

# Using Active Learning Strategies in Instruction

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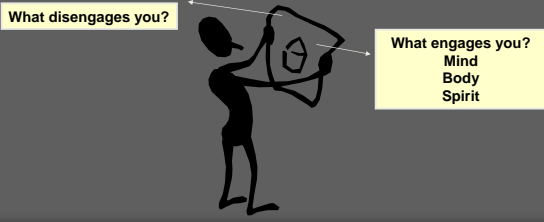
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## What is it?

➤ Learning Task 1 – Engaged Learning (Mind Mapping)



What disengages you?

What engages you?  
Mind  
Body  
Spirit

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## What is it?

➤ Learning Task 2 – Defining Active Learning (Active Reading Strategies)

- *Interact with Content:* Identify key words in definitions.
- *Reflect & write:* Write your definition of active learning
- *Present:* Share your definitions with each other.
- *Discuss:* What are the benefits of this “active learning” process? What are the considerations?

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## What is it?

- Using information vs. acquiring information
- Interacting with information, ideas, situations, objects
- Physical, emotional, and/or cognitive involvement
- "Learning how to do" vs "learning about" the discipline

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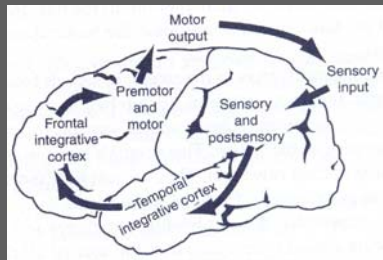
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## What is it?

- Input - Integration - Output
- Active Learning Continuums



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## Why Does it Matter?

1. Cone of Learning
  - (Puzzle)
2. Learning Styles
  - (Self-Assessment / Focused Listing)
3. Half-Life of Knowledge
  - (Socratic Questioning)

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## Why Does it Matter?

- Learning Task 3 - Cone of Learning (Puzzle / Information Cards / Pre-testing)
  - Put the types of learning in order from lowest to highest
  - Match %'s with the type of learning
  - According to research by Edgar Dale, we remember.... (i.e. \_\_\_\_\_ % of what we read)
  - Compare your thoughts to the actual research

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## Cone of Learning



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## Why Does it Matter?

- Learning Task 4 - Learning Styles (Self-Assessment / Focused Listing)
  - Visual, Auditory, Kinesthetic
  - Left Brain, Right Brain
  - Multiple Intelligences
- Brain Dominance Self-Assessment
- Focused Listing
  - 6 things you all agree are important for your learning

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## Why Does it Matter

- Half-life of Knowledge - Socratic Questioning
  - What does this term mean?
  - Where did this term come from?
  - What is its relevance to post-secondary education?
  
- The Spirit and Principles of Socratic Questioning  
<http://www.uu.edu/centers/faculty/resources/article.cfm?ArticleID=73>

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## Active Learning vs. Activity

What principles or guidelines have you learned for making active learning work in your classroom?

- Objectives
- Structure
- Relevance
- Accountability
- Link to Assessment

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## What do we Know?

- Learning Task 5 – Active Learning vs. Activity (Graphic Organizer / Think, Pair, Share)
  - Structure
  - Relevance
  - Accountability
  - Assessment
- Jot down what comes to mind. Share with a partner.

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## Expanding Your Toolkit

- Centre for Teaching and Learning Resources
  - Active Learning Cards
  - Pedagoggles
  - Library Books
  - Website
- Internet
- Peer Interaction

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## Incorporating into Instruction

- Topic
- Learning Objectives
- Content
- Active Learning Strategies
  - Structure
  - Relevance
  - Accountability
  - Link to Assessment
- Reflection and Evaluation

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## MindMapping a Pedagoggle

- Reading Strategy
1. Read the text individually and circle or highlight key words
  2. Compare key words identified with other group members and determine the key words that will make up the first layer of the mindmap.
  3. Add the second layer (and possible other layers)
  4. Discuss and graphically identify other connections between ideas.

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