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.

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

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.  
- 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.


[8] [Hao 2021]


[13] Ibid.

[14] Ibid.