Active Learning Srategies

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Learning Objectives

By the end of this session, you will be able to:

- Reflect on your own practice in engaging students

- Identify a variety of methods for embedding active learning strategies in the classroom

- Apply active learning strategies within your own programmes

Engagement

Why is engagement in the classroom so important?

Link to UDL and inclusive pedagogy

Active rather than passive

Deep learning

Develops sense of belonging

Link between engagement and success

Scan the QR code and add your thoughts on the importance of engagement

Active Learning

- Active learning commonly described as a teaching approach or set of teaching practices used during class that engages or involves students in the learning process through methods that are not lecturing

- Expanded definition includes emphasis o higher-order thinking (e.g. analysis), supports development of skills and allows for exploration of attitudes and values

- Focus on student-centred learning, collaboration and communication

- Provide students with opportunities to build on prior knowledge, interact with peers and tutors, and an inclusive space to surface any misunderstandings

- Designed to improve student outcomes

- 'Active learning engages students in the process of learning through activities and/or discussion in class, as opposed to passively listening to an expert. It emphasizes higher-order thinking and often involves group work' (Freeman et.al, 2014, p. 8413)

Active learning strategies

- Think-pair-share
- Case-based learning
- Role-Playing
- Flipped Classroom
- Peer teaching
- Jigsaw
- Concept mapping
- Debates/ speed debate
- Gamification
- Drama
- Simulations and virtual environments
- ChatGPT
- World cafe

Scan the QR code to contribute to Padlet:

What active learning strategies have you used?

Are there any challenges to embedding active learning strategies?

Flipped classroom

Increasing recognition that live class time should be spent on practising higher order skills

Use class for discussion, analysis, application, creation

Students should be given clear and relevant tasks which are contextualised for the module

All preparation activities should be scaffolded with clear directions, including information to help understand why they are completing an activity, its relevance to their subject and how it will be built into/utilised in the live session

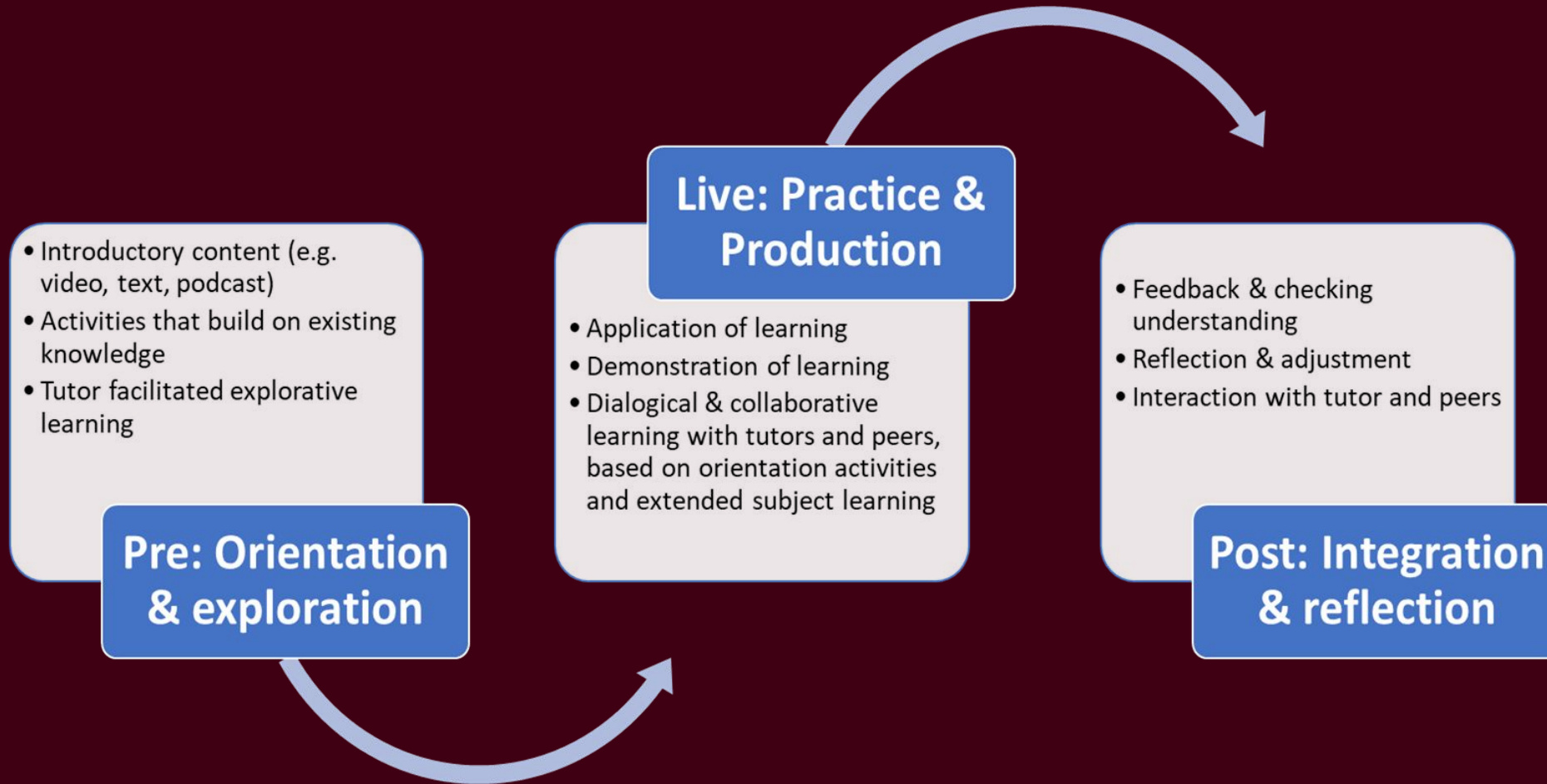Opportunity to scaffold in digital learning experiences

'The flipped classroom switches the in-class time and out-of-class time to enable more interactions between teachers and students in the class'.

(Zheng et. Al, 2020, p. 1)

Pre-Live-Post

Pre: Orientation & exploration

- Introductory content (e.g. video, text, podcast)
- Activities that build on existing knowledge
- Tutor facilitated explorative learning

Live: Practice & Production

- Application of learning
- Demonstration of learning
- Dialogical & collaborative learning with tutors and peers, based on orientation activities and extended subject learning

Post: Integration & reflection

- Feedback & checking understanding
- Reflection & adjustment
- Interaction with tutor and peers

Activity

In small groups, choose a topic from a module you teach

Use the Pre-live-post model to design a week's activity

Integrate at least 2 active learning strategies within your live session

Remember the principles of UDL and engagement, reflection and expression

To finish….

Reflection Prompts:

- What is one active learning strategy you will try to implement in your teaching next semester?

- How will you adapt this strategy to accommodate diverse student needs in your context?

- What challenges do you anticipate, and how will you address them?

Reflect on the activity and develop an **action plan** for integrating active learning strategies into your own teaching

References

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