

DOWNLOAD PDF ACTIVE TEACHING STRATEGIES AND LEARNING ACTIVITIES

Chapter 1 : Active Learning Strategies | Center for Excellence in Teaching and Learning

Active, hands-on teaching strategies and learning activities are designed to take students out of their books, sometimes out of their seats, sometimes out of the classroom, sometimes out of their school, and sometimes out of.

For more complex projects, where many heads are better than one or two, you may want to have students work in groups of three or more. As the term "cooperative learning" suggests, students working in groups will help each other to learn. Generally, it is better to form heterogeneous groups with regard to gender, ethnicity, and academic performance, particularly when the groups will be working together over time or on complex projects; however, some of these techniques work well with spontaneously formed groups. Cooperative groups encourage discussion of problem solving techniques "Should we try this? Cooperative Groups in Class - Pose a question to be worked on in each cooperative group and then circulate around the room answering questions, asking further questions, keeping the groups on task, and so forth.. After an appropriate time for group discussion, students are asked to share their discussion points with the rest of the class. The ensuing discussion can be guided according to the "Questions and Answers" techniques outlined above. Active Review Sessions - In the traditional class review session the students ask questions and the instructor answers them. Students spend their time copying down answers rather than thinking about the material. In an active review session the instructor poses questions and the students work on them in groups. Then students are asked to show their solutions to the whole group and discuss any differences among solutions proposed. Work at the Blackboard - In many problem solving courses e. Because students learn more by doing, rather than watching, this is probably not the optimal scenario. Rather than illustrating problem solving, have students work out the problems themselves, by asking them to go to the blackboard in small groups to solve problems. If there is insufficient blackboard space, students can still work out problems as a group, using paper and pencil or computers if appropriate software is available. Concept Mapping - A concept map is a way of illustrating the connections that exist between terms or concepts covered in course material; students construct concept maps by connecting individual terms by lines which indicate the relationship between each set of connected terms. Most of the terms in a concept map have multiple connections. Developing a concept map requires the students to identify and organize information and to establish meaningful relationships between the pieces of information. Visual Lists - Here students are asked to make a list--on paper or on the blackboard; by working in groups, students typically can generate more comprehensive lists than they might if working alone. This method is particularly effective when students are asked to compare views or to list pros and cons of a position. They then list everything they can think of which supports these positions on the relevant side of the vertical line. Once they have generated as thorough a list as they can, ask them to analyze the lists with questions appropriate to the exercise. For example, when discussing Utilitarianism a theory which claims that an action is morally right whenever it results in more benefits than harms students can use the "T" method to list all of the potential benefits and harms of an action, and then discuss which side is more heavily "weighted". Often having the list before them helps to determine the ultimate utility of the action, and the requirement to fill in the "T" generally results in a more thorough accounting of the consequences of the action in question. In science classes this would work well with such topics as massive vaccination programs, nuclear power, eliminating chlorofluorocarbons, reducing carbon dioxide emissions, and so forth. Jigsaw Group Projects - In jigsaw projects, each member of a group is asked to complete some discrete part of an assignment; when every member has completed his assigned task, the pieces can be joined together to form a finished project. For example, students in a course in African geography might be grouped and each assigned a country; individual students in the group could then be assigned to research the economy, political structure, ethnic makeup, terrain and climate, or folklore of the assigned country. When each student has completed his research, the group then reforms to complete a comprehensive report. In a chemistry course each student group could research a different form of power generation nuclear, fossil fuel, hydroelectric, etc. Then the

