

Active Learning Techniques - Joyful Classroom Learning

Active learning engages students in learning. Using activities such as reading, writing, discussion, or problem solving promote analysis, synthesis, and evaluation of classroom content. Active learning conflicts with students' traditional views of teaching and learning. It creates an opportunity for deeper learning. This exhibition display will be useful to know diverse Active Learning Techniques which can be used in the classrooms.

What is Learning?

Learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning. Learning is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiences.

Why Active Learning?

Active learning methods ask students to engage in their learning by thinking, discussing, investigating, and creating. In class, students practice skills, solve problems, struggle with complex questions, make decisions, propose solutions, and explain ideas in their own words through writing and discussion. Timely feedback, from either the instructor or fellow students, is critical to this learning process. Active learning creates the opportunity for deeper learning.

Brainstorming	கருத்துதிர்ப்பு
Think - Pair - Share	சிந்தி - ஜோடி சேர் - பகிர்
Question and Answer Technique	கேள்வி-பதில் முறை
Flipped Classroom	தலைகீழ் வகுப்பறை அல்லது மறுபுறம் திருப்பப்பட்ட வகுப்பறை
Concept Mapping	கருத்து வரைபடம்
In-class Demonstrations	செயல் விளக்கம்/ செய்துகாட்டல்
Short Cases/Scenarios	நேர்வுசார் முறை/காட்சிகள் முறை
Simulation-based learning	உருவகப்படுத்துதல் அடிப்படையிலான கற்றல்
Discussions	கலந்துரையாடல்
One Minute Paper	ஒரு நிமிட தாள்
Exit Tickets	வகுப்பறை துண்டுகள்
Think - Break Method	சிந்தனை இடைவெளி செயல்முறை
Virtual Reality	மெய்நிகர் உண்மை
Augmented Reality	இணைப்பு நிஜமாக்கம்
English Orthography - The English Writing System	
Punctuated Lectures	

Active Learning Techniques

Active learning engages students in learning, using activities such as reading, writing, discussion, or problem solving, which promote analysis, synthesis, and evaluation of class content. Active in-class learning also provides students with informal opportunities for feedback on how well they understood the material.

Few of the Active Learning Strategies include

Think-Pair-Share

- Students think about a particular question individually, then they form pairs to discuss their answers.
- The results are shared in a large classroom discussion.
- This process forces students to think individually, and then allows them to analyze and clarify their response collaboratively.
- It helps students organize prior knowledge, brainstorm, or summarize, and apply and integrate new information.

Works well with pre-planned questions.

Required Time: Typically, 5 - 10 minutes

Brainstorming

- Brainstorming is a group problem-solving technique in which members spontaneously share ideas and solutions.
- Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.
- It was first proposed by Alex Faickney Osborn in 1930.

Encourages creative thought.

Required Time: Typically, 2 - 3 minutes

In-class Demonstrations

- Interactive demonstrations can be used to demonstrate the application of a concept.
- Students should be involved in the demonstration, and be required to reflect and analyze the process.
- For example, a teacher can have students predict the outcome of the demonstrations individually, and then have them discuss it in groups, or with the whole class.
- In-class demonstrations increase student enjoyment of the class.

Increases student understanding of concepts.

Required Time: Typically, 3 - 5 minutes

One Minute Paper

Students write a 1-2 minute response to an open question. This activity can be done at any time. If used at the end of class, students can write a response to provide the teacher with feedback on their understanding. A teacher might also include this activity throughout the class as a transition between topics, allowing them to reflect and summarize information, and identify what they do not understand, before moving on.

Typical questions - What is the most important thing you learnt today?

Summarize today's class in one sentence.

Required Time: Typically, 2 - 3 minutes

Discussions

Discussions can be useful both in-class or online, and can be adapted to any class size and to any discipline. In a discussion the instructor facilitates students' learning experience. Discussion requires students to think critically, and to evaluate their own and other's responses. Students can explore a diversity of perspectives, and build on each other's knowledge and understanding of the content.

Help students develop the skills of knowledge synthesis and integration.

Required Time: Typically, 3 - 5 minutes

Concept Mapping

A concept map is a way of representing or organizing knowledge. Concept maps identify the way we think, the way we see relationships between knowledge. The teacher who constructs concept maps for classes is interested in students understanding relationships between facts, not just "knowing" the facts. Teacher allows students time to think on their own before asking them to discuss with others and modify. Students may need coaching on concept mapping before they begin.

Concept maps show relationships between concepts

Required Time: Typically, 5 - 10 minutes

Question and Answer Technique

Questions are a simple yet effective way to promote interaction, and provide with a sense of students' comprehension. Questions can be used in any discipline. A teacher can develop questions before class and decide when to ask them. Questions can be asked at any time, but it is important to vary the timing to prevent repetition/boredom. It is important to stimulate activity from the whole class and to acknowledge all answers, to support continued participation.

