

Active learning activities

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Outline:

Activity?

Revision of active learning definition?

Active meaningful learning model?

Activities.

Why active learning?

What are the difficulties that may face faculty members at An-Najah University while making use of active learning?



- Create activities that allow us to differentiate between active learning and traditional learning?
- Analyze a meaningful active learning model?
- Evaluate how important active learning is to the learning process
- Analyze the challenges that may face An-Najah faculty.



Pass the paper activity (worksheet)



Round 1: What do you know about active learning?

Round 2: What do you want to know? Write a question about something you want to learn about active learning?

Round 3: Possible answers to round 2



People generally remember...
(learning activities)

People are able to...
(learning outcomes)

10% of what they read

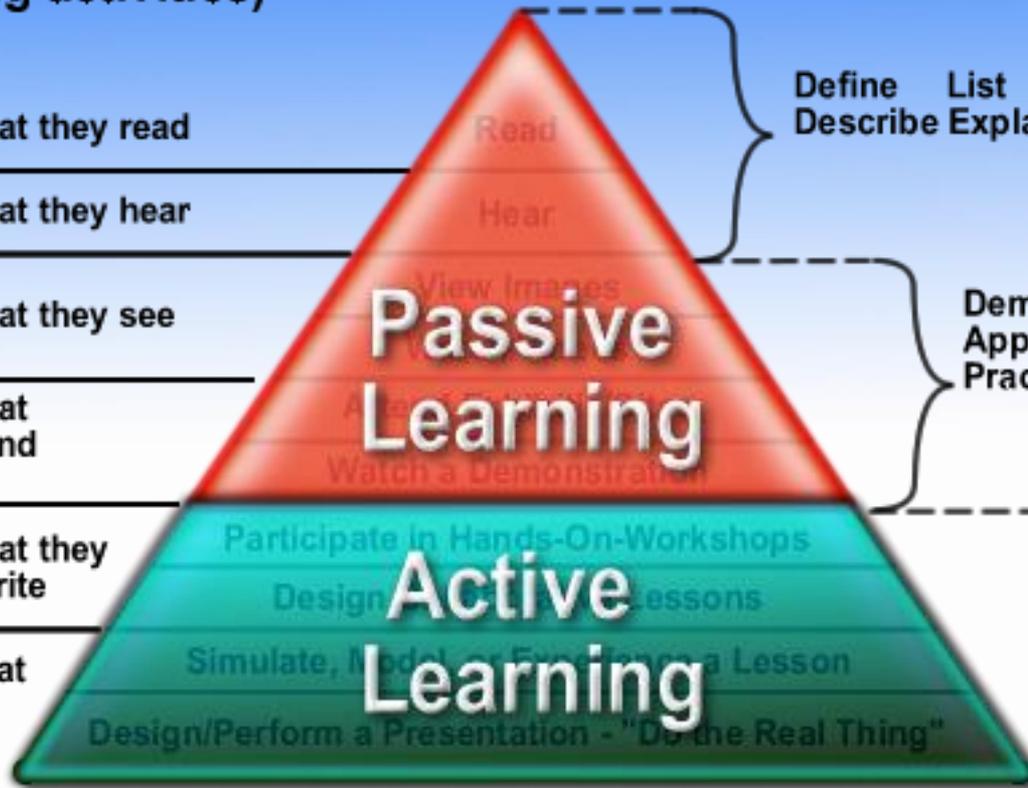
20% of what they hear

30% of what they see

50% of what they see and hear

70% of what they say and write

90% of what they do.



http://courses.science.fau.edu/~rjordan/active_learning.htm

- **So What do we mean by active learning?**



1. Students are actively and directly engaged in the process of learning.
2. learning by guided instruction teaching strategy.
3. Goal directed learning.
4. Students participate by doing, observing and engaging in dialogue.



5. The worked-example effect (Sweller, 2006)

6. Students receive information, participate and do.

7. Tasks require higher-order thinking tasks as analysis, synthesis, and evaluation. (critical thinking, problem solving).

8. The focus is on the desired outcome (skill) of the practice.



Active learning activities involve some kinds of dialogue and experience.

What kinds of experiences or dialogues do we use to engage our students traditionally/innovatively?



Dialogue with the self

Reflection (write about their own learning: portfolio)
what they are learning, how they are learning

Dialogue with others

Discussion groups (live or online), pair share.
Traditional: partial dialogue

Experience of observing directly/indirectly

Watch in reality/ simulate or watch a movie about the topic.

