Integrating Active Learning into Lectures: Ramp Up, Wrap Up, Follow Up (It’s a Process)

Brian Smentkowski, Ph.D.

Director, Center for Excellence in Teaching and Learning
University of Idaho
Assumptions and Goals

• Not a replacement model
  – Don’t stop “this” to do “that”.

• Active Learning is HIP (a high impact practice). OK, that was cheesy. But true, yet paradoxical.
  – It links to what we know about attention, memory, engagement, and higher-level thinking skills. It works, but note that while students routinely report that they “hate being lectured to”, they also “hate having to do all the work all the time.”
  – There is a perceptual prism you need to be aware of: the more work they see themselves doing in class, the less they see your work. They often want that and see a good class as one that fills their notebooks and provides all the ppts online.

• The general goal is to enrich, enliven, and engage students —to move them beyond indifference and a passive posture and towards a deeper investment in their own learning.

• In this session we will talk about things we can do daily (and why), things best saved for special occasions, and ideas for in- and in-between class engagement.

• Remember, to make the most of our learning experiences, especially in-class: Ramp Up, Wrap Up, and Follow Up.
Why?

• Why does active learning matter to you?
  – Consider Jose Bowen’s entry point for engaged learning: It is not enough to want students to care about your subject (or insist that they do so). Engagement and learning start with what matters to students. This is the “entry point.” If you understand what matters...you have a better chance of getting them to see what matters to you.
    • [https://www.aacu.org/liberaleducation/2014/spring/bowen](https://www.aacu.org/liberaleducation/2014/spring/bowen)
    • Oh, and Bowen wrote *Teaching Naked*, which set in motion a larger paradigm for flipping classes.
# What Matters

<table>
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<th>What matters to you as teacher?</th>
<th>Why does Active Learning matter?</th>
<th>What <em>is</em> active learning?</th>
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The Learner-Centered/Student View: Revisiting Edgar Dale’s Cone of Learning/Remembering

**Active Learning: Doing**
What we hear, say, and do.
Highest degree of engagement = highest retention

**Active Light: Receiving/Participating**
What we say
Discussions, Presentations

**Passive 1: Integrating Senses**
What we hear and see
Viewing demonstrations, modules, movies

**Pure Passive: Receiving**
What we read, what we hear
Cone of Learning (Edgar Dale)

After 2 weeks we tend to remember...

10% of what we READ
20% of what we HEAR
30% of what we SEE
50% of what we HEAR and SEE
70% of what we SAY
90% of what we both SAY and DO

Nature of Involvement

Verbal Receiving
Visual Receiving
Receiving / Participating
Doing

The Faculty View

As faculty, if we are primarily concerned with transmitting content, then our value will only decrease. The Internet contains a much broader selection of lectures, demonstrations, animations, and examples on more subjects, in more languages, and with a greater variety of approaches, methods, and pedagogies than any professor, department, or even entire university can provide. If, however, we are more concerned with faculty-student interaction; the design and sequence of learning experiences; the application, analysis, and synthesis of information; the motivation of students; and, especially, the increasing complexity of students’ mental models, then the value of what we do will increase.

The good news is that the greatest value of a physical university will continue to be its provision of face-to-face (naked) interaction between faculty and students. The first role of technology, therefore, is to create more time for such interaction. At a very basic level, new technologies can increase student preparation and engagement between classes and create more time for the (naked) in-class dialogue that makes the campus experience worth the extra money it will always cost to deliver. The most important benefits of using technology occur outside of the classroom.

https://www.aacu.org/liberaleducation/2014/spring/bowen
The Learning Environment

• What do you teach?
• How many students?
• What level?
• What kind of class – f2f, ol, hybrid?
• What about the learners – why are they there?
• What is your preferred teaching style/comfort zone?
What Are Your Learning Goals?

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<tr>
<th>Learning Goals</th>
<th>What do you do to accomplish them in class and in-between class sessions?</th>
<th>Why?</th>
<th>Alternatives?</th>
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Active Learning Strategies

This is a spectrum of some active learning activities arranged by complexity and classroom time commitment.

Prepared by Chris O’Neal and Tershia Pinder-Grover, Center for Research on Learning and Teaching, University of Michigan
Top 10 Strategies List

1. The Pause Procedure/Interactive Lecture: Throw in 3-4 pauses and ask students to reflect, to review/rework/discuss their notes with peers. Use **clickers** for in-class/intentional group work and sharing.
2. Think-Pair-Share
3. 1 Minute Papers
4. Discussions – large and small
5. Muddiest/Clearest Points
6. Concept Tests and Maps
7. Debates and Simulations
8. Peer Review
9. Info Lit Races
10. Case Studies, CBL, PBL

1. What about the role of technology?? In class? Out of class?
Critical Reflection and Metacognition

• Cognitive Wrappers and Critical Reflection
• John Dewey called it “thinking about your own thinking.” This helps students learn to self-regulate their own learning process.
  – Adapted from Marsha Lovett’s math-based exam wrappers.
  – When returning work, prompts students to focus on the feedback and reflect on three questions:
    • (1) How did they prepare?
    • (2) Where did they lose points?
    • (3) How might they prepare differently next time?
  – DEAL Model (Clayton, Ash and Clayton).

• Please contact me @ bsmentkowski@uidaho.edu for these materials.
And Remember…

• You can design your own learning MECCA – **Make Every Class Count, Always**
• Technology can be used to enhance, engage, *and* distract.
• If we look in one direction we find Ophelia/Polonius (bad), but if we look in the other direction we see Meno/Socrates (good)
• Ramp Up, Wrap Up, Follow Up
  – What’s the game-plan?
  – What strategies will you pilot?
  – How will you assess them?
    • Follow up?