

# ACTIVE LEARNING

## ACTIVE LEARNING FORMATS

<b>Case Studies</b>	Use a “real life” experience for students to apply their learning
<b>Flow Charts</b>	Allows students to construct their learning by drawing the decision making paths
<b>Concept Maps</b>	Allows students to link different concepts and see their relationships, or use as a “what do they know” activity
<b>Charts</b>	Allows students to organize information to enable a better understanding
<b>Graphs</b>	Allows students to see relationships
<b>Recording Processes</b>	Ask students to write down the thought processes they went through to get an answer
<b>Role Play</b>	Act out scenarios that mirror real life to practice skills
<b>Prediction</b>	Ask students to predict what will happen next, predict conditions certain things happen, what things will look like

## ACTIVE LEARNING PROTOCOLS

<b>Exit ticket</b>	End of class students write down one question, idea or thought about the lesson on an index card. Have to give it to the instructor as they leave.
<b>Think – Pair – Share</b>	Instructor poses a question involving analysis, synthesis or evaluation. Gives students one minute to write down their response. Then turn to a partner and share responses.
<b>Value Line</b>	Instructor gives students a statement or proposition, then asks them to show how strongly they agree or disagree by lining up along a continuum from strongly agree to strongly disagree. Variation, 4 corners – which statement to you identify most closely with.
<b>Three step interview</b>	Instructor poses questions focusing on content material with no right or wrong answers. Student A interviews student B. Student B interviews student A. Two pairs combine into a foursome and the students introduce the rest of the group to the ideas posed by their partners.
<b>Visible Quiz</b>	Students in groups discuss the appropriate response to a question involving deeper thinking. They have to come to consensus on the answer. At a given signal, one person from each team displays the team’s answer with a letter card. Instructor calls on groups with different answers to discuss their rationale with each other.
<b>Gallery Walk</b>	This is a way of reporting ideas to other students in the written form (usually Post-it notes). It is useful to use with fairly simple ideas like “what was the main idea of this article to group work where students discuss a complex problem or case study and report their answer on a large Post-it note. The Post-it notes are stuck on the walls and either individually or in groups they walk around like a gallery. They can give feedback on the notes.
<b>Jigsaw</b>	Divide the topic that students are learning into 4 different areas (A,B,C,D). One fourth of the class read A, a second fourth read B, etc. until all students have one section. Next class all the students who read A get together, who read B get together etc. to discuss, (main ideas, main controversies etc.). Then groups are formed with four students, one who has read A, one B etc. The students teach each other what they have learned, then as a group produce a compilation or comparison chart, or summary of different ideas.
<b>Main idea charts</b>	When students are reading articles or chapters in a book, give them a chart to fill out that asks them to write down main ideas for each section, questions they still have, real life examples.
<b>Scratch Off cards</b>	After students have done a multiple choice pop quiz, ask them to do the quiz again, this time with a group of students. They find out if their answer is correct by scratching off a lotto type card <a href="http://www.epsteineducation.com/home/about/default.aspx">http://www.epsteineducation.com/home/about/default.aspx</a> If they get their answer wrong, they have to discuss why that is wrong and try again until they get to the right answer.
<b>Classroom response systems</b>	Clickers, Squarecap, Learning Catalytics give students an opportunity to be involved in their learning by being asked to recall information, poll their ideas, make decisions in case scenarios, give feedback.

## RESOURCES

<http://ctl.utexas.edu/teaching/engagement>

<https://www.squarecap.com/> <http://edutech.ctl.utexas.edu/iclicker/>

[https://www.engageny.org/sites/default/files/resource/attachments/appendix\\_protocols\\_and\\_resources.pdf](https://www.engageny.org/sites/default/files/resource/attachments/appendix_protocols_and_resources.pdf)

[http://www.ideaedu.org/sites/default/files/paperidea\\_53.pdf](http://www.ideaedu.org/sites/default/files/paperidea_53.pdf)