

# Guide for assigning active learning classrooms\*

This rubric is intended to help staff and administrators match instructors with appropriate classrooms. The goal is to make the best use of a limited number of active learning classrooms by assigning those rooms to instructors who will use them most effectively. Classes with more elements on the right side will have a higher priority for an active learning classroom.

<b>Proposed use</b>	Little or no plan for active learning or collaborative work.	Plan shows good intentions for use of active learning and group work.	Clear plan for use of room for active learning through groups and student collaboration.
<b>Experience</b>	Rarely or never participates in workshops or peer discussions about modern pedagogy.	Occasionally participates in workshops or peer discussions about modern pedagogy.	Regularly participates in workshops or peer discussions about modern pedagogy.
<b>Mandatory training</b>	Has never completed one-hour training on use of active learning rooms.	Has recently completed one-hour training on use of active learning classrooms.	Regularly engages in training on use of active learning rooms or helps train other instructors.
<b>Previous use</b>	Instructor has used active learning classrooms in the past but has primarily lectured.	Instructor has used an active learning classroom successfully at least once before.	Instructor has made successful use of active learning classrooms several times in the past.
<b>% lecture</b>	A majority of the class will be devoted to lecture.	Less than 50% of class is lecture.	A large majority of the class involves group work, discussion, problem-solving, project work or other forms of active learning.
<b>In-class assistance</b>	Will have a student-to-instructor ratio (including teaching assistants) of more than 30-1.	Will have a student-to-instructor ratio of about 30-1. In a large class, will have a co-instructor or GTAs, and undergraduate assistants who will help in the classroom.	Will have a student-to-instructor ratio of less than 30-1. In a large class, will have a co-instructor or GTAs, and undergraduate assistants who will help in the classroom.
<b>Class size</b>	Class will use 50% or less of the available seats in the room.	Class will use 50% to 80% of the available seats in the room.	Class will use more than 80% of the available seats in the room.
<b>Flexibility</b>	Class time cannot be moved.	Class time could be moved but only within a limited window.	Class time could be changed to nearly any time there is an opening available for an active learning room.
<b>Meeting times</b>	Does not follow the university's standard meeting times.	Follows standard meeting times.	

\*Active learning encompasses a wide range of approaches that minimize lecture and use such techniques as in-class problem-solving and skill development, discussion, groups work, and group projects.