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groups are reformed so that each group has an expert in one form of power generation. They then tackle the difficult problem of how much emphasis should be placed on each method. Role Playing - Here students are asked to "act out" a part. In doing so, they get a better idea of the concepts and theories being discussed. Role-playing exercises can range from the simple e. Complex role playing might take the form of a play depending on time and resources ; for example, students studying ancient philosophy might be asked to recreate the trial of Socrates. Using various sources e. Panel Discussions - Panel discussions are especially useful when students are asked to give class presentations or reports as a way of including the entire class in the presentation. Student groups are assigned a topic to research and asked to prepare presentations note that this may readily be combined with the jigsaw method outlined above. Each panelist is then expected to make a very short presentation, before the floor is opened to questions from "the audience". The key to success is to choose topics carefully and to give students sufficient direction to ensure that they are well-prepared for their presentations. You might also want to prepare the "audience", by assigning them various roles. For example, if students are presenting the results of their research into several forms of energy, you might have some of the other students role play as concerned environmentalists, transportation officials, commuters, and so forth. Students are assigned to debate teams, given a position to defend, and then asked to present arguments in support of their position on the presentation day. The opposing team should be given an opportunity to rebut the argument s and, time permitting, the original presenters asked to respond to the rebuttal. This format is particularly useful in developing argumentation skills in addition to teaching content.

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Chapter 2 : Examples of Active Learning Activities

Active Learning Strategies help to initiate learners and faculty into effective ways to help learners engage in activities based on ideas about how people learn. Multiple active learning strategies may be used in each of the active learning designs.

By presenting your material in different formats, by structuring a variety of instructional activities, especially experimentation, problem solving, and collaborative work, and by providing alternate ways of meeting course requirements, you will help more of your students achieve a deeper understanding of the course more often. You may find that some activities are specifically designed and best suited for reviewing material, while others are implemented to allow you to observe, assess, and evaluate student learning. These kinds of activities are meant to foster cooperative and collaborative learning, meaningful engagement, reflection, and deeper student learning. At the next signal, each pair turns to another pair, forming a group of 4. Once everyone has re introduced themselves, each person takes turns highlighting the most interesting points. Roundtable Learning Activity Teacher poses a question to the class this may also work if the class has been broken into smaller groups thus allowing for each group to have a different question. The question s or problems posed MUST have a variety of possible correct responses. Each group will have one piece of paper and a pen. The first student writes a response and says it out loud to the group. This continues until everyone has had an opportunity to express their response or until designated time runs out. Students may pass at any time. This should allow for a good deal of discussion and additional question posing to occur within the class. Ask each member of the group to number themselves chronologically. Each member of the group needs to understand the topic at hand as each person should be prepared to respond to the larger group. Another number will be called and this person may be asked to relate some of the material discussed. Everyone should be given the opportunity to present group material. One Minute Paper Review Give students one minute to write a paper in response to the following questions: What was the most important thing you learned today? What two important questions do you still have; what remains unclear? What would you like to know more about? Form a rank ordered line and number the participants from 1 up strong agreement to strong disagreement. This exercise will allow you to visually depict the diversity in thinking in the classroom. From here you can break into smaller groups ensuring that you have a group of students from different parts of the line. You may also consider using this line as a basis for group discussion and critical questioning? Why is there such a range in classroom perspective for example? Double Entry Journal Homework This can be used to allow students to think and critically reflect on assigned readings. Within the double entry journal, students should list points they see as being significant and write responses to these points. This kind of mini-assignment can form the foundation for a number of other learning activities and critical discussion. This is to facilitate discussion on key points and look for convergent and divergent thinking. Together students prepare a composite annotation that summarizes the assigned reading. Think-Pair-Share Introductory or Learning Activity Teacher poses a question one that requires analysis, evaluation, synthesis and gives students a few moments to think through perhaps write their responses. Students then turn to a partner and share their responses. These responses may be shared with the larger class if they wish and may form the basis of classroom discussion. Jigsaw Learning Activity Teacher divides the class into equal groups all groups must have the same number of students. After allowing sufficient time for students to master their assigned material, ask each student in each group to number off in each group there should be a number one, two, three, etc. The University of Minnesota has annotated a list of active learning strategies that you can modify and implement into your class. Active learning in higher education is a peer-reviewed journal for those who teach and support learning in higher education and those who undertake or use research into effective learning, teaching and assessment in universities and colleges.

