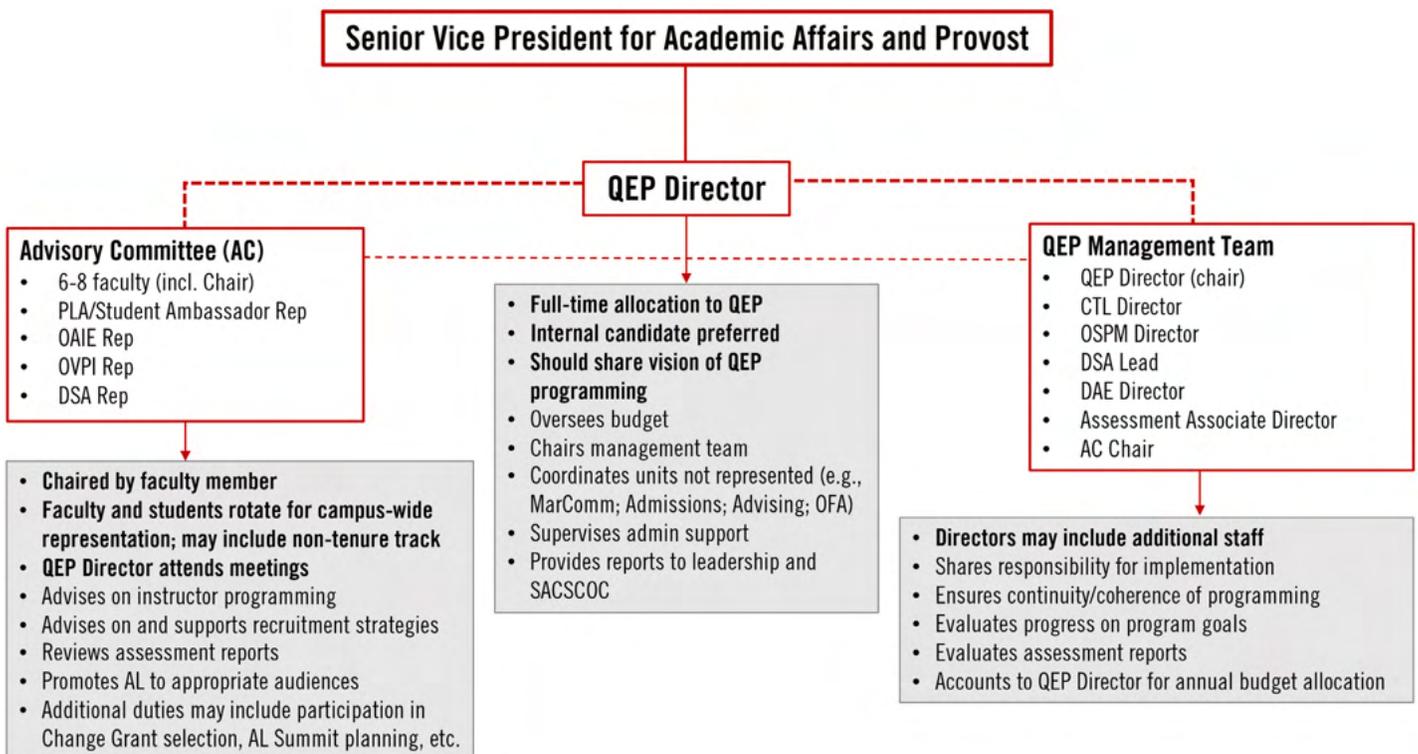


ORGANIZATIONAL STRUCTURE & PERSONNEL

The QEP is a multi-faceted and multi-office effort that will require significant collaboration and communication among units across campus to implement successfully. Existing personnel and new hires within campus units will be necessary for an effective QEP. The sections below first describe the administrative structure of the QEP, then the units and personnel that will support the initiatives individually and as a collective. Lastly, the budget for the QEP describes and itemizes the expected costs and allocation of funding for the plan.

QEP ADMINISTRATIVE STRUCTURE

To facilitate the collaboration across units, the QEP will be administratively housed in the Office of the Senior Vice President for Academic Affairs and Provost. The QEP director, a full-time position dedicated to support and coordinate the implementation of the QEP, will report directly to the senior vice president for academic affairs and provost. The director will be supported by an administrative staff position as well as the work of a QEP Management Team and QEP Advisory Committee.



QEP Director

The QEP director will oversee implementation of the QEP and will also be responsible for planning, managing, and reviewing the QEP budget. The director will ideally be an internal candidate who shares the vision of the QEP as defined and demonstrates a strong ability to establish relationships across campus and capacity to work with the Management Team to plan and implement faculty development, student support, and infrastructure initiatives.

The director is responsible for monitoring the progress toward the goals and outcomes of the QEP by:

- ensuring proper adherence to the stated implementation timeline
- ensuring campus support of the assessment plan and assessment activities
- regularly monitoring the budget
- ensuring compliance of the QEP within the SACSCOC guidelines
- corresponding with the UGA Leadership Team on progress toward goals and outcomes

This position serves as chair of the QEP Management Team and provides support and information to the QEP Advisory Committee.

QEP Management Team

The QEP Management Team is comprised of the leaders of the integral units that will support and deliver the initiatives for the QEP. As such, it collectively shares responsibility for implementing the QEP initiatives and ensuring continuity and coherence of programming. The Management Team regularly will evaluate progress on program goals and student learning outcomes assessment reports. The Management Team also will coordinate with the QEP director for annual budget allocation for initiative expenses within their units.

The Management team will be chaired by the QEP director and will include the directors of the Center for Teaching and Learning, Space Planning and Management, and the Division of Academic Enhancement. It will include a senior representative from the Division of Student Affairs, the associate director for assessment, and the faculty chair of the QEP Advisory Committee. Additional meeting attendees may be identified by the unit heads.

