Active engagement techniques

Teri Ashton
Dave Ferreira
Nina Stein
Outcomes

- Discuss active learning and the different vehicles of active engagement.
- Identify the pros and cons of implementing active learning strategies in the classroom.
- Evaluate the role of lecturing and where it best fits in teaching pedagogy.
- Integrate information from this session in modifying an old lesson plan or designing a new lesson plan to include active learning strategies.
Brainstorm

- What do you hope to get out of this session?
- Focused list
What does active learning mean to you?
Which of the following are vehicles of active engagement?

a) Writing
b) Speaking
c) Doing
d) Information Technology
I used to hate writing assignments, but now I enjoy them.

I realized that the purpose of writing is to inflate weak ideas, obscure poor reasoning, and inhibit clarity.

Academia, here I come!
Speaking

- Groups
- Presentations
- Debates
- During lecture – Questioning, role play
Is Lecture BAD????

a) Absolutely
b) No, I love it
c) I am feeling wishy-washy, and will go with the majority today
Lecture

- Advantages
- Disadvantages
- Tips

Source: http://www.wcer.wisc.edu/archive/cl1/cl/doingcl/advlec.htm
Active learning

- Challenges
  - Time consuming
  - Less control
- Overcoming challenges
  - Keep on task
  - Highly structured
  - Both individual and group expectations and standards
Teaching Pedagogy

- Learning and Memory
  - Schema Activators – establish connections with prior knowledge
  - Chunking – associate new knowledge in related chunks
  - Scaffolding – constructivist learning
  - Closure – memory is strengthened by refreshing immediate recall at end of class
- Tie-ins to active engagement
  - Hook – use to trigger recollection of prior knowledge
  - Alternating lecture and activities of limited duration designed to optimize engagement and chunking
  - Formative assessments – checking for progress
  - Use the last 2-5 minutes of class formally closing the class: briefly summarize what was learned, have students write a reflection of the material learned, etc.? 
Where to fit

- Discussion
- Lecture
- Groups
- Writing
- Activity
Lesson Basics

- **B**ridge in- Why should someone learn this?
- **O**utcome/objective- what do you want the student to learn
- **P**re-test- What does the student already know?
- **P**articipatory learning – Is the lesson involving the students, making them active learners, interactive and participating?
- **P**ost-test- How do we measure what the student has learned?
- **S**ummary- How is the lesson closed
Conclusion

- Did we meet your expectations from the beginning?
- What additional information would you like in order to engage students?
- Questions?