

Slide 1

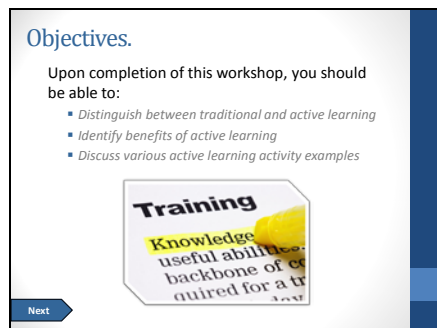


SAY: Hi there, and welcome to this mini-workshop on best practice strategies in **active learning**!

SAY: My name is Anne Matthew and I'll be working with you today to help increase your awareness about active learning! Since you know who I am, it's only fair that I know who you are. If you would please write your first name and the subject you teach on the name tent provided and then put the name card in front of you, it would be exceptionally helpful to me.

BRIDGE: Let's find out a little bit about who this workshop is intended for.

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SAY: Since everyone here already knows each other, we'll go right to identifying what we hope to accomplish during the next 15 minutes.

At the end of this mini-workshop you should be able to:

- Distinguish between traditional and active learning*
- Identify benefits of active learning*
- Discuss various active learning activity examples*

EXPLAIN: Point out that there are blank lines in the hand out if anyone wishes to take notes.

DISTRIBUTE: Yes/No response cards.

BRIDGE: Let's get started by reviewing the concept of learned centered instruction.

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Learning Centered Classroom.

A Learning Centered Teacher:
*implements diverse teaching and learning strategies that accommodate the **learning styles** of students and that promote both acquisition and application of knowledge and understanding.*



Visual Auditory Tactile

Next

SAY: Here, we see an explanation of a Learning Centered Classroom and the role of a learning centered teacher. You may already be familiar with this concept, but please take a moment to review it.

SAY: A key phrase here is “learning styles.”

ASK: Who can give me a general explanation of what learning styles are?

CLICK

SAY: Let’s see the learning styles present in this room.

If you consider yourself to be a visual learner, make circle eyes.

If you consider yourself to be an auditory learner, hold your hand around your ear.

If you consider yourself to be kinesthetic or tactile, hold your hands out.

KEY POINT: Be sure to point out the variation in the room, re-enforcing the idea that we learn differently, thus the need for variation in activities.

BRIDGE: So, how does our learning centered classroom of today differ from our traditional classroom of yesterday? Let’s find out.

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SAY: Since many of you are new to both Valencia and to teaching, you may be inclined to model your instructional style to that of which you experienced. This style may have been traditional instruction.

ASK: What are some characteristics of traditional instruction that come to your mind?

CALL: Randomly call on students to respond.

SAY: Here are some typical characteristics of traditional instruction:

- focuses on the teacher
- involves large amounts of lecture
- includes a great deal of seat work for students
- requires that students listen and observe
- is based largely upon textbooks, lectures, and individual work
- shows little connection between topics

ASK: That may sound familiar. Hold up your Yes or No card to indicate if you have experienced traditional instruction.

BRIDGE: Let's talk about how the learning centered classroom of today differs.

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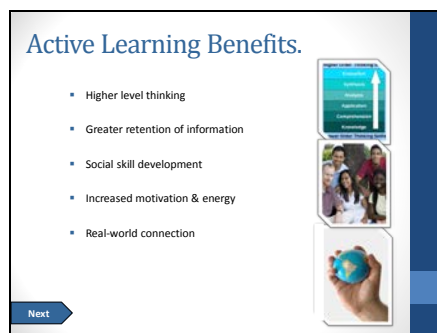
SAY: A learning centered classroom involves active learning. Active learning is considered any practice in the classroom where the student is **DOING** something and is actively engaged in the learning.

SAY: This concept is very different from traditional instruction. Active Learning instruction:

- is student centered
- includes hands-on activities
- involves student-led discovery
- provides group activities
- incorporates project based instruction
- shows integration among subjects

BRIDGE: These differences in today's instructional style have many benefits that traditional style instruction does not have. Let's see what they are.

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SAY: Studies have shown that active learning provides many benefits.

SAY: Some of these benefits are listed here:


- student focus, not instructor focus
- hands-on activities
- student-led discovery
- learning with the help of peers through group activities
- project based instruction
- integration among subjects

BRIDGE: While we have identified some key differences between traditional and active instruction, let's see how a famous proverb sums it up...

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Student Involvement.

*"What I hear, I forget. What I see, I remember.
What I do, I understand." --Confucius*



Next


SAY: Confucius said, "What I hear, I forget. What I see, I remember. What I do, I understand."

BRIDGE: So what do we do in our lessons to actively involve and engage our students? Let's take a look at just a few of the many possibilities for including active learning in our lessons.

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Active Learning Activity Examples.

Click on an activity image below to learn more.



Activity

SAY: Guided note taking, concept mapping, response cards, small group discussions, and games are some of the more common activities used to foster active learning.


EXPLAIN: To find out some basic information about each of these strategies, we'll do a quick activity. I am going to pass out note cards to each of you. Some of them contain names and others have descriptions. They are color-coded, so you need to find your partner according to the color code. Once you do, get with your partner and briefly discuss the strategy and think of one example. Then, be prepared to share that example with the whole group.

SELECT: One group to begin sharing. Click on each of the screen as the individual topic comes up.

BRIDGE: After all cards have been used, say, let's see how well we do at determining if an activity promotes active learning.