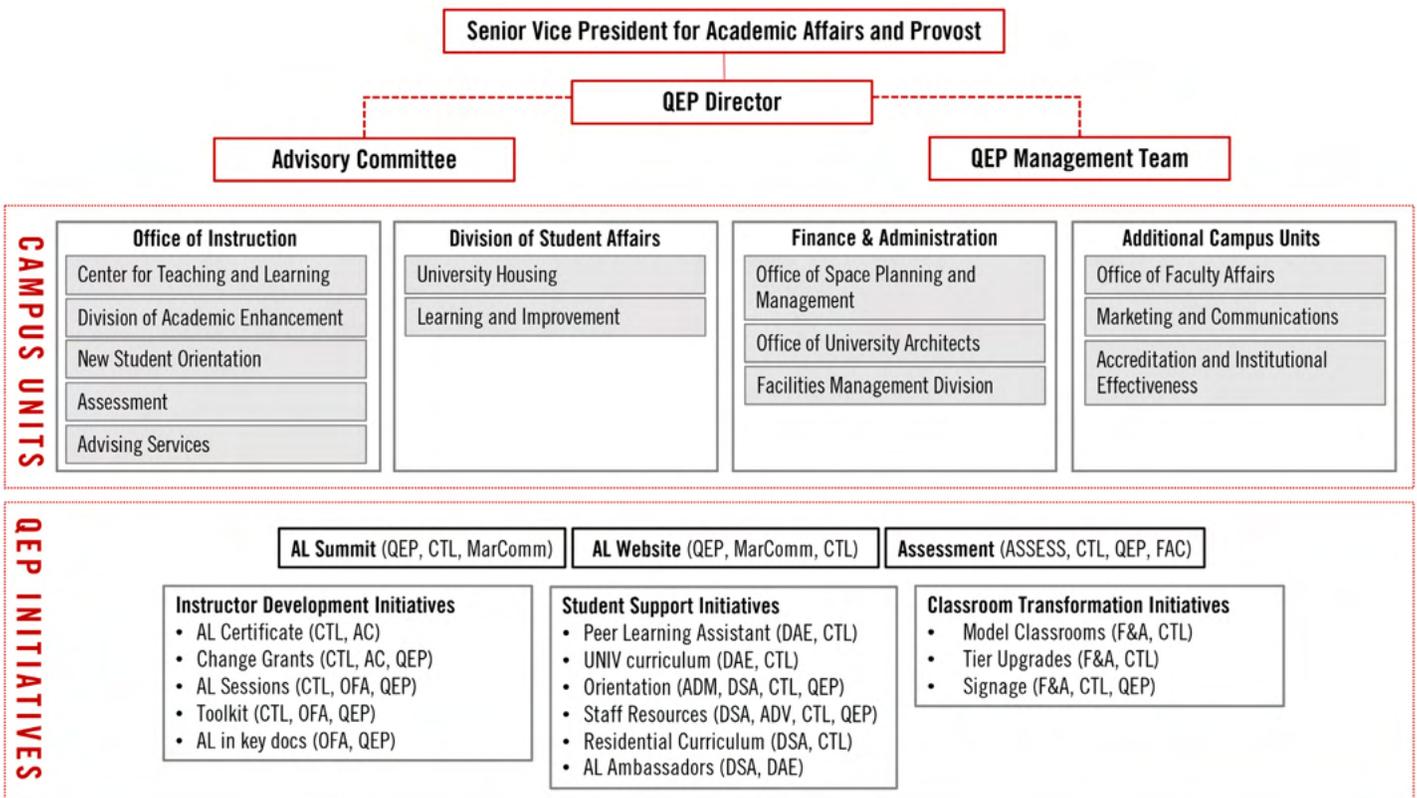
QEP Advisory Committee

The QEP Advisory Committee, chaired by a faculty member with expertise in active learning, advises and supports the QEP Management Team on instructor development and student support programming. The Advisory Committee will review assessment reports and promote AL across campus. Additional duties may include participation in Change Grant selection, AL Summit planning, and other areas where an advisory perspective may be useful to the QEP director and the Management Team.

The Advisory Committee is composed of six to eight faculty, a student representative (ideally a PLA or AL Ambassador), and representatives from the Office of Accreditation and Institutional Effectiveness, Office of Instruction, and Division of Student Affairs. Faculty and students will rotate every two years for campus-wide representation. The QEP director will attend meetings to provide updates on the QEP, activities of the management team, provide staff support, and hear discussion directly.

PERSONNEL & UNITS

The success of the QEP hinges on the collaboration and collective commitment to the cross-cutting initiatives defined in it. As such, many units across campus are vital to this success. Specifically, the Center for Teaching and Learning, Division of Academic Enhancement, Office of Space Planning and Management, and the Assessment Office will play significant roles in implementing the initiatives. In addition, University Housing, Office of Admissions, Advising Services, Division of Student Affairs, as well as faculty, staff, and students across all schools and colleges play an important role in the success of the QEP on campus.



Center for Teaching & Learning

The Center for Teaching and Learning is the backbone of the QEP – responsible for supporting the core instructional development initiatives and contributing significantly to many of the student support and infrastructure initiatives. Continuing the success of the Active Learning Summer Institute, the expansion of the additional pathways to AL Certification, the addition of the administration and support of the annual Change Grants, as well as promotional and information presentations will necessitate additional personnel. This investment in personnel will impact a much larger magnitude of UGA students than similar funds invested directly in the hire of individual UGA instructors or in faculty incentives. Each position within the Center for Teaching and Learning develops and implements programs that serve the instructional development of scores of UGA instructors, and each instructor in turn impacts scores more UGA students over time. Further, investment in additional Center for Teaching and Learning personnel is an investment in UGA’s overall instructional environment, impacting students in every UGA college and school.

Specifically, three additional positions will be filled: an associate director, assistant director, and coordinator. The associate director responsibilities include oversight of instructor and graduate student training programs (including vision and coordination of the development of all AL QEP workshops and events) and supervision and coordination of CTL personnel supporting QEP programs; creation and administration of AL Certificate program; creation and implementation of sessions for the Senior Leadership Retreats (in collaboration with CTL and QEP director) and TA/New Faculty Orientations; administration of AL Change Grant program (in collaboration with QEP and CTL director); support for AL Summit (in collaboration with other campus leaders), support for the active learning classroom renovation process (along with QEP director, consultations with units proposing room renovations, etc.); and support for initial and ongoing development of AL website content.

Under the guidance of the associate director, the assistant director will develop and execute active learning professional development sessions for faculty and graduate students, including AL workshops and orientation sessions, ALSI sessions (in conjunction with current CTL staff), the academic year course redesign experience, and resource design for the AL Instructor Toolkit and AL Resources for Staff. The assistant director also will contribute to the development of the UNIV curriculum, Orientation Leader training, support for the Residential Curriculum, and training for Peer Learning Assistant faculty.

The coordinator's responsibilities would include assembling resources for the AL Instructor Toolkit and AL Resources for Staff; delivering AL workshops, providing support for ALSI and the academic year course redesign program; maintaining attendance, wait list, and participation tracking to enable tracking of instructor/TA progression toward AL Certificate; creating AL Certificates for instructors who have completed programming; coordinating advertising and scheduling of instructor programming events; performing set-up and clean-up of QEP workshops and events including the preparation of event handouts and participant materials.

Division of Academic Enhancement

The Division of Academic Enhancement (DAE) empowers all students to achieve success with innovative courses, programs, services, and student-centered initiatives. The DAE supports students as they transition into higher education and sustains their progress through the University's unique academic environment. As such, the DAE provides the primary support for the Peer Learning Assistant initiative that serves as the cornerstone of the student support programming. The Peer Learning Assistants (PLA) initiative will put trained students in large-enrollment classes to facilitate active learning activities. It will provide compound value toward the QEP's goals and outcomes, giving PLAs deep understanding and engagement in AL practice so that they can in turn guide students in AL classes to deeper engagement in the learning activities designed by instructors. The complexity of this initiative requires an additional staff member in DAE to coordinate and operate the PLA program.

The coordinator of peer education will serve as primary point of contact for the PLA program. The position will provide leadership and supervision for 100+ undergraduate student employees supporting the program. It will coordinate the development and implementation of recruitment, hiring, onboarding, timekeeping, and evaluation processes for PLA program staff. The person in this position will coordinate ongoing operations for the PLA program including scheduling, data collection, assessment activities, and website content; maintain and update PLA records, policies and procedures; and will provide information and updates to instructors teaching supported courses and campus partners.

In addition to the PLA program, the DAE offers UNIV 1202, Becoming Active Learners, which serves students seeking support for thriving in an AL learning environment. DAE will continue to offer two sections per year of UNIV 1202 for the duration of the QEP, utilizing existing faculty to teach these sections.