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Chapter 3 : Active Learning Activities | Centre for Teaching Excellence | University of Waterloo

One of the most obvious ways to increase your classroom charisma is to increase the amount of active learning in your class. Not only will you find it easier to keep students engaged during one of the most difficult times of the year (the warm weather days of spring), but you will find that your students will retain information with greater ease and with more success.

Page Chapter 9 Active Teaching Strategies and Learning Activities of projects, problem solving, and decision making. Assigning, and rotating, various student roles are often helpful with this activity. See Chapter 11, Collaborative Learning, for more detailed information. Guided Reciprocal Peer Questioning is a strategy where teachers provide students with several sentence starters. Each student selects one or two sentence starters and creates a complete question based on the health material covered in class. The students do not actually have to know the answer to the question they are creating. Group students to discuss the questions each student has created. The purpose is to generate discussion. Sentence starters may include what is. This can be used as a pre- or post-strategy. This strategy can also be used early in the term to create a more relaxed attitude toward speaking and sharing. Inside-Outside Circle is a technique to encourage speaking about and listening to a health-related topic. Depending on the size of the class, 1, 2, or 3 circles can be used. Have 5 to 10 students stand in a circle facing outward. Match with 5 to 10 students in an outside circle facing a partner on the inside circle. First, for 30 seconds, outside circle students tell their partners some health information or their opinion. Next, for 10 seconds, the inside group summarizes the information received. Then, the outside circle moves 1 or 2 students around the inside circle and repeats. Vary which circle moves and which circle gives information. KWL is a common strategy that can be productive in health education classes. Students brainstorm what they know about a particular health education topic. Logical Analogies are a strategy where students try to find connections or analogies between a health fact or concept and a nonhealth fact or concept using this format: For example, how is your nervous system like a telephone system? Ask students to generate the analogy statements. Here are some possible ending ideas: Minute Papers provide students with the opportunity to summarize their health knowledge and to ask unanswered questions.

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Chapter 4 : Active-Learning Theories (constructivism,) and Teaching Strategies

Active Learning: Strategies To Teach Any Subject. Prentice-Hall, PO Box , Des Moines, IA. Prentice-Hall, PO Box , Des Moines, IA. Teaching College-Level Science and Engineering.

Search Active Learning Strategies Overview: Using active teaching techniques can lead to more effective, gratifying, and memorable learning outcomes. This can be problematic when your class lasts for an hour and fifteen minutes! Utilizing active learning strategies can help. Most people learn better from actively engaging with material than they do from passively listening to a speaker or reading from a textbook. What is active learning? Talking and listening – Students actively process information when they ask or answer questions, comment, present, and explain. When students go beyond passive listening to relate, analyze, and use what they are hearing, they are engaged in active learning. Discussions and Interactive Lectures are useful strategies. Writing – Students can actively process information by putting it in their own words; this can help students organize their thoughts and reflections and prepare them for discussion. Reading – Instructors often expect students to learn through reading. Students can often benefit from instruction on active reading. Reflecting – Class periods are often packed with information. Reflecting on the applications and implications of new knowledge can help develop higher-order thinking skills and Metacognition. Preconditions for Active Student Involvement: Neal suggests that active learning take some planning: Preparation Change student expectations on the first day and in the syllabus Learn about your students Use out-of-class assignments to prepare for active learning in-class Prepare written instructions, worksheets, slides, etc. Ask students to take out a blank sheet of paper, pose a question either specific or open-ended , and give them one or perhaps two – but not many more minutes to respond. Some sample questions include: Muddiest or Clearest Point – This is a variation on the one-minute paper, though you may wish to give students a slightly longer time period to answer the question. However, it can be quite a useful starting point for courses such as applied ethics, particularly as a precursor to theoretical analysis. For example, you might ask students what they think of Dr. It is also a good way to begin a discussion of evolutionary theory or any other scientific area where the general public often has views contrary to current scientific thinking, such as paper vs. Daily Journal – This combines the advantages of the above three techniques, and allows for more in-depth discussion of or reaction to course material. You may set aside class time for students to complete their journal entries, or assign this as homework. What would John Stuart Mill say? Or you might have students find and discuss reports of scientific studies in popular media on topics relevant to course material, such as global warming, the ozone layer, and so forth. Reading Quiz – Clearly, this is one way to coerce students to read assigned material! Active learning depends upon students coming to class prepared. The reading quiz can also be used as an effective measure of student comprehension of the readings so that you may gauge their level of sophistication as readers. Further, by asking the same sorts of questions on several reading quizzes, you will give students guidance as to what to look for when reading assigned text. If your goal is to instruct and not merely to coerce , carefully choose questions that will identify both who has read the material for your sake and what is important in the reading for their sake. You can also circulate around the room during these pauses to look at student notes, answer questions, etc. Students who would never ask a question in front of the whole class may ask questions during a clarification pause as you move about the room. It also helps students realize that the activity was designed for more than just entertainment. Discussion – Students are asked to pair off and to respond to a question either in turn or as a pair. In science classes students can be asked to explain some experimental data that supports a theory just discussed by the lecturer. That is, while they might listen attentively, students do not always know what to write down, or they may have gaps in their notes which will leave them bewildered when they go back to the notes to study or to write a paper. One way to avoid some of these pitfalls and to have students model good note-taking is to have them occasionally compare notes. This is especially useful in introductory courses or in courses designed for