Helps to clarify students' thoughts

Required Time: Typically, 2 - 3 minutes



Short Cases/Scenarios

The use of scenarios/case studies allow students to apply the concepts learned in class to “real-life situations”. This flexible method can be as simple as posing a single question to the class, to generate a discussion about how the students would approach a given scenario/situation. It can also be extensive, and require that students conduct additional research to effectively approach the scenario.

Students can briefly present their findings to the class, either in small groups, or in a paper/assignment.

Required Time: Typically, 5 - 10 minutes

Flipped Classroom

The flipped classroom inverts the traditional learning experience. Lectures are shared outside of class time for individual review as homework, and classroom time is reserved for class discussion and interactive projects. Students complete the instructional portion at home on their own time and work on problem-solving during class time. Flipped classrooms accommodate different learning styles and speeds among students.

Flipped classrooms help students build higher-level skills at their own pace.

Required Time: Typically, 5 - 10 minutes

Exit Tickets

Exit Ticket is a formative assessment tool offering an effective way to end a class. Exit ticket ideas may focus on one specific concept or skill that students are expected to study that day. A good exit ticket may contain 3 to 5 questions on a piece of paper that students should be able to answer in just a few minutes before a unit ends. The responses can be used to inform the next step of the learning process.

Exit tickets provide feedback to the teacher about the class.

Required Time: Typically, 2 - 3 minutes

Think Break Method

A teacher asks a rhetorical question, and then allow 20 seconds for students to think about the problem before explaining. This technique encourages students to take part in the problem-solving process even when discussion is not feasible. Having students write something down helps assure that they will in fact work on the problem.

Students are allowed to think about new information.

Required Time: Typically, 2 - 3 minutes



Simulation-based learning

Simulation-based learning is training in a virtual environment that mimics real-world activities and scenarios. Students can apply practical information and skills not merely by reading theory books or listening to lectures but also by engaging in physical, hands-on activities. Learning in a controlled and safe setting gives students valuable hands-on experience that combines fundamental theoretical concepts with interactive, computer-simulated scenarios.

Access to high-value learning experiences.

Allows students to apply abstract concepts to active hands-on practice.



Virtual Reality

Virtual Reality refers to interactive content (images or videos) which enables the learner to explore the entire 360 degrees of a scene. Virtual reality can improve education by providing students with memorable and immersive experiences that would otherwise not be possible. Being able to see and experience extraordinary locations within the classroom is completely unique through VR and it is inspirational to students.

Students learn better through experience.

Virtual Reality has the ability to inspire.

Augmented Reality

Augmented reality (AR) is the integration of digital information with the user's environment in real time. Students can use real-world imagination to learn and understand difficult concepts. AR allows them to understand them better as they are experiencing concepts in the practical, real-time world. Educators can use AR in their classrooms to engage their students, reinforce information, and get them excited about learning.

*AR is superimposing digital information onto real-world objects to create a 3D experience.
Enhances multiple learning abilities*

Punctuated Lectures

A punctuated lecture is a metacognitive strategy that helps students become aware of the behaviors they exhibit during a lecture. These behaviors (fidgeting, daydreaming, distraction) are unconsciously expressed and may impact student learning in the classroom. In becoming self-aware during class, students can begin to take control of their behaviors and be more accountable for their learning.

The Process

Listen - Stop - Reflect - Write - Feedback.

Listen: Students listen to a lecture.

Stop: After a designated time period, the teacher stops the lecture.

Reflect: Students are given time to reflect on their actions and thoughts during the lecture. They are prompted to think about what they were doing and analyze whether those behaviors helped or hindered their understanding of the topic.

Write: Students write down their insights. The information is processed and students determine how they can use the information to modify or change existing behaviors.

Feedback: Students give feedback to the teacher about what they have learned about themselves.

English Orthography - The English Writing System

The written form of communication is perhaps the most problematic area of language learning for non-native English speakers.

Phonemic representation

The letters in English orthography represent a particular sound. Single letters or multiple sequences of letters may provide indication of other sounds, such as 'sh', 'ch', 'th' or 'ph'.

Confusing pronunciations from English spellings

The words 'bough', 'trough', 'through', 'thorough', 'enough' all contain the letters 'ough' yet have a different pronunciation. This can seem very confusing and illogical to EFL learners.

The letter 'x'

Rarely, a single letter is used to represent multiple sounds. A useful example of this is the letter 'x', which normally represents the two letters 'ks' when sounded together, for example in the word 'expect'.

The letter 'y'

When representing a vowel, the letter 'y' in final positions represents the sound 'ee' in words which have been borrowed from Greek. However, the letter 'i' is usually used to represent this sound when used in non-Greek words.

Homophone differentiation

Spelling may also be used to distinguish between English homophones (words with the same pronunciation but different meanings).

For example, the words 'hour' and 'our' are pronounced identically in some accents. However, they are distinguished from each other in English orthography by the addition of the letter 'h'.