Assessment Office

An integral component of the QEP is the ability to measure the impact on student learning and monitor the achievement of the program goals. The assessment plan described in the prior section is comprehensive, ambitious, and appropriately relies on rich qualitative data to provide evidence of student learning. To adequately manage large volumes of data and conduct thorough, meaningful analysis on student learning, in addition to monitoring progress of QEP goals, additional assessment personnel will be needed. The current associate director for assessment within the Office of Instruction oversees and supports numerous institution-wide assessments and will provide supervision and guidance to the assessment of the QEP. An additional assessment coordinator will be hired, dedicated solely to support the ongoing assessment efforts of the QEP.

The QEP assessment coordinator will have primary responsibility for the orchestration of the multi-pronged, ongoing data collection efforts specifically related to QEP initiatives involving students and faculty. The coordinator will maintain regular communication with the QEP Advisory Committee and key partners in the CTL, Student Affairs, OAIE, and Office of Instruction. In consultation with these key constituents, the coordinator will review ongoing assessment data to inform formative adjustments to initiatives as needed. The coordinator will also be responsible for developing summaries and assessment reports for QEP purposes and local audiences.

Additional Campus Units

A number of additional offices and units across the University will contribute to the success of the QEP, including New Student Orientation, Academic Advising, University Housing, Space Planning and Management, Faculty Affairs, Accreditation and Institutional Effectiveness, and Marketing and Communications.



RESOURCES & BUDGET

The University of Georgia is committed to funding and supporting the initiatives tied to the Active Learning QEP. To this end, when the president charged the QEP Development and Implementation Committee, he voiced a commitment to fund the plan at \$1 million per year and charged to the committee to develop the plan within that budget. Subsequently, the president secured an additional one-time contribution of \$1 million from the UGA Foundation, bringing the total five-year commitment to \$1.2 million per year.

With that in mind, the Committee developed programming that leverages existing personnel and resources where possible and directs the planned budget allocations to areas where new personnel and new spending are essential to meet the program's goals. The success of the QEP depends on committed, well-trained, and enthusiastic instructors. Therefore, a significant portion of the QEP budget is focused on instructor development, including additional personnel to deliver programs and support course redesign, incentives to promote participation, and services to support program delivery. Similarly, to ensure the success of the Peer Learning Assistants (PLA) initiative, the cornerstone of the student support programming, the planned budget includes support for an additional staff position and stipends for students who serve as PLAs in active learning courses. To ensure the continued conversion of classrooms to support active learning practice, the planned budget includes a significant allocation that will provide certainty should other classroom funding streams available from the University System not continue as expected. The planned budget includes a significant allocation to support assessment of the QEP, including personnel, stipends, and materials.

In addition to the planned budget that follows for the five-year implementation, UGA has prepared to launch the Active Learning QEP by funding ALSI for summer 2022 with a commitment of nearly \$190,000 in additional central funds from the president and from the Office of Instruction. UGA has also prioritized classroom renovations with active learning components in allocating available classroom enhancement funds. In fiscal year 2022, nearly half the available funds, approximately \$1 million, was directed to projects to improve the active learning capacity of classrooms. Further, to leverage University resources to meet the QEP goals, UGA will continue to prioritize active learning features in ongoing processes for allocating student technology fees and for determining projects to fund with cyclical classroom enhancements funds from the state and other sources.

QEP BUDGET

	Year 0 FY 2022	Year 1 FY 2023	Year 2 FY 2024	Year 3 FY 2025	Year 4 FY 2026	Year 5 FY 2027	6-year Totals
Personnel							
QEP Director (100% time)	\$37,000	\$110,000	\$110,000	\$110,000	\$110,000	\$110,000	\$587,000
QEP Administrative Associate II		\$33,000	\$33,000	\$33,000	\$33,000	\$33,000	\$165,000
CTL Associate Director	\$43,000	\$86,000	\$86,000	\$86,000	\$86,000	\$86,000	\$473,000
CTL Assistant Director		\$32,500	\$65,000	\$65,000	\$65,000	\$65,000	\$292,500
CTL Coordinator		\$52,000	\$52,000	\$52,000	\$52,000	\$52,000	\$260,000
DAE Program Coordinator (includes accounting staff time)		\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	\$275,000
QEP Assessment Coordinator	\$25,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$275,000
Programming							
AL Toolkit - materials	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$30,000
AL Workshop - materials		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
AL Course Redesign							
AL Certificate Course Redesign				\$52,500	\$52,500	\$52,500	\$157,500
Course Redesign Mentors		\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$30,000
AL Change Grants		\$15,000	\$25,000	\$25,000	\$25,000	\$25,000	\$115,000
AL Summer Institute (ALSI)		\$158,000	\$158,000	\$158,000	\$158,000	\$158,000	\$790,000
Peer Learning Assistants (PLA)							
120 PLAs/year (60 per semester)		\$91,200	\$91,200	\$91,200	\$91,200	\$91,200	\$456,000
8 sections UNIV 1204, faculty		\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$80,000
AL Ambassadors		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
AL Teaching Award		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
AL Summit			\$10,000	\$12,500	\$15,000	\$15,000	\$52,500
Assessment Support							
QEP Assessment Committee Faculty Scorers		\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$90,000
Materials (incentives) & Travel	\$5,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$15,000
Infrastructure							
AL Classroom Transformation (Model Classroom + Tiered Improvements)		\$400,000	\$400,000	\$400,000	\$300,000	\$300,000	\$1,800,000
AL Classroom Signage	\$5,000	\$500	\$500	\$500	\$500	\$500	\$7,500
AL Classroom Usage Instructions	\$1,000	\$1,000	\$0	\$0	\$0	\$0	\$2,000
Operational Funds							
Position Start-up Costs	\$50,000	\$40,000	\$10,000	\$0	\$0	\$0	\$100,000
QEP Staff Travel		\$3,500	\$5,000	\$5,000	\$5,000	\$5,000	\$23,500
Supplies		\$900	\$900	\$900	\$900	\$900	\$4,500
Marketing							
Promotional Materials	\$10,000	\$10,000	\$5,000	\$3,000	\$3,000	\$2,000	\$33,000
TOTAL	\$181,000	\$1,197,600	\$1,215,600	\$1,258,600	\$1,161,100	\$1,160,100	\$6,174,000

Investment in a culture of active learning promises positive impact on the learning experiences of thousands of students in the coming years.