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Guided Note Taking.



- Handout with key information left blank

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SAY: Guided note taking involves providing a partially completed hand to students and asking them to fill in the blanks during class discussion. This helps keep the student focused so as to get the blanks filled in. Some recommend that you purposefully skip some of the blanks to encourage students to discover the answers on their own by using textbooks, course notes, interviewing skills, etc. to complete the blanks.

REMIND: Students that they want to jot down a brief description of this technique in their notes.

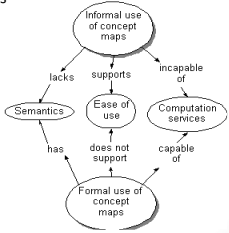
ASK: Has anyone used guided note taking in their courses? Ask for YES or NO cards to be displayed. Select one YES to share example.

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Concept Maps.

- Diagram showing the visual relationship among concepts



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graph TD; I[Informal use of concept maps] -- lacks --> S[Semantics]; I -- supports --> E[Ease of use]; I -- incapable of --> C[Computation services]; S -- has --> F[Formal use of concept maps]; E -- does not support --> F; C -- capable of --> F;
```

Back

SAY: Concept maps, sometimes referred to as mind maps, are a visual representation of the relationship between concepts. Students can create their own, or work with the class to produce one together. Using shapes, words, and arrows will help to visually connect concepts.

REMIND: Students that they want to jot down a brief description of this technique in their notes.

ASK: Has anyone used concept maps in their courses? Ask for YES or NO cards to be displayed. Select one YES to share example.

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Response Cards.

- Cards with responses
- Students select card to hold up
- Provides all students opportunity to respond

Yes
No
Heart
Lungs
Pancreas

Back

SAY: Response cards are used by students to respond to questions or problems. Students may be given cards with responses pre-printed on them like we have been doing here with our YES/NO cards. They may also be pre-printed with different words. For example, in a class where functions of body organs are being discussed, response cards may have the organ names printed on them and when the instructor specifies a function, the student would hold up the appropriate response card.

REMINDE: Students that they want to jot down a brief description of this technique in their notes.

SAY: This activity provides ALL students in the class the opportunity to respond.

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SAY: Small group discussions, sometimes called sub-discussions are a great type of active learning activity. Students are split into small groups of approximately 3 and are asked to share and record ideas related to a specific task. Those in the group generate ideas, then share and discuss the ideas with the whole class.

REMINDE: Students that they want to jot down a brief description of this technique in their notes.

ASK: Can you think of an example of a small group discussion you have experienced? Ask for YES or NO cards to be displayed. Select one YES to share example.

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Small Group Discussions.

- Small groups (approx. 3) share and record ideas
- Each group discusses with whole class


REMINDE: Students that they want to jot down a brief description of this technique in their notes.

ASK: Can you think of an example of a small group discussion you have experienced? Ask for YES or NO cards to be displayed. Select one YES to share example.

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Games.



- Great variety
- Create energy
- Foster positive competition
- Captivate and excite audience

Back

SAY: Games are fun! I think that most people like to have fun. Turning learning material, sometimes rather dry in nature, creates energy, fosters competition, and captivates an already excited audience when you need to make a key point.


ASK: This strategy is often used for test review. For example, using PowerPoint, create a Jeopardy game and divide classmates into groups to compete for the win. You can even offer incentives such as bonus points on the test for the winning team members.

REMINDE: Students that they want to jot down a brief description of this technique in their notes.

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Active Learning?



- Pairing students and using flashcards to learn terms and definitions
- Assigning a crossword puzzle for influential leaders and their accomplishments
- Bingo review to prepare for a test
- Asking students to write a one-two minute response to a question you pose
- Providing a handout with blanks to be filled in during class discussion

Next

SAY: Okay. Let's see what we know so far. For each of the activities I display here, hold up your response card to indicate YES or NO you think the activity listed is a good example of an active learning activity.

ASK: One of the students holding up yes, ask them which learning style(s) the activity may appeal to the most and why.

BRIDGE: Great job everyone! Now that you seem to have a strong understanding of what constitutes active learning, let's incorporate it into your lessons through a practice activity.

Practice Activity.

As you prepare your next lesson:

- *Identify your learning objectives*
- *Consider how active learning may apply*
- *Select an appropriate active learning activity*
- *Implement the activity into your lesson*
- *After the lesson, ask students to write a one-minute anonymous comment on their thoughts about the activity*

Next

SAY: As you prepare your next lesson:

- *Identify your learning objectives*
- *Consider how active learning may apply*
- *Select an appropriate active learning activity for your lesson*
- *Implement the activity into your lesson*
- *After the lesson, ask students to write a one-minute anonymous comment on their thoughts about the activity to be used as feedback to you for making modifications*

SAY: I'd love to receive an email from each of you letting me know what you did for your active learning activity and how both you and your students thought it went. Also, what you would do differently next time.



BRIDGE: Okay, that about wraps it up! Let's review what we've covered today.

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Conclusion.

You should now be able to:

- Distinguish between traditional and active learning
- Identify benefits of Active Learning
- Discuss various Active Learning activity examples



SAY: You should now be able to:

- *Distinguish between traditional and active learning*
- *Identify benefits of Active Learning*

- *Discuss various Active Learning activity examples*

Thank you so much for your attention and participation. Are there any questions that I can answer for you at this time?

I'll be anxious to hear about your active learning activity experiences!