

A Quick Guide to Active Learning

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Objectives

At the end of this presentation, you will be able to:

- Understand what active learning is and why it's important
- Identify a few easy strategies to implement during your lecture/presentation

Think about a lecture you learned from...

- What did the instructor do?
- What made the instructor effective?
- What did you like about it?
- How do you know you learned something?

What is active learning?

“Active learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content.”

Lecture is still ok!

From: <http://www.crlt.umich.edu/tstrategies/tsal>

Why is active learning important?

- Audience attention wanes every 10-20 minutes
- Reinforces important parts of learning
- Provides students and instructors with immediate feedback
- Creates personal connection between students and material
- Create a community of learning
- Activates Learning through student engagement

How and when do I use an active learning strategy?

- Plan for it!
- Every 15-20 minutes (depending on activity)
- 1-3 times per 50 minute session (depending on activity)
- Don't rush!

Strategy 0 – Deliberately invite student questions

- Why use this strategy?
 - Gives students a break to digest information
 - Allows students to apply new knowledge to existing
 - Gives both instructor and student feedback on how well they are learning
- When to use:
 - Every lecture, every 5-15 minutes, or after challenging material/concepts

Strategy 0 – Deliberately invite student questions

- How to use
 - Pause your talk and ask for questions
 - Wait at least 30 seconds before moving on

NOTE: Be sure to have the students use the microphone or repeat the question!

Strategy 1 – Polling the audience, i.e “clicker questions” (1-? min)

- Why use this strategy?
 - Gives students a break to digest information
 - Gives both instructor and student feedback on learning
 - Practices questions that may be on quizzes, exams or boards
- When should I use this strategy?
 - Every 10-15 minutes
 - During natural breaks in your material

Strategy 1 – Polling the audience, i.e “clicker questions” (1-? min)

- How do I do it?
 - Compose a few multiple-choice questions matched to objectives
 - 1 question per slide
 - Give students time to answer using polling system (Reef polling - contact the TSO, tso@ohsu.edu, for instructions – very easy)
 - Explain correct **and** incorrect answer choices
- What should I do if too many answer incorrectly?
 - Ask students to explain why they chose a particular answer – call on them if you have to
 - Ask for student questions and give them time to formulate a question.
 - Navigate back to the slide where you presented material, do a quick review and then ask for questions.

Strategy 2 – Think/Pair/Share (5-15 min)

- Why should I use this strategy?
 - Promotes higher level thinking
 - Motivates students to learn
 - Accountability - share their answer with a peer
 - Builds community
 - Gives both instructor and student feedback on learning
- When should I use this strategy?
 - When you want students to apply new knowledge, or analyze or criticize a new idea

Strategy 2 – Think/Pair/Share (5-15 min)

- How do I do it?
 - Compose higher-order question and include in presentation
 - Have students think to themselves about the question (1-2 minutes)
 - Have students pair up and share their answers, making sure each shares their thoughts while the other listens (2 minutes, 1 min each)
 - Have students share their answers with the class
 - Be sure to correct misconceptions once in the sharing phase
 - **Optional** – open up to all-class discussion if many differing opinions exist

TIPS FOR SUCCESS!

- Wander around the room, and listen during the first two parts to motivate students to participate. Don't engage yet, though.
- Make sure students know the rules of the activity beforehand

Strategy 3 – Muddiest Point (3-? min)

- Why should I use this strategy?
 - Gives both instructor and student feedback on learning
 - Clears up confusion with challenging material
- When to use:
 - After a lecture with challenging concepts
 - If you notice during lecture the students don't seem to “get it”

Strategy 3 – Muddiest Point (3-? min)

■ How to use

- At the end of the class, ask students to write down, on a notecard, the most confusing or unclear part of the lecture
- Give them a few minutes to formulate a question
- Collect the notecards
- Either address the questions then, at the next session or via email or Sakai
- **OPTIONAL:** Instead of using notecards, use the polling system to ask students to enter their questions

TIP FOR SUCCESS! Be sure to answer all student questions in one way or another

How do I know which strategy to choose?

- Always practice #0 – providing structured time for student questions is one of the easiest and most important strategies you can employ
- Keep it simple
- With which strategy do you feel comfortable?
- Not sure? Contact Sarah Jacobs at the Teaching and Learning Center for help in deciding and planning!

Think about a lecture you learned from...

- Were any of the strategies presented used in that effective lecture you thought about?
- If not, what strategies were used? Were they active?
- How could you use them in your own practice?

Observation Rubric

Instruction Observation Rubric
 The purpose of this form is to provide timely feedback on faculty sessions in Foundations of Medicine.
 Instructor: First Name, Last Name Week/Date/Time: MM/DD/YY, Time a.m. / p.m. Block: ABC

Session Topic/Title: _____

	Done well	Attempted	Not attempted	N/A
I. Introduction				
Brief overview of topic given (e.g. concept map, global view down to specifics – why is this session important?)				
Context presented (e.g. links class content to prior learning and/or weekly case, warm-up activity, an interesting real-world case, a personal story, etc.)s				
Clearly addresses session objectives (as stated in <u>Uios</u>)				
Part I. Comments:				
II. Body of Teaching and Pedagogical Strategies				
Deliberately invites student questions				
Answers student questions thoroughly and with respect				
Creates opportunities for higher order thinking (e.g., interpretation, synthesis, evaluation)				
Instructor moves around the room to engage entire audience				
Active learning is integrated into the instruction (e.g. some combination of discussion, clicker questions, hands-on activity, etc.)				
If active learning attempted, provides clear instructions for learning activities				
If active learning attempted, provides adequate time for learning activities				
In addition to PowerPoint, other educational/instructional technology was used				
Provides formative assessments to check for understanding (i.e. How does the instructor know the students are learning what is being taught? This could look like informal, clicker, practice quiz,				

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Resources

- Center for Teaching Excellence, Cornell University:

<https://www.cte.cornell.edu/teaching-ideas/engaging-students/active-learning.html>

<http://www.cte.cornell.edu/teaching-ideas/engaging-students/using-effective-questions.html>

- Center for Research on Learning and Teaching, University of Michigan:

<http://www.crlt.umich.edu/tstrategies/tsal>

- The Community of Inquiry - <https://coi.athabascau.ca/>

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