

# Turning a guest speaker into an active learning opportunity

## WHAT IS THIS RESOURCE?

An explanation of how to facilitate an in-class active learning technique using a guest speaker, either live or recorded, for any size class. A guest speaker is usually an expert who physically or virtually (i.e. by Skype) visits a class live, or whose recorded video talk (i.e. a TED Talk) is played during class. A structured note-taking form is provided for students to use for recorded videos.

## HOW DO I USE IT?

After confirming your guest speaker or selecting your video, review the box that describes the many options available for setting up your guest or video. Communicate the options you choose to your guest speaker ahead of the visit. Follow the 3-step implementation process to facilitate the guest or video speaker during class. For assistance, please contact CET instructional designers.

### Facilitation Process

#### PRE

* Instructor gives directions & makes groups
* Students research the speaker/topic
* Students prepare & submit questions for review/approval by instructor \*(one class session in advance)

#### DURING

* Instructor gives directions & makes groups
* Students research the speaker/topic
* Students prepare & submit questions for review/approval by instructor

#### POST

* Students submit written takeaway from notes
* Instructor debriefs purpose & application

### Active guest speaker/video options

It is possible for a guest speaker or video viewing to have any combination of the following forms and delivery depending on your need, preference, or purpose.

Table Active guest speaker/video options

|  |  |
| --- | --- |
| Biographical research of the speaker | Literature research related to the topic/speaker |
| Individuals make questions | Groups make questions |
| Everyone asks | Group rep asks |
| No/Low Tech (on paper) | High Tech (on Blackboard or Google Docs) |
| Small classes | Large classes |
| Graded | Not graded |
| Formal note-taking | Informal note-taking |

### Benefits

#### COGNITVE

* Synthesize/relate information
* Activate prior knowledge
* Enhance retention
* Practice informational interviewing

#### PERSONAL

* Reduce anxiety
* Leverage learning preferences
* Build confidence
* Get relevant information

#### SOCIAL

* Receive feedback
* Increase participation
* Foster collaboration
* Promote buy-in due to choice

#### **OTHER VARIATIONS**

“Flip” the video viewing to be completed outside of class as homework/class preparation. Then, cover the students’ remaining questions in class discussion.

For structured note-taking, the “Know, Want, Learn, Remaining Questions” method is recommended. (See back of this handout). This method may also be used to approach course readings.

Have students use collaborative Google Docs or Blackboard to submit questions and ensure no repetition

### Note-Taking Form

This structured note-taking form can be used when showing a short video\* in class or asking students to watch the video as homework/class preparation. The last column would be addressed by the instructor. Alternately, the instructor may pose the questions for which students will need to find answers.

Table Note-taking form

| **What I know** | **What I want to know** | **What I learned** | **What I still need to know** |
| --- | --- | --- | --- |
| Brainstorm a list of everything you already know about this topic. | Pose questions you hope the information in the video will address. | Using information from the video, write answers to the questions you posed. | Record the questions for which you did not receive answers, or about which you are still confused. |
| **(blank)** | **(blank)** | **(blank)** | **(blank)** |

\*The recommended length for a video shown in class is no longer than 6 minutes (Guo, 2013).