What are the four key components of learning experiences? "AAMA"
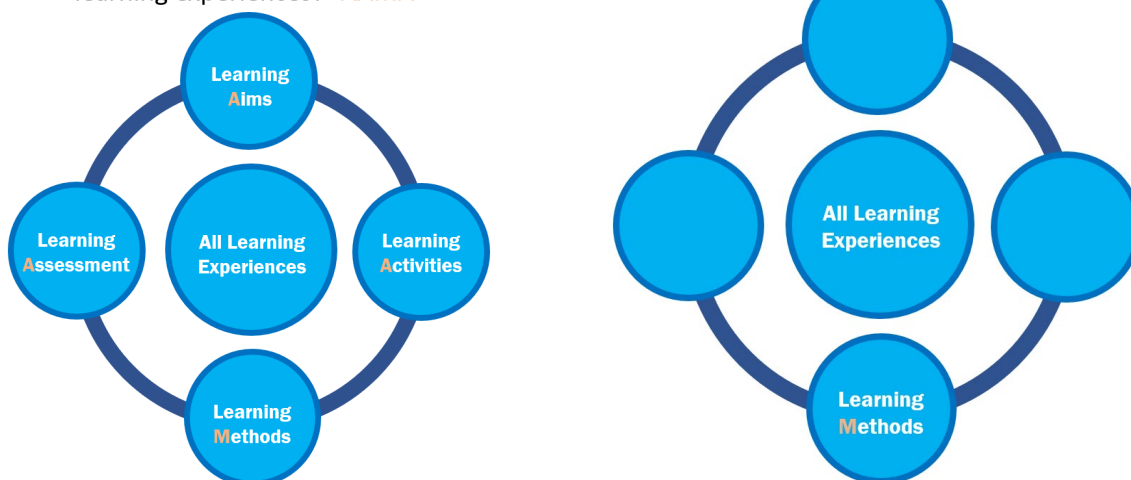
Active learning is based on **constructivism**, a learning theory that asserts that learners construct their own understanding of a topic by building upon their prior knowledge.

Implementing active learning therefore means shifting the focus of instruction away from knowledge transmission to learners' knowledge construction.

So what counts as active learning?

Bonwell and Eison (1991): active learning is "anything that involves students in doing things and thinking about the things they are doing" (p. 2).

Felder and Brent (2009): "anything course-related that all students in a class session are called upon to do other than simply watching, listening, and taking notes" (p. 2).

Active learning is related to other instructional methods that closely involve students in the knowledge constructions process, including:

- **Student-centred learning**, where the diverse learning needs of students, rather than the need to push through content, are at the centre of the learning process.
- **Problem-based learning**, where students are given a problem or scenario that requires students to formulate questions, analyze evidence, connect evidence to pre- existing theories, derive conclusions, and reflect on their learning.
- **Experiential learning**, where students learn by engaging in authentic learning activities, that is, ones that replicate situations or problems they might encounter in real life or in a work situation.

Active learning fosters understanding rather than memorization of facts; it encourages students to apply learning to different problems and contexts; it gives students more autonomy over their learning; and it helps students learn how to learn.

Source: *Active Learning*. Retrieved from: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/assignment-design/active-learning-activities

Why Active Learning:

**People generally remember...
(learning activity)**

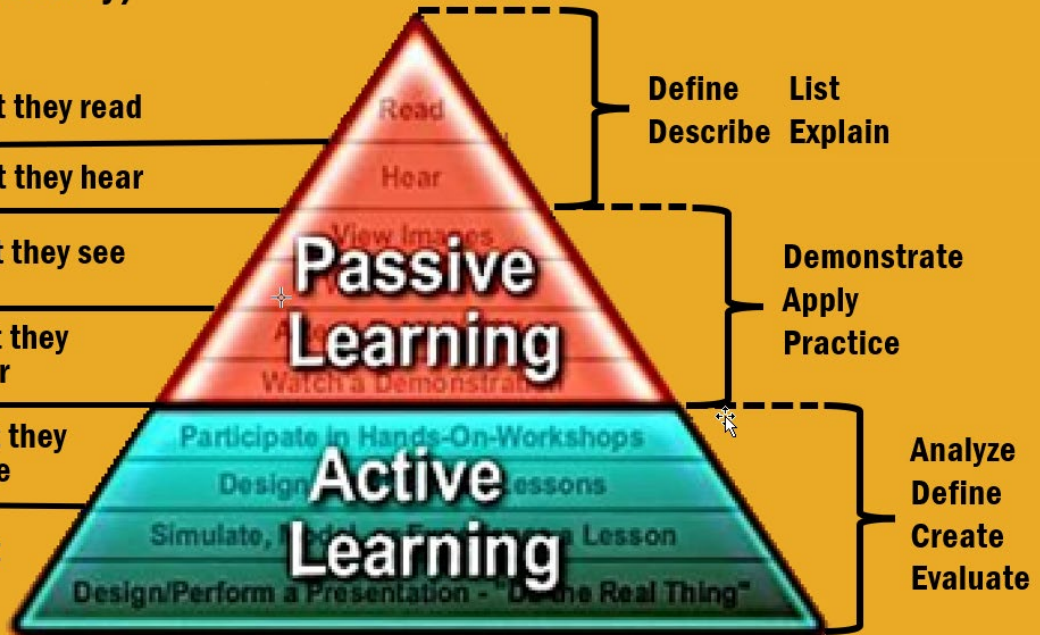**People are able to...
(learning outcomes)**

