

2-2016

Active Learning Strategies - 8 Take Aways

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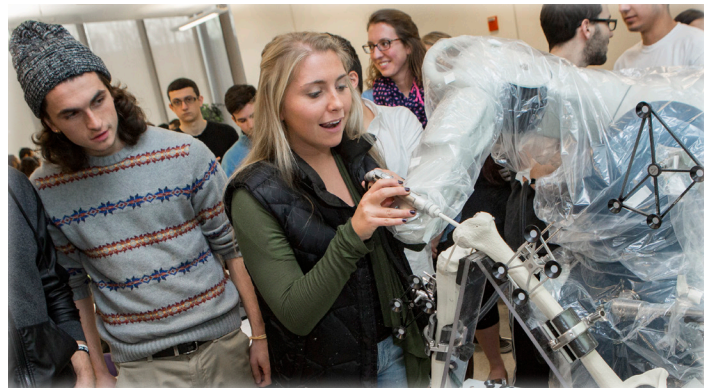


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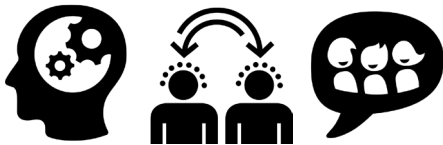
Center for Learning and Teaching (CLT), "Active Learning Strategies - 8 Take Aways" (2016). *CLT Workshops*. 5.
https://orb.binghamton.edu/clt_workshops/5

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8⁺¹ TAKE AWAYS

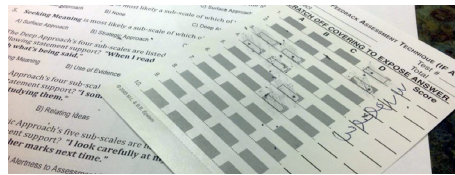
Active Learning Strategies



Think - Pair - Share

Need a great warm-up activity? Try think-pair-share. Introduce a problem to your learners and ask them to spend a few minutes thinking about it on their own. Then, have them pair with a partner to discuss answers/solutions. Lastly, debrief by pairs or as an entire class to discuss answers/solutions. Think-pair-share activities also help to promote better classroom discussions, overall; this method of discussion empowers individual learners to participate in larger classroom activities and discussions. Increase the engagement of a Think-Pair-Share activity by including the use of a student response system. Poll the class before, during, and after a the activity and discuss changes.

<http://bit.ly/thinkpairshare>



IF-AT

Immediate Feedback Assessment Technique (IF-AT) is a multiple-choice learning and assessment system. Assign your students a reading, video, or some other content to complete outside of class. In class, give the students a multiple choice quiz based on that assignment to be completed individually. Now hand out the scratch-off IF-AT cards and have the students retake the quiz in groups. When they come to a consensus on the answer, they will scratch off the answer on the card. Partial points can be awarded to questions that take more than one scratch or try to find the correct answer.

<http://www.epsteineducation.com>



Student Response Systems

Student Response Systems (SRS) are one method of actively engaging your class. SRSs can be used for various activities such as a discussion warm-up or posing questions to students to gather real-time information about student learning. Students can use this feedback to monitor their own learning, and instructors can use it to change how they manage class "on the fly" in response to student learning needs. Twenty-nine classrooms at Binghamton have a build-in SRS called i>clickers. Other cellphone and computer-based systems, such as REEF Polling or TopHat, can be used in classrooms with sufficient wifi density.

<http://bit.ly/srsclickers>

*"Learning is not the product of teaching. Learning is the product of the activity of learners."
John Holt, Growing Without Schooling (1984)*

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Google Drive

Cloud-based collaboration spaces, like Google Drive, allow users to work together in real-time on documents and other files. Google Drive can be accessed via any internet-connected device and allows you to upload or create various online documents, work on them in real time with others, and store them all in one location. The collaboration of Docs makes it an ideal tool for group assignments, revision cycles, shared notes, and creating a more efficient classroom. All students and faculty have access to Google Drive with unlimited storage using their BMail accounts.



Jigsaw

The jigsaw method is a structure for group discussion where the general topic is discussed through small group discussions on a specific aspect of that topic. For instance, the instructor may separate the class into small group and assign different aspects of a book to each group in the classroom. One group discusses the impact of *The Catcher in the Rye* on society while another discusses the novel as a coming of age story. All groups are part of the larger topic of the novel, in general. After small group discussion each group debriefs with the entire class, thereby putting the "pieces" of the puzzle together.

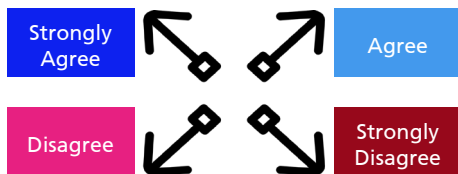
<http://bit.ly/jigsawmethod>



Debates

Putting students into debate mode can be a very engaging way to discuss argumentative topics that have more than one side. Debating involves building critical thinking skills as well as critical advocacy; advocacy being a skill that everyone needs to use in their careers. Debates can also help to strengthen your learners' oral communication and research skills. In addition, having your learners defend a position that is contrary to their own personal stance strengthens their ability to address the other side of the argument.

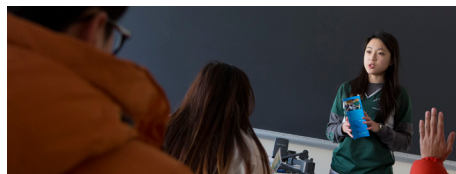
<http://bit.ly/studentdebates>



Four Corners Activity

"This technique stimulates student learning through movement and discussion, and it can also be used as a formative assessment. Students are presented with a statement or are asked a question. In each of the four corners of the classroom, an opinion or response is posted. Students express their opinion or response by standing in front of one of four statements, and then talking to others about why they have chosen their corner. Use Four Corners at any point in the lesson to structure meaningful conversation." (Teacher Toolkit)

<http://bit.ly/4cornersdebate>



Student Led Lectures

"In this type of active learning experience, the students prepare an actual lesson on a given topic. The student's lesson can range from a 10 minutes in a small group to a 30-minute activity presented to the whole class. Don't confuse this with a simple student presentation; the students must give an actual lesson that includes lesson objectives or learning outcomes, discussion questions, a form of practice and a form of evaluation. Their 'class' is encouraged to ask questions and discuss points that the student presents" (BYU-CTL).

<http://bit.ly/studentsleadlectures>



Listening Teams

"Listening Teams keep students focused during lectures or videos. They also provide opportunities for questioning and group discussion of key course concepts" (BYU-CTL). In a the four-person team, each student in will take on one of four roles: [Variation 1] Questioners/ Nay-sayers/ Yea-sayers/ Explainers OR [Variation 2] Example-Giver/ Questioner/ Devil's Advocate/ Team Player (see link below for explanations of each role.) After the lecture or video, each student presents her contribution to the groups according to her role.

<http://bit.ly/listeningteams>

Resources

- Silberman, M. L. (1996). *Active learning: 101 strategies to teach any subject*. Pearson.
- Yee, K. (n.d.). Interactive Techniques. Available at <http://bit.ly/interactivetechniques>

References

- Brigham Young University, Center for Teaching & Learning. (n.d.). Active Learning Techniques. Retrieved February 01, 2016, from <http://bit.ly/1WXq0YV>
- Teacher Toolkit. (n.d.). Four Corners. Retrieved February 01, 2016, from <http://bit.ly/1WXnW3d>

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