CLAW 3 Active Learning Classroom Instructional Guide: Benefits and Barriers

CLAW 3 (Collaborative Learning and Active Workspaces) Active Learning Classrooms (ALCs) are designed to emphasize group work over lecture. In CLAW 3 ALCs, students sit together at movable tables, each with a projection screen or monitor so each group of students can easily see the content presented. Listed below are benefits and barriers to CLAW 3 ALC teaching.

Benefits[i]	Barriers
- Increase in student engagement and collaboration - Increase in critical thinking - Increase in community - More fun and a stronger desire to attend class - Less authoritative student perception of instructors - More inclusive for students who are introverted or experience anxiety	- Teaching strategies, classroom, and subject will interact uniquely – ALCs may not be the best option for every academic discipline[ii] - Requires training before affectively teaching in CLAW 3 ALCs[iii] - Requires some course redesign[iv] - Designing ALCs courses can be time consuming[v] - The shift from lecturer to facilitator can be uncomfortable for instructors[vi]

Tips to Overcome Barriers:

❑ Assess if CLAW 3 ALCs are the best strategy for your course. Ask yourself how your course can be strengthened or weakened by implementing an ALC design.
❑ Make course design changes in small increments. [vii]
❑ Do research on ALC methods and strategies and best practices as described by recent literature to inform your designs.
❑ Working with an instructor experienced with ALCs can help.

If you would like to reserve a CLAW 3 classroom, contact the **Learning Spaces Strategy Committee (LSSC)** 9 months before your desired semester at **lssc@unt.edu**.

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ii [Hao 2021]

iii Lee, K., Dabelko-Schoeny, H., Roush, B., Craighead, S. & Bronson, D. (2019). Technology-enhanced active learning classrooms: New directions for social work education. *Journal of Social Work Education, 55*(2), 294-305.

McCorkle, S. (2021). Exploring faculty barriers in a new active learning classroom: A divide and conquer approach to support. Journal of Learning Spaces, 10(2), 14-23.

iv Rezaei, A. (2020). Groupwork in active learning classrooms: Recommendations for users. *Journal of Learning Spaces 9*(2), 1-21.

v McCorkle, S. (2021). Exploring faculty barriers in a new active learning classroom: A divide and conquer approach to support. Journal of Learning Spaces, 10(2), 14-23.

vi Ibid.

vii Ibid.