10% of what they read — Read
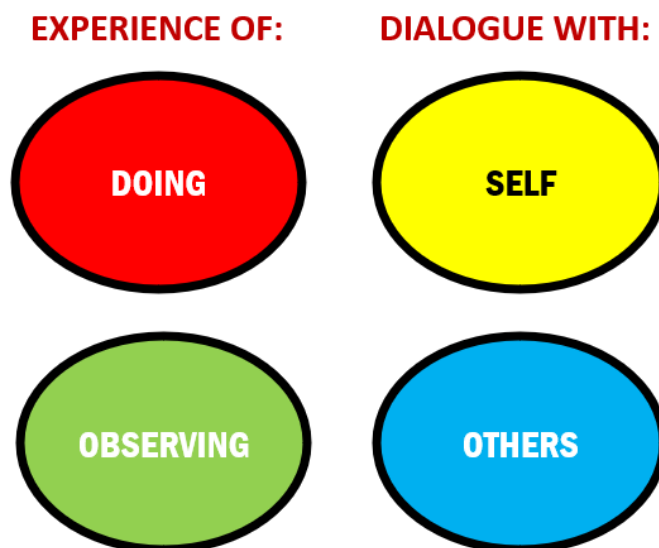
20% of what they hear — Hear

30% of what they see — View Images

50% of what they see and hear — Watch a Demonstration

Passive Learning

70% of what they say and write — Participate in Hands-On-Workshops / Design ... Lessons

90% of what they do — Simulate, ... a Lesson / Design/Perform a Presentation – "Do the Real Thing"

Active Learning

Define List
Describe Explain

Demonstrate
Apply
Practice

Analyze
Define
Create
Evaluate

A model for active learning

EXPERIENCE OF:

DIALOGUE WITH:

DOING

SELF

OBSERVING

OTHERS

Active Learning (by L.D. Fink)

Observing:

- Occurs whenever a learner watches or listens to someone else "doing" something that is related to what they are learning about.
- Act of observing may be "direct" or "vicarious."

(1) **Direct Observation**: the learner is observing the real action, directly.

E.g. A direct observation of poverty: go to where low-income people are living, and observing life there.

(2) **Vicarious Observation**: the learner is observing a simulation of the real action.

E.g. A vicarious observation of poverty: watch a movie involving poor people or to read stories written by or about them.

Active Learning (by L.D. Fink)

Doing:

- Any learning activity where the learner actually does something.
- "Doing" may be **direct or vicarious**.

(1) **Direct Doing**

E.g. If one is trying to learn how to conduct a high school band, direct "Doing" would be to actually go to a high school and direct the students there.

(2) **Vicarious Doing**

E.g. Conduct a band composed of fellow college students who were acting like (i.e., role-playing) high school students.

