



“LEARN” IS A VERB:

HOW TO KEEP COLLEGE CLASSROOMS ACTIVE

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AGENDA

- Theoretical Foundations
- Implementing Theory
- Case Simulation
- Discussion and Questions

THEORETICAL FOUNDATIONS

- Active learning is an approach to teaching based on:
 - Critical thinking
 - Problem solving
 - Based on concepts learned in the course
- Engaging students in a meaningful set of learning activities is the heart of active learning

(Chickering and Gamson, 1987; Fink, 1999)



THEORETICAL FOUNDATIONS

- Fink (1999) developed a model of doing and observing:

Experience of:



Dialogue with:



PRACTICAL APPLICATIONS

- Moving away from lecture
- Facilitating interaction between students and content
 - Discussing the concept with peers
 - Observing others engaged with concepts
 - Doing what is expected with the content
 - Engaging in self-dialogue and reflection



PRACTICAL APPLICATIONS

- Students who are engaged in Active Learning have superior thinking and writing skills as compared with students who learn only through lecture

(Bonwell and Eison, 2003)



PRACTICAL APPLICATIONS

- Our university has established the following expectations for all courses:
 - Design courses that reflect an understanding of the different ways in which students learn;
 - Design the course to teach concepts and skills that students will retain over time;
 - Passively reading material is the least effective method for building and retaining knowledge. Courses must be developed using activities and assignments so that students are applying, analyzing, synthesizing, and evaluating the material;

PRACTICAL APPLICATIONS

○ Continued:

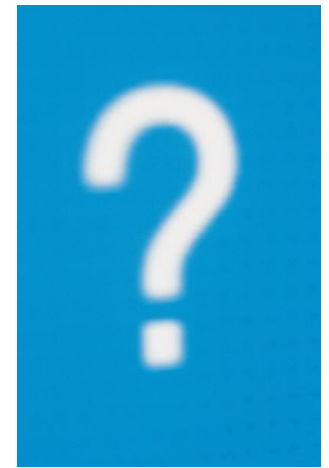
- Courses should always include critical-thinking and problem-solving opportunities for students through assignments and discussion questions;
- Do not repeat material that you assign from the textbook when lecturing or developing online content. Assume that the student will have read the assigned materials and augment the readings with your experience and expertise;
- Ensure active and reflective learning.

CASE SIMULATION

- Let's apply these ideas with the case study *A Case of Cheating?* by Clyde Freeman Herreid.
- Follow along as we read this case and think about the principles we just discussed.

CASES SIMULATION

- What is the main issue in this case?
- What are other related issues in this case?
- Did Margaret use the active learning strategies we discussed?
- What should Margaret do next?
- What other points need to be addressed?



CASE SIMULATION

○ Debriefing:

- Did this case make the information presented seem more real?
- Are you more likely to remember our presentation or our case? What does this mean for student learning in your classes?
- How can you apply this strategy in a course you teach?

True



False



True



False



QUESTIONS?