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APPENDICES



Appendix A: Topic Selection Committee Roster

HENRY MUNNEKE (Chair)

Roy Adams Dorsey Distinguished Chair in Real Estate and Associate Dean, Terry College of Business

SONIA ALTIZER

UGA Athletic Association Professor, Odum School of Ecology

PEGGY BRICKMAN

Meigs Distinguished Teaching Professor, Plant Biology, Franklin College of Arts and Sciences

RACHEL BYERS

President, Student Government Association

SANTANU CHATTERJEE

Meigs Distinguished Teaching Professor of Economics, Terry College of Business

GARY GREEN

Meigs Distinguished Teaching Professor and Assistant Dean, Warnell School of Forestry and Natural Resources

AUDREY HAYNES

Meigs Distinguished Teaching Professor, School of Public and International Affairs

JEAN MARTIN-WILLIAMS

Meigs Distinguished Teaching Professor and Associate Dean, Franklin College of Arts and Sciences

LUKE NAEHER

Professor, Environmental Health Science, College of Public Health

LANCE PALMER

Professor, College of Family and Consumer Sciences

HENRY YOUNG

Kroger Professor, Clinical and Administrative Pharmacy, College of Pharmacy

Committee Support

Allan Aycock, Senior Director, Accreditation and Institutional Effectiveness

Maggie Parker, Associate Director, Accreditation and Institutional Effectiveness

Appendix B: Topic Selection Committee Report



Henry J. Munneke, Ph. D.
Associate Dean for Undergraduate Programs
Roy Adams Dorsey Distinguished Chair in Real Estate

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Memorandum

Date: June 10, 2020

To: SACSCOC Leadership Team
President Jere Morehead, Chair

From: QEP Topic Selection Committee
Henry Munneke, Chair

Subject: Recommendation for Quality Enhancement Plan Topic:
Active Learning in the Undergraduate Classroom

On January 30, 2020, President Morehead charged this committee to identify the topic for UGA’s next QEP. To fulfill this charge, the committee met nine times, in person and virtually, over the course of the semester to reach near consensus on a final recommendation.

The committee first reviewed the goals articulated in the University’s 2025 Strategic Plan and the recommendations of the 2017 report of the Task Force of Student Learning and Success. From these foundational documents, the committee developed a set of possible QEP topics for consideration. To inform the consideration, we invited key University administrators to discuss gaps in current programming and areas of opportunity for growth and impact on student learning at UGA. Guests included:

- Dr. Meg Mittelstadt, Director, Center for Teaching and Learning
- Dr. Shannon Brooks, Director, Office of Service Learning
- Mr. Andrew Potter, Director, Experiential Learning
- Mr. Rob Gordon, Director, Archway Partnership
- Dr. Rahul Shrivastav, Vice President for Instruction

With this input, the committee narrowed its deliberations to two QEP proposals—one in active learning and one in experiential learning—that met the criteria outlined in its charge. The committee was unanimous in believing that both proposals reflect critical areas for continued University investment and that both are opportunities to make a “significant and visible next step” in the University’s trajectory of excellence in undergraduate education. So much so that the Committee was initially split equally on support for these topics.

After much thoughtful deliberation and consideration, the committee agreed by a significant margin to recommend the attached proposal for institutionalizing active learning practice in the classroom as UGA's next QEP. The committee's recommendation reflects its conclusion that increased investment in this area at this time can be transformative. It is an opportunity to build on a relatively modest pilot program and initial capital investment in classrooms. It is an opportunity to enhance the strength of our faculty; challenge our increasingly capable students to new levels of engagement, deep learning, and achievement; and make a lasting impact on UGA's classroom infrastructure. UGA is well placed to become a leader in active learning practice among peer institutions.

Although the final QEP recommendation is an active learning program, the committee wishes to re-emphasize the importance of continued support for developing experiential learning at UGA beyond the curricular requirement and the integration of experiences into major-level programs. The Committee strongly supported the idea of ensuring access to EL experiences for all students through increased financial support to students.

Finally, the committee appreciates the opportunity to weigh in on the initiation of this important project, which is certain to have a lasting, positive impact on student learning at UGA. If the Leadership Team has questions about our recommendation, we would be pleased to provide additional information.

The following people served on the QEP selection committee:

- Sonia Altizer, UGA Athletic Association Professor, Odum School of Ecology
- Marguerite Brickman, Josiah Meigs Distinguished Teaching Professor, Plant Biology, Franklin College
- Rachel Byers, President of the Student Government Association
- Santanu Chatterjee, Josiah Meigs Distinguished Teaching Professor, Economics, Terry College
- Gary Green, Josiah Meigs Distinguished Teaching Professor, Natural Resources, Recreation and Tourism, Assistant Dean - Warnell School
- Audrey Haynes, Josiah Meigs Distinguished Teaching Professor, Political Science, Public and International Affairs
- Jean Martin-Williams, Josiah Meigs Distinguished Teaching Professor, Music, Associate Dean - Franklin College
- Henry Munneke, Roy Adams Dorsey Distinguished Chair in Real Estate, Associate Dean – Terry College
- Luke Naeher, Professor, Environmental Health Science, College of Public Health
- Lance Palmer, Professor, Financial Planning, Housing and Consumer Economics, Family and Consumer Sciences
- Henry Young, Kroger Associate Professor, College of Pharmacy

The Committee received outstanding support from:

- Allan Aycock, Senior Director, Office of Accreditation and Institutional Effectiveness
- Maggie Parker, Associate Director for Accreditation



UNIVERSITY OF GEORGIA

Recommended QEP Topic: Active Learning in the Undergraduate Classroom

The QEP seeks to transform UGA's undergraduate classroom experience to actively engage students in their learning. The program will institutionalize the use of evidence-based active learning practices across the curriculum by providing faculty with opportunities, incentives, and resources to embrace and develop active learning within their classrooms. The program will also provide students with resources to ensure they thrive in active learning environments and continue funding to provide classroom space that supports active learning practices.

Rationale and Alignment with Charge

The proposal focuses on UGA's central instructional mission, invests in faculty and student development, and should be embraced by campus and off-campus constituencies. The proposal **emerges directly from existing UGA planning processes** with inclusive, campus-wide input. The 2017 Task Force on Student Learning and Success recommended promoting evidence-based active learning practices in the classroom along with remodeling physical classrooms to facilitate these practices. These recommendations were grounded in significant literature documenting the positive impacts of active learning practice on student learning, engagement, and success. Both recommendations continue to be UGA priorities, explicitly captured in the goals and performance indicators of the UGA 2025 Strategic Plan.

The highly successful Active Learning Summer Institutes of 2018 and 2019 offered by the Center for Teaching and Learning piloted models of enhancing active learning practice across disciplines. These pilots provide **a solid base of experience** on which to build. Demand for the Institutes exceeded capacity, early adopters have shown positive results, and there is growing interest among faculty to expand active learning practice to more courses and programs. Active learning is on the cusp of taking off at UGA--investment now has the **potential for high impact across all disciplines and on most, if not all, undergraduate students**.

The proposed QEP is an **opportunity for visible national leadership in evidence-based instruction**, reflective of UGA's commitment to excellence in undergraduate education. UGA's student -focused programing that supports student engagement and achievement in active learning classes is a UGA- unique offering that may provide a model for other institutions. Scaling up active learning practices across disciplines and levels may be an additional differentiator for UGA. In addition, more active engagement in learning in the classroom may better prepare students to capitalize on UGA's significant investments in experiential learning outside the classroom.

The proposed QEP **can be scaled to respond to budgetary constraints**. The Key Components proposed form a coherent strategy to infuse and support active learning at all levels of the curriculum and at multiple levels of faculty engagement; however, components can be scaled or phased in according to available resources. Even a relatively small percentage of faculty members implementing active learning practice has an impact magnified across courses, course sections, and students in those course sections.

Key Components of QEP

Instruction-focused programming

Develop a training program that allows for multiple and flexible opportunities (hybrid, F2F, online) for faculty and graduate students to learn about and implement active learning techniques at all levels. Each program/tier should offer increasing faculty participation stipends.