Other examples: Case studies, role-playing and simulation.
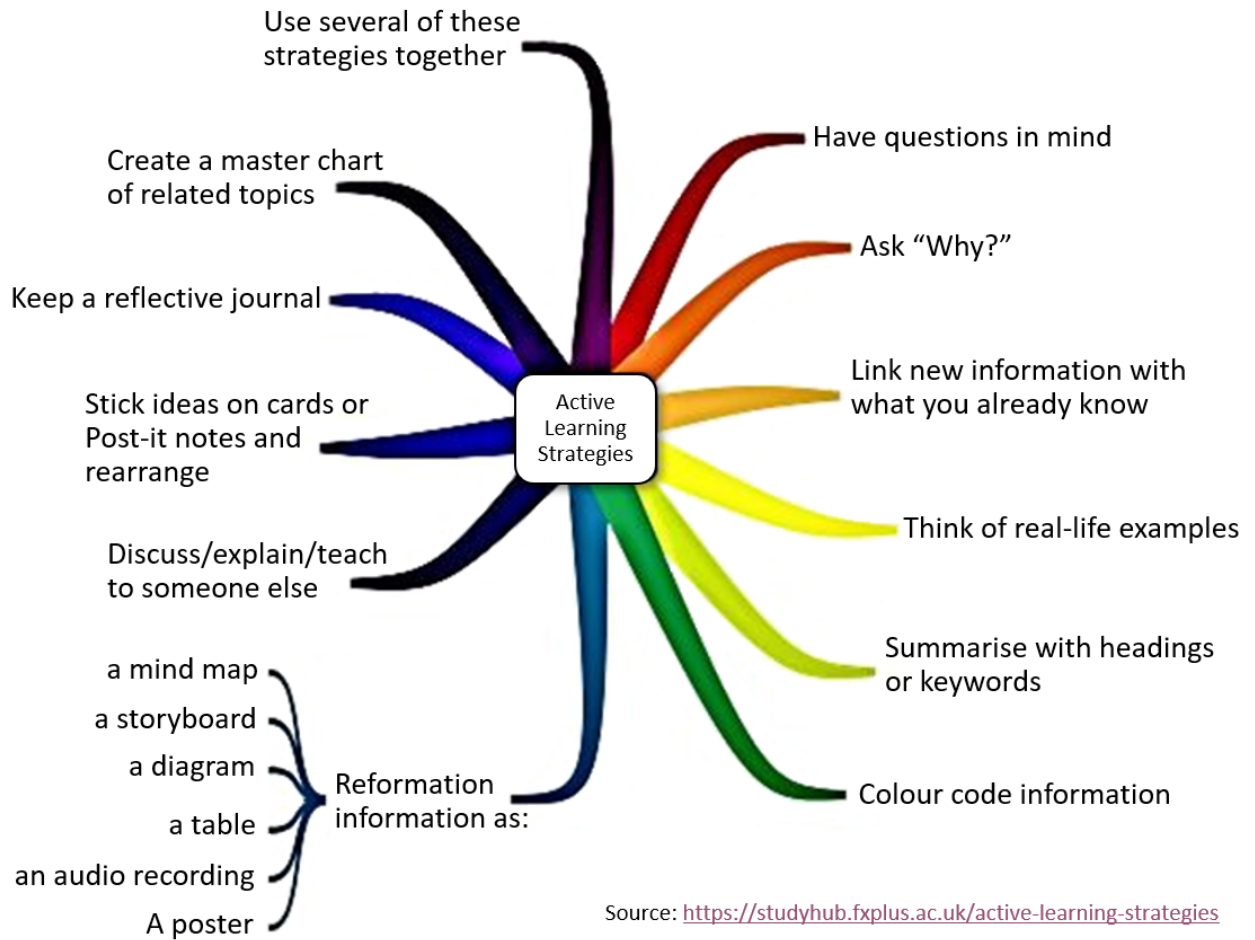
Active Learning (by L.D. Fink)

Dialogue with Self:

- When a learner thinks reflectively about a topic
- They ask themselves what they think or should think, what they feel about the topic, etc.
- This is "thinking about my own thinking"
- Addresses a broader array of questions than just cognitive concerns.
- E.g. A teacher can ask students to keep a journal for a course, or develop a learning portfolio.
- The students could write about *what* they are learning, *how* they are learning, what role this knowledge or learning plays in their own life, how this makes them *feel*, etc.

Active Learning (by L.D. Fink)

Dialogue with Others:

- When learners think reflectively together about a topic.
- The dialogue might be done live, in writing, or by email.
- E.g. A teacher creates an intense small group discussion on a topic.
- E.g. Dialogue situations with people other than students (e.g., practitioners, experts)

Use several of these strategies together

Create a master chart of related topics

Keep a reflective journal

Stick ideas on cards or Post-it notes and rearrange

Discuss/explain/teach to someone else

a mind map
a storyboard
a diagram
a table
an audio recording
A poster

Reformation information as:

Active Learning Strategies

Have questions in mind

Ask "Why?"

Link new information with what you already know

Think of real-life examples

Summarise with headings or keywords

Colour code information

Source: https://studyhub.fxplus.ac.uk/active-learning-strategies

Recommended reading:
Active Learning Activities. Retrieved from: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/assignment-design/active-learning-activities

END OF SESSION 3