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non-majors or special admissions students. On the day the assignment is due, students submit one copy to the instructor to be graded and one copy to their partner. These may be assigned that day, or students may be assigned partners to work with throughout the term. This is a particularly effective way to improve student writing. For more complex projects, where many heads are better than one or two, you may want to have students work in groups of three or more. Students working in groups will help each other to learn. Generally, it is better to form heterogeneous groups with regard to gender, ethnicity, and academic performance, particularly when the groups will be working together over time or on complex projects; however, some of these techniques work well with spontaneously formed groups.

Cooperative Groups in Class – Pose a question to be worked on in each cooperative group and then circulate around the room answering questions, asking further questions, keeping the groups on task, and so forth. After an appropriate time for group discussion, students are asked to share their discussion points with the rest of the class.

Active Review Sessions – In the traditional class review session the students ask questions and the instructor answers them. Students spend their time copying down answers rather than thinking about the material. In an active review session the instructor poses questions and the students work on them in groups. Then students are asked to show their solutions to the whole group and discuss any differences among solutions proposed.

Work at the Blackboard – In many problem-solving courses e. Because students learn more by doing, rather than watching, this is probably not the optimal scenario. Rather than illustrating problem solving, have students work out the problems themselves by asking them to go to the blackboard in small groups to solve problems. If there is insufficient blackboard space, students can still work out problems as a group, using paper and pencil or computers if appropriate software is available.

Concept Mapping – A concept map is a way of illustrating the connections that exist between terms or concepts covered in course material; students construct concept maps by connecting individual terms by lines which indicate the relationship between each set of connected terms. Most of the terms in a concept map have multiple connections. Developing a concept map requires the students to identify and organize information and to establish meaningful relationships between the pieces of information.

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Role-playing exercises can range from the simple e. Complex role playing might take the form of a play depending on time and resources; for example, students studying ancient philosophy might be asked to recreate the trial of Socrates. Using various sources e. **Panel Discussions** – Panel discussions are especially useful when students are asked to give class presentations or reports as a way of including the entire class in the presentation. Student groups are assigned a topic to research and asked to prepare presentations note that this may readily be combined with the jigsaw method outlined above. For example, if students are presenting the results of their research into several forms of

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energy, you might have some of the other students role play as concerned environmentalists, transportation officials, commuters, and so forth. Students are assigned to debate teams, given a position to defend, and then asked to present arguments in support of their position on the presentation day. The opposing team should be given an opportunity to rebut the arguments and, time permitting, the original presenters asked to respond to the rebuttal. This format is particularly useful in developing argumentation skills in addition to teaching content. Games – Many will scoff at the idea that one would literally play games in a university setting, but occasionally there is no better instructional tool. In particular, there are some concepts or theories that are more easily illustrated than discussed and in these cases, a well-conceived game may convey the idea more readily.

