

Active Learning Techniques Without Leaving Your Seat



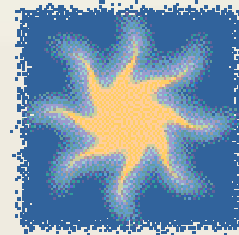
Table Tent Instructions

- Please write your **FIRST** name
- AND**
- Your School
- AND**
- Something you do to relieve **STRESS**



Session Goals

- Discussion of Active Learning/Lecturing
- Specific Strategies/Demos
- Applications for Students
- Walk Away and Implement
- Have Fun!



“What ultimately counts is the extent to which instruction requires students to think, not just report someone else’s thinking.”

Nystrand, 1997

What is Active Learning?

- Learner constructs meaning
- Often includes collaboration with other students
- De-emphasizes receiving knowledge
- De-emphasizes teacher centered approach

Pop Quiz

- In active learning, who constructs meaning?
- Learner? Peace sign
- Instructor? Hold up right hand
- Textbook Author? Put finger on nose

True for You?

True for You: Stand Up-Sit Down

- **Create a list of topics, concepts or facts**
- **Examples can be general or specific, depending on course or context.**

Specific ideas:

- **Born in another country**
- **Is juggling school and children**
- **Is in a particular major**
- **Knows the meaning of a word specific to the topic**
- **Knows why X date is important**

Summing Up

- 1. Think of what you know about active learning strategies**
- 2. Turn to a partner to share your knowledge**
- 3. Do you have anything to share with the group?**

Think-Pair-Share

Instructions

Step 1: Pose a question and ask students to think or write about it

Step 2: Student pair up and share responses

Step 3: Instructor chooses a few pairs to share with the whole class

Benefits

- Early in lecture, helps students assess prior knowledge and brainstorm
- Later helps with summarizing, applying and integrating
- Works with any size group
- Requires little time so it can be incorporated with lectures
- Use as transition point in lecture
- Gives students opportunity to work with material before moving on
- Gives instructor opportunity to gauge understanding before next topic

BINGO

- Your task is to fill out 1 column or row – just mark square with an “X.”
- Work with your neighbor to determine the answer.