Experience of doing directly/indirectly

Conduct an experiment/ simulate a real action: role play, a case study

What activities could be related to active learning?

- **Think-pair-share** exercise: Activity "English for workplace"
- What is the difference between "**doing things right or doing the right thing**" and how to relate this to manager's roles and leaders' roles at the workplace?



Students think about this for 1 minute and write their ideas then students pair up and share their responses to one another for 5 minutes. Finally, the answers are discussed in class. The teacher could ask the students to vote on an issue and then they have to mention the reasons behind decisions.



Collaborative learning:

Students interact with one another in the process of learning and applying knowledge. The class is divided into small groups (of 3 or 4 students). The teacher poses a question and each group discusses possible answers for 2 minutes. The, students share the answers in-class.



- An example of a collaborative group work followed by an in-class discussion for students of workplace:
- The students are asked to work in groups collaboratively and state how an employee in a successful company would make a presentation for 15 minutes and convince his CEO that success requires a different approach.



Then, they have to talk together about the solution and try to write in your own words how to formally convince the CEO of the need for adopting a new policy for. A representative of each group will have to present his group's answer. Then, all the students will share and reflect on their classmates' answers. Then, they will collaboratively evaluate their answers and choose the best solution. As a follow up activity, a short excerpt from a clip on how to convince leaders is watched in class.



Pass the paper activity:

Round one

Write on a paper what we have learnt up till now about active learning?

Round two

Write one question about something you learned today

Round three: Write the answer to the question on your paper.

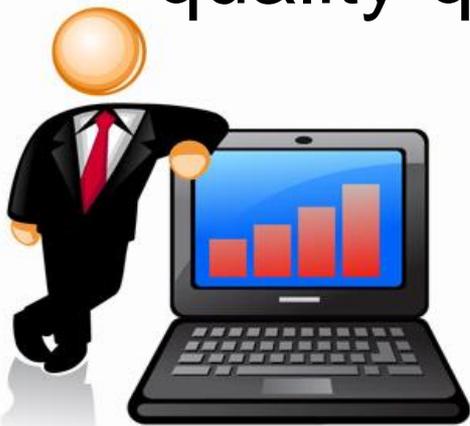


- **Pass the Paper** activity– Each student takes a piece of blank paper and writes his/her name on top. He/she then writes one thing he/she learned during the lecture. Each person must write an additional fact they learned (and not repeat any said so far). "Write one fact you remembered from the lecture." Then, the students are asked to: Write one question about something you learned today. In round three: Write the answer to the question on your paper.



Another active learning activity:

Team Quizzes: Create three teams. Team A creates a short-answer quiz while Teams B and C review their notes. Team A quizzes Team B. If Team B misses a question, Team C gets a shot. The next question goes to team C, and so on. Use quality questions derived from exams.



- Student-generated Exam or Quiz Questions:

(1) Each student writes a question on course material on an index card. Cards are then shuffled and distributed to students. Students review the material to derive answers and then teach the concept. Other students can add their comments.





Why active learning?



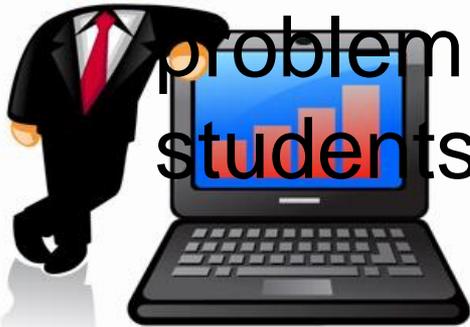
- **A class discussion, online discussion** (Discussion requires the learners to think critically.
- More students will participate.
- Active learning promotes long-term retention of information
- Active learning motivates students towards further learning.



Active learning develops students' thinking skills by the employment of discussion (McKeachie et al. 1986).

- Active learning increases student-faculty interaction.
- It improves academic achievement (i.e., grades)
- It enhances communication skills

• Individual students may get stuck on a problem and give up, whereas groups of students tend to keep going



What are the difficulties that may face teachers at An-Najah University while making use of active learning?



- Educational tradition
- faculty self-perceptions and self-definition of roles
- The discomfort and anxiety that change creates
- The limited incentives for faculty to change
- limited class time
- a possible increase in preparation time
- The potential difficulty of using active learning in large classes

