

## **Putting Padlet to Work: Three Methods for Virtual Active Learning**

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Multiple levels and disciplines covered:

Scenario 1: English Composition, First year students

Scenario 2: Communication, First to second year students

Scenario 3: Intro Psychology, majors and non-majors

### Objectives:

- S. 1: Students will explore divergent and convergent methods of thinking through comparing and contrasting popular and scholarly sources.
- S. 2: Students will debate the role of authority in scholarship through open discussion and group mind-mapping.
- S. 3: Students will analyze and define the different sections of an academic article through collaborative problem solving.

### Materials:

- Internet access and students with laptops/personal computers.
- Padlet (free or subscription-based)

### Activities:

(5 Minutes) Popular and Scholarly Sources, compared

- Guide students in skimming through exemplars of popular and scholarly articles, then invite them to post thoughts and responses to these questions:
  - How are these articles the same or different in terms of:
    1. Authors & Audience (who are they and who do they expect to read it?)
    2. Format & Structure (what does it look like, and how do I read it?)
    3. Content & Sources (what's it about, and where did they get their facts?)

(5 minutes) Virtual Chalk Talk

- Ask students, “What draws you to respect the ideas and information of a speaker? What convinces you to listen to what they have to say?
  - Allow students to respond in whatever way they like, but encourage them to connect posts using arrows, like posts they agree with, debate and discuss with

ideas that contradict. Allow librarian and faculty member to add additional questions as needed.

#### (5 minutes) Article Puzzle Game

- Explain to students that our goal is to understand the structure and organization of academic articles so we are better prepared to read and use them. To do so they will organize, describe, and label different parts of an article in order in small groups.
- Come back together as a whole group and go through the proper order, inviting student answers and correcting where necessary. Emphasize the ways we skim and closely read different sections.

#### Assessment:

- S. 1: Group responses can be assessed for clarity and understanding of the differences and similarities of popular and scholarly articles.
- S. 2: Formatively assess participation and student willingness to debate and wrestle with complex topics such as authority and respect.
- S. 3: Summative assessment can be done after the session to check students' understanding of article parts, purposes and naming conventions.

#### ACRL Information Literacy Framework:

- S. 1: Information Creation as a Process: Knowledge Practice 1
- S. 1: Searching as Strategic Exploration: Knowledge Practice 3
- S. 2: Authority is constructed and contextual: Knowledge Practices 1-6 (potentially any)
- S. 3: Searching as Strategic Exploration: Knowledge Practice 6