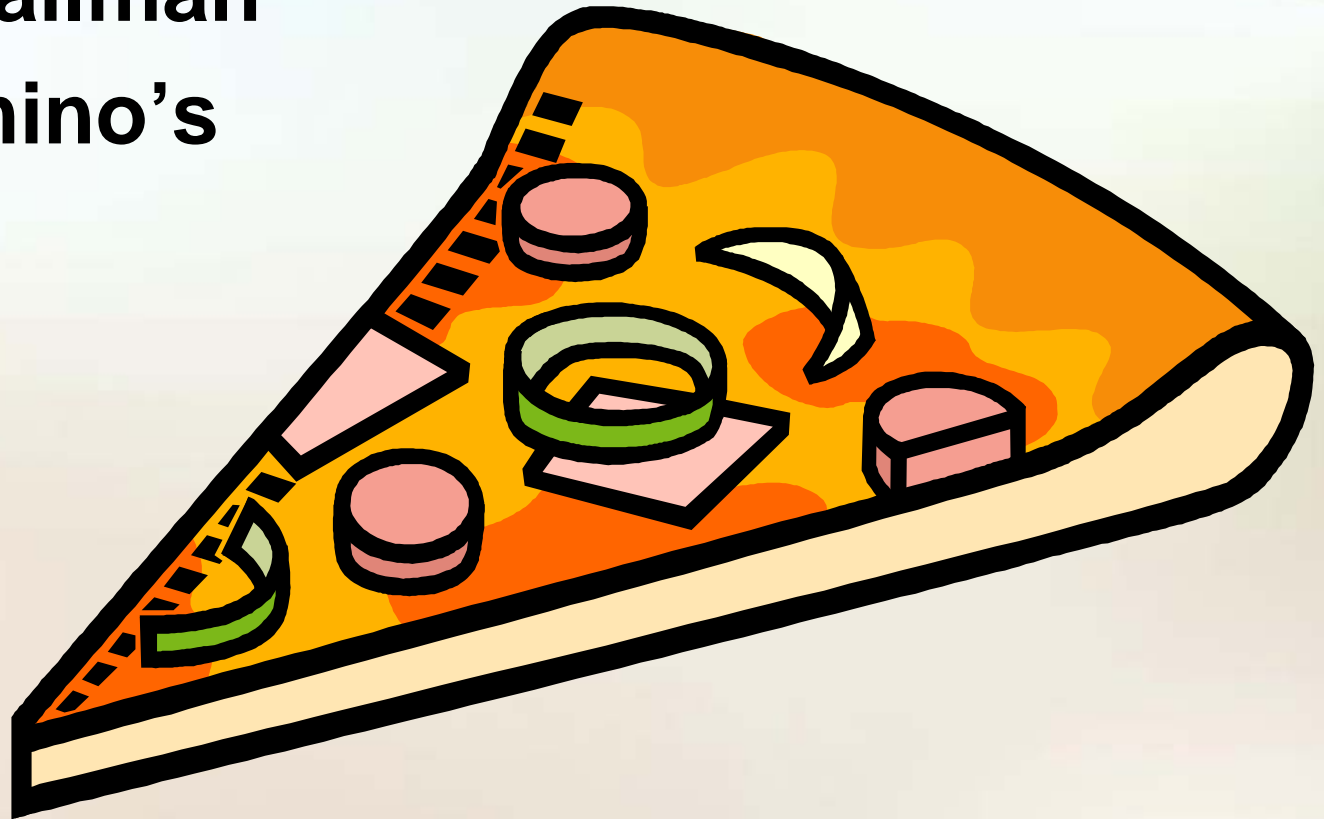
Bingo Variations

- “Find Someone Who” as icebreaker in which participants walk around
- Specify for your campus: e.g. knows who library/LRC is named after or who teaches X
- Use different cards with rows that have something in common or ying and yang and students find partners (this requires movement)
- Assign students to make up BINGO cards based on topic of study

What other variations do you suggest?

What do these have in common?

- **An obstetrician**
- **A mailman**
- **Domino's**



They Deliver



What are the Biggest Obstacles to Student Success?

You have 2 minute to write your individual response

Two-Minute Paper

Directions

- Ask students to write a response to a question
- They only have 2 minutes

Benefits

- Can be used any time during the lecture
- Students put info. in their own words
- Helps identify gaps
- Helps gauge what concepts to clarify
- Helps with writing practice
- Can be combined with think-pair-share and other techniques

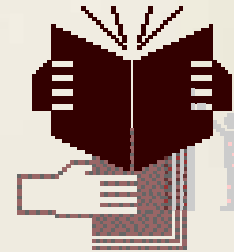
Story/Demo

- **How heavy is this water?**



Creating Stories

- **Applying this technique**
- **Students can write their own**
- **Critical thinking**



Stress Toss

- **Toss the ball to someone**
- **Ball “receiver” shares something to relieve stress**
- **Continue to toss until everyone has shared**
- **Discuss which ideas you can use**



Stress Release Music

- **Music for the Mozart Effect**
- **Close your eyes and exhale**
- **What has recently been stressful for you?**
- **Play this or other relaxing music every day for a week**
- **Note your stresses**
- **You may come up with creative ideas to relieve stress**



Stress Release Music

- You can also use music for a visualization
- Also from the Mozart effect, create a conscious daydream.
- Imagine you are walking down a street.
- Stop in front of a house and observe it – look at the porch, the roof – whatever part you find interesting.
- As the music continues go on to another one.
- Now create a house in which you can be fully refreshed.
- Rest there as the music comes to a close.
- Application for students?





Drawing a Blank

- **With a PowerPoint presentation, one way to gain students' attention is to remind yourself to stop for questions.**
- **It also gets students' attention.**
- **You can ask for questions and move on.**

Note Check

Directions

- Ask students to compare notes with a partner
- Summarize the most important information together
- Identify and clarify discrepancies

Benefits

- Helps summarize information
- Students can also generate questions or solve problems
- Helps enhance notetaking skills
- Helps the instructor monitor students' understanding

Question and Answer Pairs

Directions

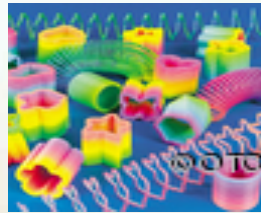
- Take a minute to come up with 1 question based on the info. in the lecture or readings.
- Then see if you can stump your partner
- Student A poses question to B
- Reverse roles

Benefits

- Instructor can pick up questions and assess learning
- Helps students learn to frame questions
- Encourages students to prepare for class
- May help you formulate test

Fun Props

- “Play” with this prop
- What does it have to do with teamwork?



- www.orientaltrading.com



Factoids

Armadillos, opossums, and sloths spend about 80% of their lives sleeping.

The Skylab astronauts grew 1.5 - 2.25 inches (3.8 - 5.7 centimeters) due to spinal lengthening and straightening as a result of zero gravity.

