Active Instructional Strategies in PT Education: The Good, the Bad, and the Pedagogy
Monday, October 3, 8:30 am–10:30 am

Any instructor who has looked out into a classroom during a PowerPoint presentation only to see students dozing off, disengaged, or checking their e-mail, understands the frustration of lecture-based instruction. While lecturing is a valuable tool in our instructional tool-chest, it is considered a passive teaching technique because the learners receive information but do not participate other than intellectually. Active instructional strategies require the learner to become engaged in learning by applying information to specific tasks or assignments. Active techniques can recruit more areas of the brain to process information because they involve multiple modalities (seeing, doing, comparing) compared to the traditional lecture format.

This 2-hour session will present, using active teaching strategies, a number of easily applied approaches to teaching and learning that promotes activity—not only intellectual activity but also behavioral involvement. The speakers will provide guidelines and examples of grading rubrics used to assess student learning when using active instructional strategies. Special emphasis in this session will be on the active involvement of the distant learner who participates online for part or all of a course.

Participants will be able to:

- Compare and contrast active instructional strategies that facilitate student engagement and critical thinking skills
- Appreciate the application of active instructional strategies in all modalities of learning: face-to-face classrooms, labs, blended and online environments
- Recognizing the need to modify instructional strategies based on the environment and learners
- Convert a passive learning–teaching module into an active instructional strategy
- Develop a grading rubric to evaluate student learning based on an active learning assignment

Mary Tischio Blackinton, PT, EdD, is an associate professor and associate director of the Hybrid Entry Level DPT program at Nova Southeastern University in Tampa Florida. Her research interests include: the scholarship of teaching, especially outcome assessment in physical therapy education; balance/falls prevention in older adults; and the integration of active instructional strategies in PT education. Blackinton's passion for educational research led to the development of the Nova Southeastern University Health Professions Educational Research Symposium (HPERS), a nationally recognized symposium dedicated to the dissemination of educational research in the health professions. Her past presentations related to physical therapist education include the use of portfolios in program outcome assessment, designing rubrics to assess student learning, bridging didactic and practical knowledge in physical therapy labs, and the use of laboratory notebooks to enhance student engagement in a neurologic physical therapy class. Blackinton has published articles on tertiary prevention in people with Parkinson disease, monochromatic infrared energy, and co-authored a PT study guide in the area of neuromuscular and integumentary physical therapy. She is the author of 2 chapters in an upcoming neurological rehabilitation textbook published by Pearson Education and is the co-author, with Dr. Lisa Kenyon, of an upcoming case report in *Physiotherapy Canada*. Blackinton became a Geriatric Certified Specialist in June 2009 and is a member of the Geriatric, Education, and Neurology sections of APTA.

Michael Simonson, PhD, is a program professor at Nova Southeastern University in the Instructional Technology and Distance Education program. He earned his PhD in instructional systems from the University of Iowa. Simonson helps schools, organizations, and corporations integrate instructional technology and distance education into teaching and training, and on the development of virtual schools. He has authored 4 major textbooks dealing with distance education, instructional technology, instructional computing, and instructional media. Simonson has over 150 scholarly publications, and has delivered more than 200 professional presentations in the US and internationally dealing with distance education and instructional technology. Technology planning, distance education/virtual school policy development, and effective design of online instruction are current projects. He is editor of the *Quarterly Review of Distance Education*, *Distance Learning* journal, and *Proceedings of Selected Research and Development Papers* presented at the Annual Conventions of the Association for Educational Communications and Technology. In 2009, the *Encyclopedia Britannica* published Simonson's work defining distance learning. He has won the award for most

outstanding research in the field of distance education presented by the United States Distance Learning Association. Most recently Simonson has been a technology planner for Milwaukee Area Technical College, an external evaluator with South Dakota's Connecting the Schools and Digital Dakota Network projects, and is a distance learning consultant for the US Army Research Institute. Simonson was honorably discharged as a Captain from the United States Marine Corps (R).