

***Explanatory note on active and collaborative learning:*** Active learning involves more than lectures and even class discussions of readings. It means learning by experiencing, practicing, inhabiting, or interacting with the course material through well-crafted assignments (such as team debates, deliberation, conflict resolution, simulations, group projects, and interactive presentations.) Active learning also requires reflection, in which students draw conclusions about their experiences for their understanding of the course material. Collaborative learning entails more than students dividing up elements of a project, working individually, and then aggregating their work. Working collaboratively requires students to integrate their efforts and therefore to practice the skills of cooperation, collective creativity and thinking, or group problem-solving. Because active collaboration by working cooperatively with other students in class (option 2a above) is often the minimal way to foster this kind of learning, courses that do not go beyond these methods to include observation, participation, or working with civic organizations will need to be especially careful to demonstrate that:

- a) Faculty offer some instruction to students on how to collaborate well on relevant assignments;
- b) Students reflect on the process of collaboration – how it worked and how it could be improved – through many possible methods, such as:
  - drawing up team contracts that explain how the group will work together (for larger projects);
  - individual journal entries, exam questions, or short papers about each group member's contribution to joint work, the strengths and weaknesses of the group's collaborative process, and how that process can be improved;
  - course evaluation questions that elicit what students learned through and about collaboration.

A single course need not use all of these methods.