- Active learning mini-camps and Online modules
 - Short in duration and offered year-round to provide participating faculty with innovative and practical strategies for enhancing student learning that can easily be applied
- Enhanced Active Learning Summer Institute
 - Additional opportunities/spaces for faculty who wish to participate, potentially offering multiple AL Institutes each summer
 - Additional in-depth and hybrid training courses for faculty to continue developing skills
- Active Learning Fellows Program
 - A one to two-year program in which faculty explore AL methodology and how to increase student and faculty engagement and learning through active classroom methods and techniques
 - AL Fellows should then become champions for active learning in each school/college and implement a “train the trainer” model to extend the resources and reach of the CTL
- Active Learning Faculty Academy (New)
 - Recognition and support for faculty leaders in active learning regardless of status relative to the active learning fellows training

Student-focused programming

Ensure students are ready to learn in an active learning environment.

- Expand student programming opportunities to help them become more effective active learners (e.g., UNIV 1202 or labs supporting active learning classes)
- Increase co-curricular course offerings
- Introduce online training/material that explains how to get the most out of active learning classrooms
- Create active learning orientation modules for incoming students

Classroom infrastructure

Create an active learning environment to ensure success of programming.

- Continued renovation of existing classrooms to facilitate active learning
- Prioritization of flexible, active learning design in developing new facilities
- Technical support for innovative, active-learning tools for online courses and programs

Appendix C: Development & Implementation Committee Roster

LINDA FOX, Chair (11/2020 - 7/2021)

Dean, College of Family and Consumer Sciences

HENRY MUNNEKE, Chair (8/2021 - 3/2022)

Roy Adams Dorsey Distinguished Chair in Real Estate and Associate Dean, Terry College of Business

MALCOLM ADAMS

Meigs Distinguished Teaching Professor, Mathematics, Franklin College of Arts and Sciences

MEG AMSTUTZ

Associate Provost for Academic Programs and Chief of Staff, Office of the Senior Vice President for Academic Affairs and Provost, SACSCOC Liaison

ALLAN AYCOCK

Senior Director, Office of Accreditation and Institutional Effectiveness

SHANNON BROOKS

Director, Office of Service-Learning

KATIE BURR

Associate Director of Assessment, Office of Instruction

KRISTA COLEMAN-SILVERS

Assistant Vice President for Finance and Administration and Director of Space Planning and Management

LESLIE DE SANTOS

Undergraduate Student, Accounting

CHASE HAGOOD

Director, Division of Academic Enhancement

MICHELE HOWARD

Senior Assistant to the Vice President – Student Experience, Division of Student Affairs

PETER JUTRAS

Professor of Music and Director, Hugh Hodgson School of Music, Franklin College of Arts and Sciences

RAJRENI KAUL

Graduate Teaching Assistant and PhD Candidate, Ecology

PAULA LEMONS

Professor, Biochemistry and Molecular Biology, Franklin College of Arts and Sciences

MARIA LEN-RIOS

Professor of Public Relations and Associate Dean, Grady College of Journalism and Mass Communication

JOHN MAERZ

Meigs Distinguished Teaching Professor, Warnell School of Forestry and Natural Resources

JOHN MATIVO

Associate Professor, Career and Information Studies, Mary Frances Early College of Education

MEG MITTELSTADT

Director, Center for Teaching and Learning

LUKE NAEHER

Professor, Environmental Health Science, College of Public Health

NAOMI NORMAN

Meigs Distinguished Teaching Professor, Classics, Franklin College of Arts and Sciences and Associate Vice President for Instruction

ANDY OWSIAK

Meigs Distinguished Teaching Professor, International Affairs, School of Public and International Affairs

ANNETTE POULSEN

Sterne Chair of Finance and Meigs Distinguished Teaching Professor, Finance, Terry College of Business

DOMINIQUE QUARLES

Director of Diversity and Inclusion, Office of Institutional Diversity

JOSE REYES

Associate Professor, Food Science and Technology, College of Agricultural and Environmental Sciences

JALEESA REED

Graduate Teaching Assistant and PhD Candidate, Textiles, Merchandising and Interiors

TONI ROGERS

Director of Instruction Fiscal Affairs, Office of Academic Fiscal Affairs

SARAH SHANNON

Associate Professor and Undergraduate Coordinator, Sociology, Franklin College of Arts and Sciences

HILLARY TANNER

Senior Lecturer, College of Engineering

STEPHEN TERRY

Strategic Account Manager, Marketing and Communications

EMMA TRAYNOR

Undergraduate Student, International Affairs, Applied Mathematics

TIFFANY WASHINGTON

Associate Professor, Social Work, School of Social Work

ELIZABETH WEEKS

Kirbo Chair of Law, School of Law and Associate Provost for Faculty Affairs

CRAIG WIEGERT

Associate Professor and Associate Department Head, Physics and Astronomy, Franklin College of Arts and Sciences

KENNETH WHITE

Assistant Professor, Financial Planning, Housing and Consumer Economics, College of Family and Consumer Sciences

Committee Support

Maggie Parker, Associate Director, Office of Accreditation and Institutional Effectiveness

Ruth Poproski, Associate Director, Center for Teaching and Learning

Campus Partners

Maggie Blanton, Assistant Director for Services, Division of Academic Enhancement

Nick Colvard, Assistant Head of Faculty, Division of Academic Enhancement

Matt Waller, Chief of Staff, Division of Student Affairs

Annie Carlson Welch, Assistant to the Vice President - Learning and Improvement, Division of Student Affairs

Appendix D: QEP 5 – year Implementation

	Initiative	Prep Year 2021-2022	Year 1 2022-2023	Year 2 2023-2024	Year 3 2024-2025	Year 4 2025-2026	Year 5 2026-2027
General Preparation	Hiring	Hire staff to develop and execute AL-related initiatives					
	Defining Terminology	Define a common set of definitions/terminology/glossary /talking points to be used across initiatives					
Instructor Development	Intro to AL Sessions	Develop campus-wide definition of AL	Develop Intro to AL Session curriculum Identify strategic audiences for delivery of sessions	Deliver Intro to AL Sessions	Deliver Intro to AL Sessions	Deliver Intro to AL Sessions	Deliver Intro to AL Sessions
	AL Instructor Toolkit	Identify key elements/tools to be included in the Active Learning Toolkit	Prepare and distribute the Active Learning Toolkit	Distribute Active Learning Toolkit	Distribute Active Learning Toolkit	Distribute Active Learning Toolkit	Distribute Active Learning Toolkit
	AL Certificate	Pathway 1 ALSI – Revise curriculum, deliver for 24 instructors Pathway 2	ALSI - Deliver for 20 instructors Workshop (f2f) – Develop curriculum; deliver first sessions during spring 2023	ALSI - Deliver for 20 instructors Workshop (f2f) - Deliver sessions fall-spring Review f2f curriculum and revise as needed	ALSI - Deliver for 20 instructors Workshop (f2f) - Deliver sessions fall-spring	ALSI - Deliver for 20 instructors Workshop (f2f) - Deliver sessions fall-spring	ALSI - Deliver for 20 instructors Workshop (f2f) - Deliver sessions fall-spring
Change Grants							
		Develop plan for PILOT Change Grant that will take place in Year 1	PILOT Change Grant to revise curriculum for UNIV courses. These courses are offered by the Division of Academic Enhancement to support UGA	Workshop (async)- develop technology for delivery; deliver first sessions during spring/summer 2024 Course Redesign - develop program	Workshop (async) - Deliver sessions Review async curriculum and revise as needed Course Redesign – Deliver for 10 instructors Review Course redesign curriculum and revises as needed	Workshop (async) - Deliver sessions Course Redesign – Deliver for 10 instructors	Workshop (async) - Deliver sessions Course Redesign - Deliver for 10 instructors