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Chapter 5 : Active Teaching Strategies and Learning Activities - calendrierdelascience.com

Growing from developments in adult, cognitive, and educational research, active learning responds to traditional lecture formats with more engaged activities that invite students to participate in learning, including developing conceptual awareness, applying knowledge through experience, and transferring skills across contexts.

Three Types of Instructional Activities Constructivism “ Learning and Teaching This page begins by emphasizing that active learning occurs "whenever experiences stimulate mental activities that lead to meaningful learning," and this cognitive activity does not require physical activity. Section 2B assumes a cognitive constructivist view of learning-and-teaching: What are the educational implications of constructivist learning theories? What kinds of teaching strategies-and-activities are consistent with constructivism? Here are simple responses, by Richard Mayer , for two key questions: What is constructivist learning? What is constructivist teaching? Logically, when constructivist learning occurs during any instruction that "promotes appropriate cognitive processing," this is constructivist teaching. Learning from Others “ in Explanation-Based Instruction Most of what I know in ideas about math, science, history, philosophy, education, And even though most of my skills in athletics, social situations, labs, at work, Does this match your own experiences, for the ways you have learned most of your ideas and skills? But discovery learning is only one type of constructivist learning. We actively construct our own knowledge in a wide variety of situations, including meaningful reception learning which also is constructivist learning. How People Learn page 11 agrees: This perspective confuses a theory of pedagogy teaching with a theory of knowing. Constructivists assume that all knowledge is constructed from previous knowledge, irrespective of how one is taught e. For example, think about your own recent experiences in learning. Have you learned anything from reading this page, or the pages it links to? Even though the authors myself and others have tried to explain ideas clearly, any learning that occurs depends on you, when you invest time and effort in reading and thinking. Your process of learning is an example of cognitively active reception learning aka direct learning that can be meaningful and effective, enjoyable and time-efficient. Unfortunately, however, reception learning often is not effective. The effectiveness of reception learning is decreased when the potential learners are not cognitively active, and when the explanatory teaching is not well designed. To help students cope with this problem so they can learn more from direct explanations, we can encourage them to use metacognition and provide useful advice for how they can do this. For example, here are some ideas excerpted from the appendix that could be useful in persuading students that metacognitive strategies will help them learn more effectively: Learning from others is an easy way to learn a lot in a little time. Learning is an active process that requires thinking. When you learn by reading, for example, your thinking converts symbols on the page into ideas in your mind. Every time you learn a new idea, you are actively constructing your own mental representations of the idea in a personally meaningful form. And your new idea interacts with your old ideas, as you try to combine the new and old into a coherent system of ideas. The process of active reading is the theme when Virginia Voeks You can read passively or you can make it an active adventure. You control the quality of your learning. Of course, this motivational encouragement should be combined with practical advice for how to improve attitudes toward learning and quality of concentration. David Ausubel wanted to promote learning that is meaningful not rote by reception not discovery , so he described principles for increasing the quality of meaningful reception learning. All of these teaching strategies and others because to Move Beyond the Pioneers "we should use the best current scholarship" can be used to improve the clarity of explanations. To improve the effectiveness of explanations in helping students understand, retain, and transfer the context of explanation is important, and careful design is necessary. During my writing and speaking, I the editor, Craig Rusbult try to do this in a way that is analogous to leading in ballroom dancing: Instead, their models-for-instruction combine explanations with activities. Another example of supplemented explanation is an overview, case study approach that combines explanations of both ideas and skills with activities for

