

ACTIVE LEARING

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LEARNING OBJECTIVES

You will be able to:

- Explain why active learning is important to our students
- Describe the characteristics of active learning and a few examples of what that looks like in the classroom
- Adapt a lesson plan to include active learning strategies

ACTIVE LEARNING

OPENING

ACTIVITY: THE HURDLES OF ACTIVE LEARNING



DIRECTIONS

- 1. Take 2 minutes to discuss with your table the hurdles of including active learning in a lesson plan. These can be hypothetical or hurdles you've personally experienced.
- 2. Once the timer goes off, we will share out

WHY IS ACTIVE LEARNING IMPORTANT

Malcolm Knowles' Six Principles of Adult Learning Theory



WHY IS ACTIVE LEARNING IMPORTANT

The difference between input and synthesis

- Receptive Learning "telling" mode makes learners aware
- > Synthesis / Doing opportunity to "apply", "practice", "do"

Why do our students take General Assembly classes?

WHY IS ACTIVE LEARNING IMPORTANT

"Learning is not a spectator sport"

"All genuine learning is active, not passive. It involves the use of the mind, not just the memory. It is the process of discovery in which the student is the main agent"

"Tell me and I'll listen. Show me and I'll understand. Involve me and I'll learn"

ACTIVITY: EXPLAIN IN YOUR OWN WORDS



DIRECTIONS

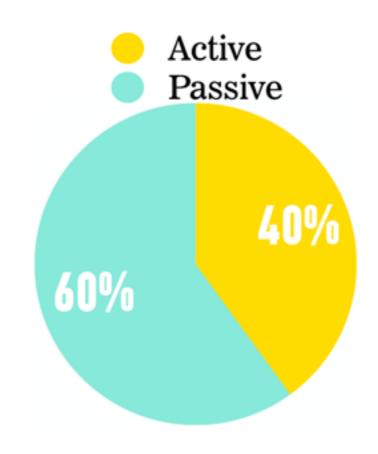
- 1. Take 2 minutes to write in your own words <u>one</u> reason why active learning is important
- 2. Once the timer goes off, we will share out

ACTIVE LEARNING RATIO

The Ideal Ratio of Instruction vs. Student Application

60:40

In other words, adult learners need to be actively learning for about 40% of the time.



ACTIVE LEARNING RATIO

Lesson length	Passive (60%)	Active (40%)
1 hour	36 minutes	24 minutes
2 hours	1 hr 15 min	48 minutes
3 hours	1 hr 50 min	1 hr 15 min

ACTIVITY: BRAINSTORM

DIRECTIONS



1. When you think about types of speaking and activities that happen in a class (ex: teacher talk), what are the main types? (2 minutes)

FORMATS OF LEARNING

ST - SG

Students Talking small groups

- · Pair programming
- Graded lab (if done in pairs)

NIT

Non-Instructional Time

- · Announcements
- · Restroom break

AV

Audio / Visual

· Watch a video

ISW

Independent Student Work

- Quiz
- Graded lab (if independent)

ST - WC

Students Talking whole class

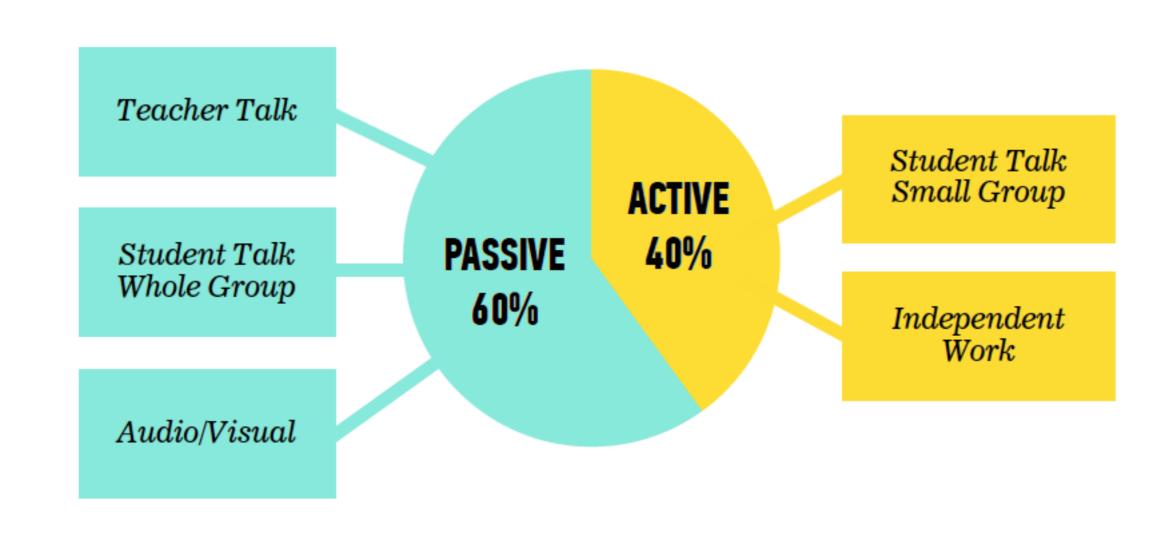
- · One-to-many questioning
- · Cold Calling
- · Class discussion
- Code along (if instructor asks questions)

TT

Teacher Talking

- Lecture
- Demonstration
- Code Along (if students are mostly silent and copying)

ACTIVE LEARNING FORMATS



EXAMPLES

THINK PAIR SHARE

Give students independent time to think about a question or prompt. Then compare ideas and identify best answers with a partner. Finally, have pairs share their thinking with the class.



MOST IMPORTANT & MOST CONFUSING

Ask students to describe the most important thing they learned and identify any areas of confusion in one minute. They can write their responses or send them in through Hipchat or a Google Form.



STOP AND JOT

Give students a certain amount of time to write down their thoughts on a topic that was just covered. Provide a prompt with a higher level thinking question. Reference the Bloom's Taxonomy question stems for inspiration.



EXPLAIN IN YOUR OWN WAY

Ask students to explain a conceptual topic in their own words, drawings, charts, etc. on the

whiteboard walls or tables. Allow time for students to walk around and view each others' explanations (a gallery walk).



ACTIVITY: LESSON PLAN ADAPTATION



DIRECTIONS

- 1. Take 8 minutes to read through the sample lesson plan and take notes on 2 opportunities for active learning that could be added to the lesson
- 2. Share your notes with a partner for 2 minutes
- 3. 2 to 3 people will share out what you noted and discussed

ACTIVE LEARNING

CONCLUSION

GENERAL ASSEMBLY'S MISSION IS TO BUILD OUR COMMUNITY BY TRANSFORMING MILLIONS OF THICERS INTO CREATORS.

OBJECTIVE REVISIT

Are you able to:

- Explain why active learning is important to our students
- Describe the characteristics of active learning and a few examples of what that looks like in the classroom
- Adapt a lesson plan and model active learning strategies

LET'S GET META

While I was planning this lesson, I:

- kept my passive to active ratio in mind
- I identified the key takeaways (objectives)
- I thought as I practiced "am I providing the right format of learning for each of these objectives?"

Total active: 16 minutes

EXITTICKETS

DON'T FORGET TO FILL OUT YOUR EXIT TICKET (POST IT NOTE)

- WAS THIS USEFUL? WHY OR WHY NOT?
- HOW DID THIS TIME AND PLACE WORK OUT FOR YOU? ANY SUGGESTIONS?