	Initiative	Prep Year 2021-2022	Year 1 2022-2023	Year 2 2023-2024	Year 3 2024-2025	Year 4 2025-2026	Year 5 2026-2027
Instructor Development			students' development of learning skills. The PILOT Change grant will focus on including explicit AL learning outcomes in all UNIV courses that align with the QEP Student Learning Outcomes Develop Change Grant proposal criteria and rubric Begin Change Grant PR, open call for applications in spring	Award second AL Change Grant	Award third AL Change Grant	Award fourth AL Change Grant	
		Develop AL statements to be included in faculty position announcements and offer letter templates. These statements will align with the campus-wide definition of active learning	Award one AL Change Grant Deploy AL statement in position announcements and offer letters	AL statement in position announcements and offer letters	AL statement in position announcements and offer letters	AL statement in position announcements and offer letters	AL statement in position announcements and offer letters
Student Support	AL Language in Key Documents	Define and design the key components and content of the resource and its interface with AL website. Prepare content	Create instructor and student testimonials and add them to the resources	Maintain resources and continue to evolve content in response to feedback from users and changes within the QEP as they occur.	Maintain resources and continue to evolve content in response to feedback from users and changes within the QEP as they occur.	Maintain resources and continue to evolve content in response to feedback from users and changes within the QEP as they occur.	Maintain resources and continue to evolve content in response to feedback from users and changes within the QEP as they occur.
	Peer Learning Assistants	Revise application and selection criteria for instructors to request PLAs for their courses. Launch and promote instructor and PLA applications in Summer 2022	Hire PLAs for deployment in AL redesigned courses (each semester) Teach multiple sections of UNIV 1204	Hire PLAs for deployment in AL redesigned courses (each semester) Teach multiple sections of UNIV 1204	Hire PLAs for deployment in AL redesigned courses (each semester) Teach multiple sections of UNIV 1204	Hire PLAs for deployment in AL redesigned courses (each semester) Teach multiple sections of UNIV 1204	Hire PLAs for deployment in AL redesigned courses (each semester) Teach multiple sections of UNIV 1204
	Orientation	Develop plan for integrating AL into New Student Orientation Prepare training materials and content for Orientation Leaders	Finalize and deliver training to Orientation Leaders Deliver AL programming to new students via Orientation.	Evaluate summer 2023 delivery and revise AL programming as needed	Deliver training to Orientation Leaders	Deliver training to Orientation Leaders	Deliver training to Orientation Leaders

	Initiative	Prep Year 2021-2022	Year 1 2022-2023	Year 2 2023-2024	Year 3 2024-2025	Year 4 2025-2026	Year 5 2026-2027
Student Support			Pilot in January orientation; full implementation in summer 2023 orientation	Deliver training to Orientation Leaders Deliver AL programming to new students via Orientation for January and summer Expand incorporation of AL strategies into population-based orientation programs such as international student orientation, etc.	Deliver AL programming to new students via Orientation for January and summer Continue to incorporate AL strategies in population-based orientation programs.	Deliver AL programming to new students via Orientation for January and summer Continue to incorporate AL strategies in population-based orientation programs.	Deliver AL programming to new students via Orientation for January and summer Continue to incorporate AL strategies in population-based orientation programs.
	Residential Curriculum	Work with Housing to develop plan for integrating AL into new residential curriculum Prepare training materials and content for Housing staff (RAs).	Deliver training to Housing Staff	Evaluate AL training and revise AL programming as needed. Deliver training to Housing Staff	Evaluate AL training and revise AL programming as needed. Deliver training to Housing Staff	Evaluate AL training and revise AL programming as needed. Deliver training to Housing Staff	Evaluate AL training and revise AL programming as needed. Deliver training to Housing Staff
	UNIV Curricula	UNIV Instructors attend ALSI (Develop plan for revising UNIV curriculum delivery.)	Offer two sections of UNIV 1202 Participate in Change Grant revision of UNIV curriculum delivery.	Offer two sections of UNIV 1202 Implement new UNIV curricula	Offer two sections of UNIV 1202 Continue new UNIV curricula, assess effectiveness, revise as needed	Offer two sections of UNIV 1202 Continue new UNIV curricula	Offer two sections of UNIV 1202 Continue new UNIV curricula
	AL Student Ambassador	Develop a recruitment and orientation plan for AL Student Ambassadors Prepare materials and resources for AL Student Ambassadors to utilize when meeting campus groups.	Recruit initial AL Student Ambassadors Pilot orientation with inaugural group of AL Student Ambassadors	Revise orientation as needed. Recruit and orient additional ambassadors Identify audiences and coordinate ambassador involvement	Recruit and orient new ambassadors Identify audiences and coordinate ambassador involvement	Recruit and orient new ambassadors Identify audiences and coordinate ambassador involvement	Recruit and orient new ambassadors Identify audiences and coordinate ambassador involvement
Classroom Transformation	AL Classroom Inventory, Classification System, & Renovations	Complete the classroom characteristics inventory. Assign AL Classification tiers to each classroom. Establish baseline and targets for growth.	Complete TBD number of Tier 2 classroom renovations. Complete TBD number of Tier 1 classroom renovations. Update classroom characteristics inventory with new rooms and renovations.	Complete TBD number of Tier 2 classroom renovations. Complete TBD number of Tier 1 classroom renovations. Update classroom characteristics inventory with new rooms and renovations.	Complete TBD number of Tier 2 classroom renovations. Complete TBD number of Tier 1 classroom renovations. Update classroom characteristics inventory with new rooms and renovations.	Complete TBD number of Tier 2 classroom renovations. Complete TBD number of Tier 1 classroom renovations. Update classroom characteristics inventory with new rooms and renovations.	Complete TBD number of Tier 2 classroom renovations. Complete TBD number of Tier 1 classroom renovations. Update classroom characteristics inventory with new rooms and renovations.

	Initiative	Prep Year 2021-2022	Year 1 2022-2023	Year 2 2023-2024	Year 3 2024-2025	Year 4 2025-2026	Year 5 2026-2027
Classroom Transformation	Model AL Classroom	Develop process for identifying/nominating rooms to renovate for "model" status Complete first model—CTL demo room Identify and complete design for next model classroom.	Complete renovation of 1 AL model classroom. Target: Fall 2023. Identify and complete design for next model classroom.	Complete renovation of 1 AL model classroom. Target: Fall 2024. Identify and complete design for next model classroom.	Complete renovation of 1 AL model classroom. Target: Fall 2025. Identify and complete design for next model classroom.	Complete renovation of 1 AL model classroom. Target: Fall 2026. Identify and complete design for next model classroom.	Complete renovation of 1 AL model classroom.
	AL Informational Signs in Classrooms	Develop standardized signage based on levels of AL designation for classrooms Develop suite of usage guides for each type of classroom.	Produce and install signs in AL classrooms Produce usage guides for different types of AL classrooms.	Produce and install signs in new AL classrooms Produce usage guides for different types of AL classrooms.	Produce and install signs in new AL classrooms Produce usage guides for different types of AL classrooms.	Produce and install signs in new AL classrooms Produce usage guides for different types of AL classrooms.	Produce and install signs in new AL classrooms Produce usage guides for different types of AL classrooms.
Active Learning Summit		Assemble Summit planning committee Develop focus for Year 1 Summit Develop criteria for Excellence in AL Teaching Award	Kickoff Summit Excellence in AL Teaching Award	Host Summit Excellence in AL Teaching Award	Host Summit Excellence in AL Teaching Award	Host Summit Excellence in AL Teaching Award	Host Summit Excellence in AL Teaching Award
Active Learning Website		Develop website structure and content Soft Launch AL website Spring 2022 Official Launch AL website Summer 2022	Review website content Make any necessary updates/change	Review website content Make any necessary updates/change			