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exploration-and-application. How People Learn states, as one of its three Key Findings, that "To develop competence in an area of inquiry, students must: How to Teach Organized Knowledge: But I think we should define inquiry more generally, as any activity in which students explore situations and try to solve problems. Overlaps of Instructional Approaches: And the following paragraph explains another overlap, between the first and second approaches, with teaching that emphasizes explanation or discovery. The balance between discovery and explanation is adjusted when teachers aim for a level of " Appropriate Difficulty" by "Guiding Inquiry In skillful explanatory-instruction the goal is to explain ideas with maximum clarity, thus making it easier for students to learn. Because the goal is to let students discover knowledge by constructing it for themselves. Eventually, clear explanations by students and teacher will be useful, but initially the goal is discoveries by students. The Importance of Appropriate Difficulty: For optimal educational benefits, both cognitive and affective to promote learning and motivation , inquiry instruction must be well designed, which includes producing an appropriate level of difficulty. Guiding Inquiry to Adjust the Difficulty: Teachers can also coach afterward, by encouraging students to reflect on their experiences. A common way to adjust difficulty and stimulate educationally useful interactions is by asking students to work in groups, where they naturally tend to coach each other, especially if this is encouraged by the teacher who explains how they can coach in productive ways. An Example of Computer-Adjusted Guiding: If the answers now become less correct, the program provides guidance in questions, comments, clues to help the student cope with the challenge. This program is simulating a teacher, trying to imitate the guidance adjustments that would be made by a skillful teacher. An Example of Student-Adjusted Guiding: Or a program can let each student decide how much guiding they want, and when. If a student solved Problem 1 with no clues, 2 will be more difficult. But 2 will be easier if they failed to solve 1 even after using all 3 clues. Or the program could let each student choose the level of difficulty for Problem 2. Questions about Guidance, Motivation, and Metacognition The computer programs described above raise questions about the process of teaching. Or is it better if initially in Problem 1, 2, But if there is too much struggling and not enough solving, will this cause some students to become discouraged? Or, approaching these questions from another perspective, if the computer problems are graded would you give more points to students who solve problems without receiving clues, by subtracting points for every clue that is requested? If yes, would you begin this grading policy with Problem 1? How would you motivate students to be more patient, to work longer with minimal guidance before they request the next clue? Would you tell them that their patience will be rewarded with greater satisfaction? Valuable discovery learning does occur frequently and naturally during problem-solving activities for application-and-extension, and occasionally a discovery approach can be a refreshing change of pace when teaching some carefully selected concepts. But I think Discovery Teaching cannot be a major part of the foundation for instruction in an effective curriculum. Pure Discovery versus Guided Discovery Very few educators propose that teachers should frequently use pure discovery, in which "the student receives representative problems to solve with minimal teacher guidance. For a variety of pedagogical reasons, almost all proponents of discovery learning propose guided discovery in which the teacher provides problems along with "hints and directions about how to solve the problem, to keep the student on track Mayer,

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Chapter 6 : Introduction to Active Learning | CRLT

At The Inspired Treehouse, we're big advocates of active learning for kids. These awesome active learning strategies, games, and activities are the perfect way to get kids moving and learning! These awesome active learning strategies, games, and activities are the perfect way to get kids moving and learning!