<http://www.hightechscience.org/funfacts.htm>

Very Mini Lecture

Central Nervous System

- **The CNS is composed of the brain and spinal cord**
- **The spinal cord connects the brain with the PNS (peripheral nervous system)**
- **The spinal cord is comprised of cell bodies and axons that carry messages**
- **Messages are either:**
 - **Afferent: toward the brain (sensory function)**
 - **Efferent: away from the brain (motor function)**



A Few More

- Turn to someone & report 3 things you learned in the past 30 minutes
- Create a mnemonic device for new info.
- Write down the muddiest point of today's class.
- Can be turned in at the end of class for discussion at next class
- Can be used at beginning of class for instructor or group discussion later

**“It is what we think we know
already that often prevents us
from learning.”**

Claude Bernard

Active Lecturing Tips

- **Ask for examples or illustrations of points**
- **Pause. Have students write/take notes for a few minutes**
- **Direct them to write a question or “aha” on an index card to pass in to you**

Provide students with a purpose for reading/studying

**Read the article about “Bob” and
determine what you think will happen
next.**

Active Lecturing Tips

- Limit lectures to 7-10 minutes, and then change the rhythm by moving to another topic
- Monitor audience:
 - Check in by asking for raised hands
 - **Remember this?**

In active learning, who constructs meaning?

- Learner? **Peace sign**
- Instructor? **Hold up right hand**
- Textbook Author? **Put finger on nose**
 - Raise colored card to indicate understanding or confusion or desire for comment
 - Turn to another student to explain what was taught

Active Lecturing Tips/Notes

- Ask students to listen without taking notes for a brief period (5 minutes)
- Then students write what they remember
- Discuss what they wrote in small groups
- Clarify information as large group
- Use only occasionally: notetaking during lecture is quite valuable
- Another technique: At end of lecture, ask students to edit their notes to assure comprehension

Active Lecturing

- **Why do professors like to lecture?**
- **What if lectures were completely replaced by active learning?**



What do these have in common?

- **Candidates**
- **Track Stars**
- **Panty Hose**

They All Run



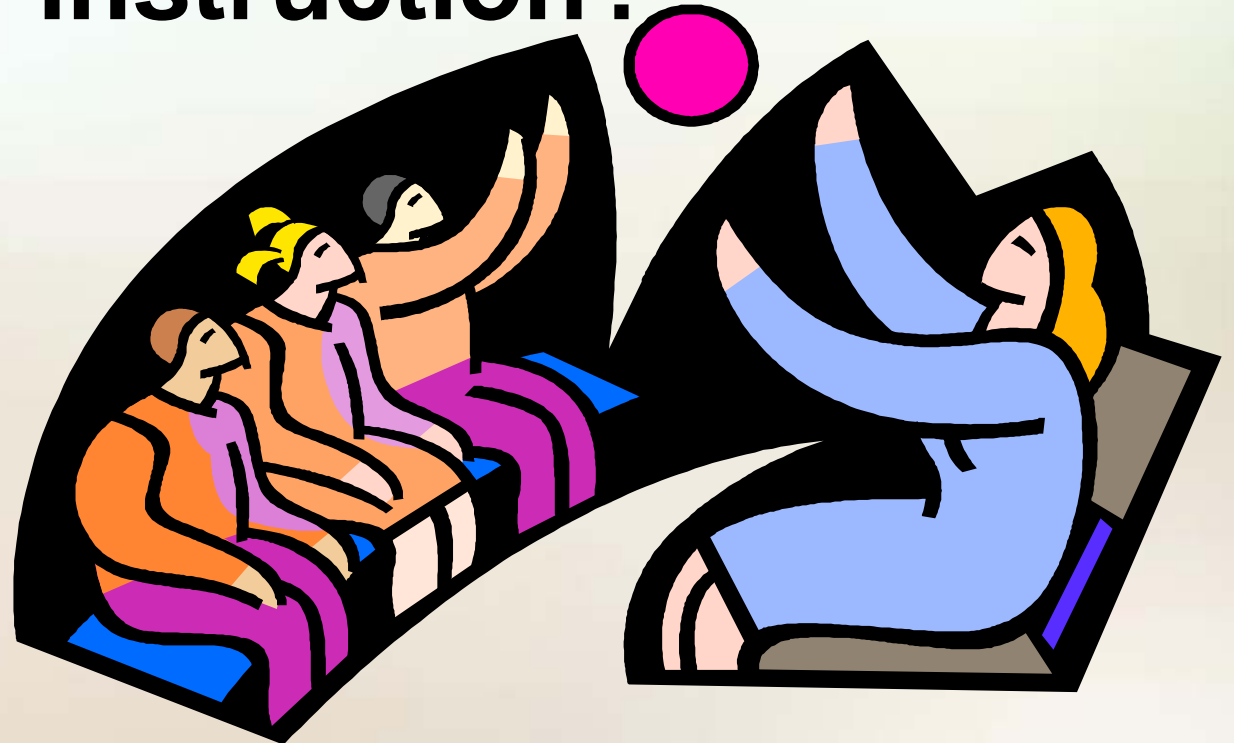
Surprise them!

**With a song, sound or anything else they
don't expect**



What did you learn?

**How can you use this
knowledge in your
instruction?**



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Evaluation please

Session # 2

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