Appendix E: UNIV 1204 Example Syllabus

Division of Academic Enhancement
UNIVERSITY OF GEORGIA

UNIV 1204 – Preparing for Peer Learning
Fall 2021, CRN: 46751 – Wednesday (PLA/leader)

Course Instructor Information

Instructor: Nicholas Colvard

Email: nicholas.colvard@uga.edu

Office: 215 Milledge Hall

Virtual Office: <https://zoom.us/my/nicholas.colvard>

Student Hours: : W 11:00am – Noon

Th 1:00 – 2:00pm

Course Meeting Information

Location: MLC 274

Time Meetings: Wednesdays 4:10-5:00pm

UNIV Courses are offered by the Division of Academic Enhancement, a unit of the Office of Instruction at the University of Georgia.

The Division empowers all students to achieve success with innovative courses, programs, services, and student-centered initiatives. The DAE supports students as they transition into higher education and sustains their progress through the University's unique academic environment. We are committed to students, committed to success.

Course Description

This Peer Learning Assistants training course will introduce participants to current research on how people learn, review strategies for engaging undergraduates in active learning, and offer opportunities to model effective group facilitation during session activities. Participants will participate in small group discussions of pedagogical resource materials, brainstorm solutions to common teaching challenges, and share personal reflections of their teaching experiences.

Learning Objectives

Upon successful completion this course, Peer Learning Assistants will be able to:

- Integrate active-learning techniques into their teaching
- Teach learners with different levels of ability
- Employ effective questioning techniques
- Help students become self-directed learners
- Use different ways to assess and evaluate students

Course Information

All course information including a copy of the syllabus, assignment due dates, and policy information can be found in eLC. Announcements about the class will be posted here as well as changes to the syllabus. You are responsible for checking eLC for announcements on a regular basis.

Grading/Evaluation

This course is graded on a plus/minus A-F scale. Your grade will be based on the following assignments and class participation. For further information please look on eLC for all assignments and the posted gradebook.

Participation and Attendance	40%
Weekly Reflective Essays	25%
PLA Project	25%
Best Practices to Teaching Report	10%

Class Participation – based on 1) attendance to the live/synchronous class session OR viewing the recorded/asynchronous class session and 2) engagement in the eLC Discussion per class session (or as communicated by the instructor). In-class participation is one of the largest components of your grade because we want to see you actively engaged in the material and with each other in this process. Learning is doing, and I expect to see you coming to class prepared to discuss the different topics and readings in place. Missing even one class can have a significant impact on your performance in this course.

Weekly Reflective Essays will consist of a ½ to 1 page reflection on what you learned in that class period and what you will apply to your teaching practices. These will be typed and submitted on eLC, due before the start of the next class period. Quality and effort put into these reflective writings will determine your grade on the assignment – so please take the time to do quality work here.

PLA Project - students will work in groups to develop a success resources that will be shared with their peers. Details concerning this project will be released later in the semester.

Assignments within this category:
Group Outline Activity: 10% of the category
Group Project: 90% of the category
Due Date: Tuesday, November 24th at 3:55pm.

Best Practices to Teaching Report will be a 4-5 page synthesis report, demonstrating all that you have learned from the course and how you plan to incorporate these practices into your future teaching and/or dissemination of information in your intended career path. See assignment document for further instructions.

Grading Scale

A 93.0-100%	A- 90.0-92.9%	B+ 87.0-89.9%	B 83.0-86.9%	B- 80.0-82.9%
C+ 77.0-79.9%	C 73.0-76.9%	C- 70.0-72.9%	D 60.0-69.9%	F 59.9% and below

Course Materials

All required course content will be provided free of charge on eLC. You are welcome to print off materials for completing the assignments.

Course Policies

Full participation is expected, including interaction with other PLAs and the instructor is essential. The best way to do this is to come to class prepared and think about what you'll be doing.

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. "Academic Honesty" means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from another person, or using any source of information that is not common knowledge.

"Academic Dishonesty" means knowingly performing, attempting to perform, or assisting any other person in performing any academic work that does not meet this standard of academic honesty. Assistance by another, when authorized by the Faculty Member, will not be considered academically dishonest, nor will using information that is fairly attributed to the source.

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

Attendance and Participation is required for this class. Missing even one class means that you have missed a significant portion of the course. Please DO NOT schedule any other appointments or activities during your scheduled class sessions.

Class sessions will be recorded for students that are not able to attend in-person and provided on eLC for their viewing later in order to complete the corresponding assignment(s) by the established deadline. If a student is unable to complete an assignment, they should contact the instructor as soon as possible to determine if an accommodation would apply. Please note: attending asynchronously does not extend the deadline of the assignments.

In the event that the university cancels classes, such as for severe weather, students are expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as a project or paper, are due at the next class meeting unless other instructions are posted at the course website or communicated via email.

Academic Honesty Policy

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Student Exceptionalities Statement

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with the Disability Resource Center (Voice: 706-542-8719 or TTY: 706-542-8778) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Please take care of yourself. While navigating the rigorous (at times treacherous) experience of college, we easily may fall prey to poor habits and choices. I encourage students to maintain a healthy lifestyle. If you (or anyone you know) experiences debilitating academic stress (i.e., stress that paralyzes, induces persistent fear/anxiety), challenging life events, persistent negative emotions/moods, or other factors that hinder mental, physical, or emotional wellbeing, I encourage you to seek resources you need to be successful.

University Health Center

- Website: <https://www.uhs.uga.edu/newstudents/newstudents>
- Phone: 706.542.1162
- Email: contact@uhs.uga.edu
- Suicide Prevention 706-542-2200
- Sexual Assault 24 Hour Hotline 706.542.SAFE

Counseling and Psychiatric Services (CAPS)

- Website: <https://www.uhs.uga.edu/caps/welcome>
- During office hours, you may call 706-542-2273.
- For an after-hour crisis, you may call 706-542-2200. Ask to speak with a CAPs clinician.

Student Care and Outreach

- Website: <http://sco.uga.edu/>
- Phone: 706-542-7774
- Email: sco@uga.edu

Student Veterans Resource Center

- Website: <http://svrc.uga.edu/>
- Phone: 706-542-7872
- Email: svrc@uga.edu

Other Division Resources

From peer tutoring through the Academic Resource Center to Academic Coaching to Student Success Workshops and more, the Division is committed to the success of all students at the University of Georgia. For more on these and other resources, visit <https://dae.uga.edu>.

Appendix F: QEP Baseline Data Survey**QEP Baseline Data Survey**

Q1. Please enter your 81-number.