We will continue to offer our regular programs and services from our temporary offices and workshop locations. So what counts as active learning? Active learning is related to other instructional methods that closely involve students in the knowledge constructions process, including: Student-centred learning, where the diverse learning needs of students, rather than the need to push through content, are at the centre of the learning process. Problem-based learning, where students are given a problem or scenario that requires students to formulate questions, analyze evidence, connect evidence to pre-existing theories, derive conclusions, and reflect on their learning. Active learning fosters understanding rather than memorization of facts; it encourages students to apply learning to different problems and contexts; it gives students more autonomy over their learning; and it helps students learn how to learn. Listed below are numerous active learning activities that can be employed in almost any course. The instructor begins the discussion by tossing the mitten to one of the students. After contributing to the discussion, that student throws the mitten to another student, who also contributes. That student then throws the mitten to yet another student, and the discussion continues in this way until the issue or problem has been sufficiently explored. Why Gamifying the discussion in this way encourages reticent students to contribute to the discussion. This activity prevents one or two students from dominating the discussion. The instructor then asks the students to line up according to where they stand on the issue: Once the students have finished lining up, the instructor asks them to discuss their opinion with those around them. Why Getting students to discern their position on an issue in relation to their peers encourages them to think about and clarify their reasons for holding that position. Other thoughts For more complex issues, all four corners of a room can be used to represent varying opinions. Sticky-Note Clustering How The instructor provides the students with a question or problem, and then gives each of them three or four sticky notes. On each of their sticky notes, students write down one idea. Students stick their notes onto a wall or whiteboard, and then collaborate on moving them around in order to sort the ideas into categories. Why This activity combines brainstorming jotting down the ideas with critical thinking organizing the ideas into categories. Dotmocracy How The instructor discusses an issue or case study with students until they have generated a handful of different perspectives. The instructor writes each perspective onto a large sheet of paper, and hangs each sheet in a different part of the classroom. The instructor gives each student five or so sticky dots and the students walk to each sheet to allocate their dots according to how strongly they support a given perspective: Students visually assess the distribution of sticky dots. Why The distribution of sticky dots represents the opinion of the class as a whole and can be used as a prompt for further discussion, or as a way of narrowing down which perspectives will receive further attention in class. Other thoughts Instead of sticky dots, students can simply be told that they have five checkmarks to allocate as they wish, using markers located beside each sheet of paper. Fishbowl How The instructor asks for four or five volunteers from the class to step forward to perform a given task. The task might be a physical procedure such as preparing a specimen slide for a microscope, or an analytic activity such as debating the pros and cons of an issue. The instructor can ask the observing students to focus on specific aspects – for example, if the students in the fishbowl are engaging in a debate, the instructor might ask the other students to jot down the assumptions that those students are tacitly making. Or, if the task is a physical procedure, the instructor might ask the observing students to identify ways that the task could be performed more effectively, or simply differently. After the students in the fishbowl have completed their task, the other students report on what they observed or what they learned from watching. Why The fishbowl activity works well in large classes where it might not be possible for everyone to engage in the same task: The observing students learn not by doing the task but by

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reflecting on how the task is being done. Other thoughts Instead of reporting on what they observed immediately after the fishbowl task has been completed, students could do so at a later time in an online discussion group.

Cumulative Brainstorming How The instructor writes a different issue, question, or problem onto four or five large sheets of paper, and then hangs those sheets around the classroom. The instructor asks the students to form groups of about five members each. Each group goes to a different sheet of paper and for three or four minutes they jot down some ideas pertaining to the issue that is written on it. Each group then rotates around to the next sheet of paper and they jot down their ideas pertaining to that issue. They can add new ideas, they can propose counterpoints to the ideas written by the previous group, or they can endorse an idea written down by the previous group by putting a check mark beside it. The groups keep rotating from sheet to sheet until each group has commented on all the issues. Each group then returns to its original sheet and assesses or synthesizes what has been written there. A member from each group reports back to the class as a whole.

Other thoughts Cumulative brainstorming can also be done in a small group: Each student then hands their sheet of paper to the student on the left clockwise, who adds an idea or comment to the sheet of paper they have just received. This continues until all the students have commented on all the sheets.

Crowdsourcing How Tell your students that you will write onto the whiteboard everything they know, or think they know, about a given topic. You can have them call out the information or, for a more orderly approach, have them raise their hands before speaking or use the mitten discussion activity described above. The instructor then comments on the various pieces of information that students have contributed, making connections, elaborating, and correcting any errors.

Why This activity helps students feel involved and engaged in the process of accumulating and then synthesizing information.

Other thoughts This activity could be done online by means of a wiki such as a Google document: Without consulting a peer, students use their clickers to respond to the question. The clicker system turns the responses into a bar graph: The instructor projects the bar chart onto the screen for the students to consider. The instructor projects the same question, but this time asks students to discuss it in small groups for a few minutes. The students use their clickers to again respond to the question. The instructor projects the new bar graph and explains what the correct response is and why.

