
PROMOTING ACTIVE LEARNING

Empower students as active agents in your courses so they can better retain and transfer new knowledge and skills into their subsequent courses and careers.

Improve students' ability
to retain and apply
new knowledge

Drive increased engagement
in class sessions, lectures,
and discussions

Enhance peer-to-peer
collaboration



Designed for instructors who teach both large and small classes, this offering equips educators with research-based teaching practices to facilitate lively and thought-provoking discussions, make group work more productive, develop students' note-taking skills, and intentionally structure class sessions to solidify students' understanding.

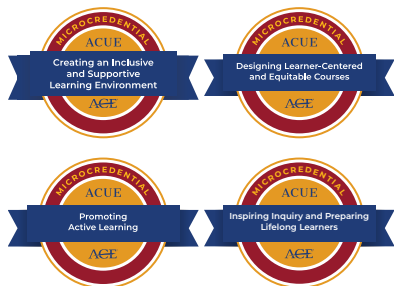
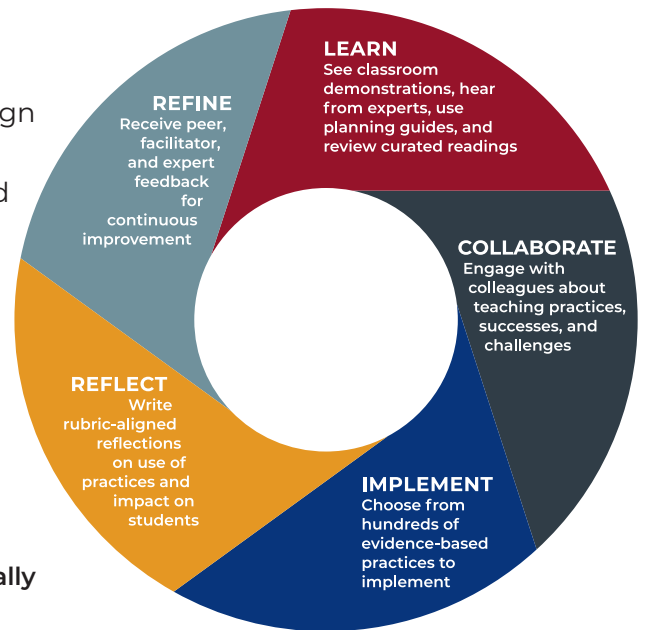
LEARNING MODULES

Developing Effective Class Sessions and Lectures	Using Groups to Ensure Active Learning	Planning Effective Class Discussions
Teaching Powerful Note-taking Skills	Using the Active Learning Cycle	Facilitating Engaging Class Discussions

Engaging Learning Design

ACUE faculty experience an asynchronous learning design that aligns with the best practices in effective online instruction and is compelling to both new and seasoned instructors. Each week, with support from a skilled facilitator, faculty will be:

- Engaging in authentic demonstrations of effective teaching
- Learning from nationally recognized experts
- Collaborating with colleagues in facilitated discussions
- Implementing new teaching practices and observing student impact
- Writing structured reflections, including plans to continually refine their practice



Stackable Credentials to Maximize Impact

Faculty who complete this microcredential earn a digital badge to share their professional achievement. By completing three additional microcredential offerings in ACUE's Effective Teaching Practices course, instructors will be awarded the only Certificate in Effective College Instruction endorsed by the American Council on Education (ACE).



"It is a myth that great discussions happen spontaneously. Great discussions happen because the faculty member structured the situation to facilitate that discussion happening."

–JAY R. HOWARD, PHD, *Dean, College of Liberal Arts & Sciences, Butler University*



ACUE

To learn more, visit [ACUE.org](https://www.acue.org) or email partnerships@acue.org