Please indicate how often you engage in the following learning behaviors:

		Never	Seldom	About half the time	Frequently	Always
Q2	I seek as much information as possible in new situations and environments.					
Q3	I am curious to learn new information in a class.					
Q4	When completing a project or assignment, I ask a lot of questions.					
Q5	When I don't understand a new topic in class, I seek out information/ways to do so.					
Q6	I prefer to take initiative in learning new information in a class.					
Q7	I seek opportunities to challenge myself with course material.					
Q8	I reflect upon the way(s) I learn best.					
Q9	I am able to make connections between what I'm learning in different classes or between classes and my experiences outside of class.					

Attitudes/Preferences/Experiences about AL:

Q10. For a class outside of my major, I would most prefer to be in _____.

A large class; the professor using lecture slides

A mid-size class, broken into smaller groups; project and scenario-based class time

A small class, sitting at a roundtable; mostly discussion

Appendix G: Active Learning Dispositions Rubric

Active Learning Dispositions Rubric

This rubric is designed to assess the skills and dispositions involved in active learning. Assignments that encourage students to reflect on how they incorporated these skills into their work will provide the means for assessing the criteria. Work samples tell what is known or can be done by students, while reflections tell what students think or feel or perceive. Through reflection, students share how they feel about or make sense of their learning experience. Reflection also provides evidence related to students' growth and development. (American Association of Colleges and Universities, 2009).

For this reflective assignment, one of the following prompts was given to students at the completion of an active learning course:

In this course, the instructor's approach encouraged you to participate actively in the learning experience. Rather than solely listening to lectures during each class, you were likely involved in activities designed to help you learn. In a 1-page response, reflect on your experience in this course, addressing each of the following areas within the prompt:

Prompt 1: Reflect upon your curiosity about the subject matter in this course (What interested you most about this course and why did you find it interesting?)

Prompt 2: Reflect upon your initiative to learn in this course (What was the most challenging aspect of this course and what steps did you take to meet the challenge?)

Prompt 3: Reflect upon your learning in this course (What did you notice about yourself as a learner? What strategies did you adopt to learn well in this class? What is something that previously seemed disconnected to this course, but now seems relevant or connected? In what ways have your perspectives changed or broadened?)

Prompt 4: Reflect upon the connection between the class format and your learning (How did the class structure and activities help or hinder your learning in this course?)

Rubric instructions:

Score the student reflection by assigning a performance level (4, 3, 2, or 1) for each dimension based on the evidence presented in the student's writing. A score of '0' may also be assigned if there is truly no evidence of the particular dimension.

	Capstone - 4	Milestone – 3	Milestone – 2	Benchmark - 1
Curiosity	Explored a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject	Explored a topic in depth, yielding insight and/or information indicating interest in the subject	Explored a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject	Explored a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject
Initiative	Completed required work, generated and pursued opportunities to expand knowledge, skills, and abilities	Completed required work, identified and pursued opportunities to expand knowledge, skills, and abilities	Completed required work and identified opportunities to expand knowledge, skills, and abilities	Completed required work
Reflection	Describes learning in depth, makes strong connections between old and new concepts and/or skills citing example(s), and reveals significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time	Describes learning in depth, makes substantial connection between old and new concepts and/or skills, and reveals clarified meanings or indicates broader perspectives about educational or life events	Describes learning with some depth, references connection between old and new concepts and/or skills, and reveals slightly clarified meanings or indicates somewhat broader perspectives about educational or life events	Describes learning at a surface level, makes minimal connection(s) between old and new concepts and/or skills, does not indicate broader perspectives about educational or life events
Connection	Articulates an advanced metacognitive awareness, connects course activities to enhanced learning by citing >1 specific example(s), expresses intent to apply active learning in future educational/career settings	Articulates an advanced metacognitive awareness, connects course activities to enhanced learning by citing at least one specific example	Articulates some metacognitive awareness and generally connects course activities to enhanced learning without citing specific examples	Makes minimal reference to a connection between course activities and enhanced learning

Appendix H: Reflection Prompts for Students in AL Courses

Student Reflection Prompts

In this course, the instructor's approach encouraged you to participate actively in the learning experience. Rather than solely listening to lectures during each class, you were asked to engage in activities designed to help you think about your learning while you were learning. In a one-page response, reflect on your experience in this course, addressing each of the following areas:

Prompt 1: Reflect upon your curiosity about the subject matter in this course. What interested you most about this course and why did you find it interesting?

Prompt 2: Reflect upon your initiative to learn in this course. What was the most challenging aspect of this course and what steps did you take to meet the challenge?

Prompt 3: Reflect upon your learning in this course. What is something that previously seemed disconnected to this course, but now seems relevant or connected? What did you notice about yourself as a learner? What strategies did you adopt to learn well in this class? In what ways have your perspectives broadened or changed?

Prompt 4: Reflect upon the connection between the class format and your learning. How did the class structure and activities support your learning in this course?

Appendix I: Focus Group Protocol

Focus Group Protocol (Student Groups)

QEP – Active Learning - Assessment

Introduction: Thanks for being here today, and thanks for having us! We are _____ and _____, members of the assessment team for the [QEP name]. Our overall purpose is to help faculty, staff, and administrators review and evaluate the efforts toward promoting a culture of active learning on UGA's campus.

You're in this group today because you have recently been involved in [AL class or cocurricular experience]. Today, we'd like to talk about your learning in [this experience] – not only *what* you learned, but also *how* you learned and your *approach* to learning. Keep in mind this conversation is not meant to serve as an evaluation of the instructor/leader – we are going to focus on the takeaways you gained.

Before we begin, is everyone okay with being recorded? All participants will be assigned a pseudonym and contributions will remain anonymous.

Q1. First, let's talk generally about active learning.

- a. Can you share what the phrase “active learning” means to you?
- b. How does an active learning experience differ from others?
- c. What are the indicators/signs of an active learning experience?

Q2. What is your active learning experience like?

- a. Are you aware that certain classes/experiences are going to be taught using AL?
- b. Have you been involved in other AL courses/experiences – if so, what?
- c. What are your opinions on active learning?
- d. Who or what on campus embodies active learning?
- e. Where/in what settings do you feel like an active learner?

Q3. Now, let's talk specifically about active learning in [this experience].

- a. How did the active learning approach in [this experience] impact your ability to remember material/content?
- b. How did the active learning approach in [this experience] impact the way you studied or prepared for class?
- c. How did your learning experience in [this experience] compare to others?
- d. How did [this experience] differ from what you expected of it?

Q4: We are putting together a report that will go to campus leaders. What else, if anything, would you like us to know regarding active learning at UGA? Anything else you'd like us to offer as suggestions?

Appendix J: Space Satisfaction Survey Design

Instructor Space Satisfaction Survey

Survey will auto-populate information in red based on data pulled from scheduling system.

“Based on your experience teaching [course] in [room], please provide feedback on your satisfaction and usage of the classroom features.

Q1. Please indicate the extent to which you utilized the following features for instruction over the course of the semester:

Feature	Did not use	Seldom used	Used about half the class periods	Used to a great extent	Used every class period
Feature					
Feature					
Feature					
Etc.					

Open Ended, optional:

Q2. What, if any, features supported your instruction?

Q3. What, if any, features did not support your instruction?

Q4. Were there things you wish you could have done with additional features?

Q5. Any other things you want to tell us about this room?

The QEP will create an exciting new standard of learning
at the University – **a culture of active learning.**





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