Why This activity leverages peer instruction: Other notes The results of the second bar graph can help the instructor decide what to do next: Typically, in an hour-long class, an instructor might ask three to five clicker questions.

Think-Pair-Share How Pose a question, problem, or scenario to your students and ask them to think about it individually for a few minutes. Next, have your students form pairs in which they discuss their respective ideas. Invite students to share the results of their paired thinking with the entire class.

Why Having students explain their ideas to a peer helps them clarify their own thinking. Students are more willing to share an idea with the whole class after first sharing it with a peer.

Other thoughts You can take the activity further: **Why** Getting students to distill a presentation or unit of learning into a single statement or question helps them deepen their learning.

Structured Debates How The instructor selects four students to represent the pro side of an issue and four for the con side. The two teams take turns putting forth arguments, making rebuttals, and summarizing, as in any standard debate format. After the debate is over, the students who are acting as judges report on their assessment of the debate.

Why A structured debate gives the debaters practice in finding evidence and devising arguments; it also gives the students who are watching the debate practice in critically assessing evidence and arguments.

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Chapter 7 : Active and Cooperative Learning | Cal State LA

Active learning in higher education is a peer-reviewed journal for those who teach and support learning in higher education and those who undertake or use research into effective learning, teaching and assessment in universities and colleges.

Entire class, or a group of volunteers in larger class Time: Once students are in place, take a few moments to discuss why they have chosen the position they have in the various locations in the line-up. Repeat for a variety of questions. For another version of this activity, tape a circle in the center of the room. Students who agree should stand close to the circle and those who disagree should stand further away. Ask students who are on the extremes close or far away and in the middle to explain why they chose that location. Line-ups allow for interactions and the opportunity to have one-on-one discussions to figure out your place in line and to get an idea of the wide range of opinions that may exist about a certain issue. A disadvantage of this activity is that students must make a public stand about their opinion. Complete Turn Taking Size: Entire class, or small groups at most 8 per group. One class 8 questions can be addressed in a minute class. Activity Each student should be asked to bring a couple of questions to class. These can either be questions to clarify, issues they think were left unresolved, or ideas or positions not yet considered. Have the entire class arrange themselves in a circle. Alternatively, students can be in small-medium size groups. One student reads a question aloud. The student to their left then has one minute of uninterrupted time to speak and give their thoughts. After three people have had a chance to speak, the conversation is opened up to the whole group for two minutes of discussion. The next student gets to ask a question, and this cycle continues. A benefit of this activity is that it allows students to speak uninterrupted. It also allows the students to work through some of their issues, questions or concerns with the text together. Post It Parade Size: Individual, pairs, or small groups Time: Give each student a few post-its, and have them write out 1 idea per post-it. Students then post the post-its on the chalkboard or wall. Depending on the question or prompt, it may be useful to have them place the post-its in areas to group them by topic, question, chronologically, etc. This activity is a way for the instructor to get a general sense of what sort of questions, concerns or ideas the students may have. Adaptable for Online Learning? The goal behind post-it parade is to generate ideas from all your students. This could also be done online in a discussion forum, where each student can post ideas. Entire class, divided into 2 groups if class is small enough Time: Assign each half of the class a position on a topic or issue. Give students approximately 15 minutes to prepare an argument for their position. After 15 minutes, have each side share their position. Above is just an outline for one way to run a debate. The success of this activity will depend on getting the right number of students involved, and giving the groups structure.

Chapter 8 : Teaching Health Education in Language Diverse Classrooms

Because it can take time and creativity to develop active learning exercises, we provide many examples on the Teaching Commons website, particularly in Teaching Strategies. Keep reading for some sample strategies to help get you started.

Chapter 9 : Active Learning and Active Learning Strategies | Teaching Commons @ York

Examples of Active Learning Activities In this section you will learn about 20 active learning activities. Explore the Venn diagram below to find out which activities may work in small or large classes, and which ones may be appropriate for individual work.