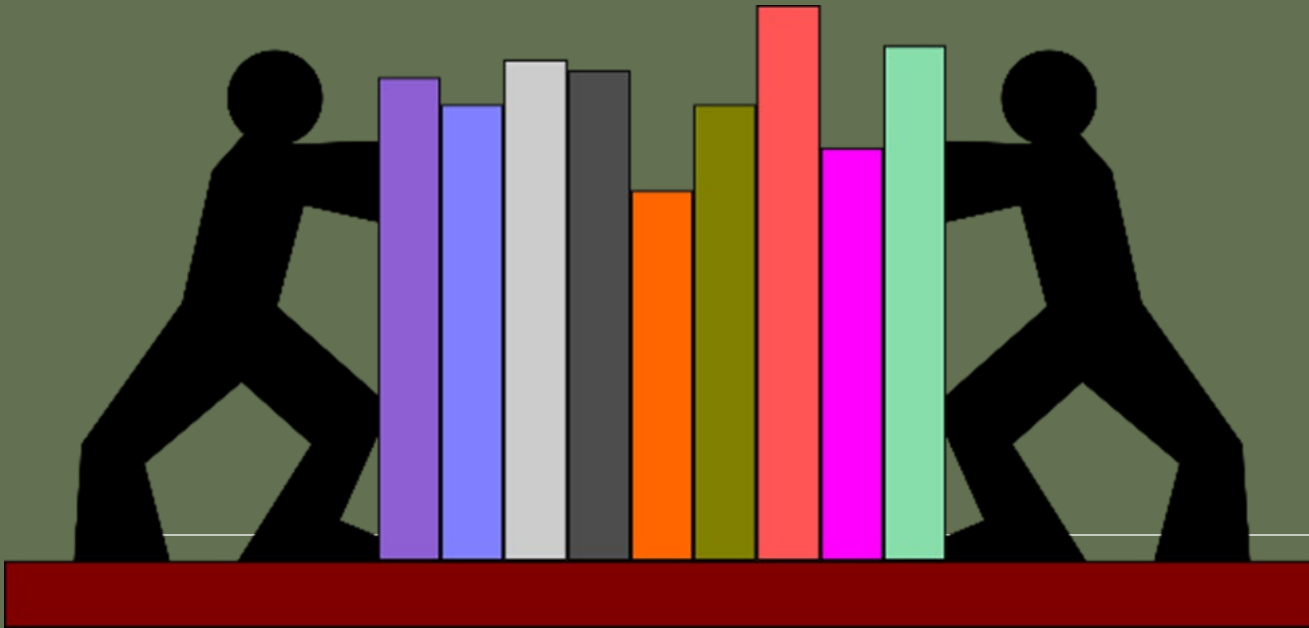


Designing an effective lesson with active strategies



LORAE ROUKEMA, ED.D

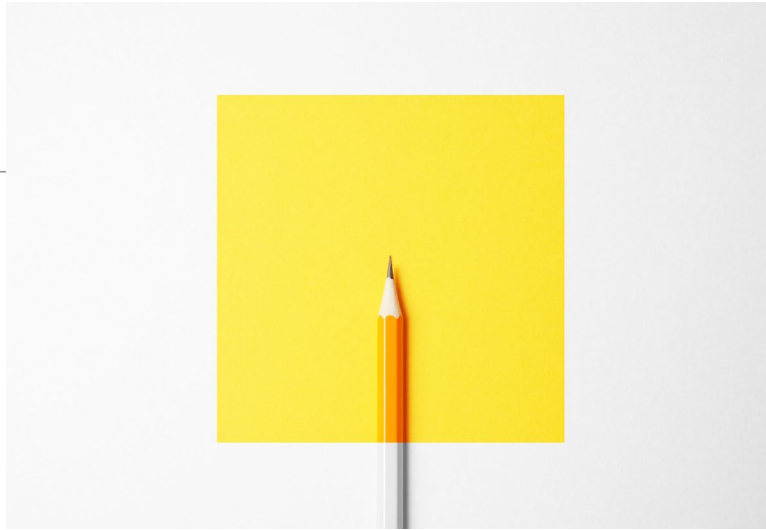
SCHOOL OF EDUCATION & HUMAN
SCIENCES

Ticket in the door



What do you know about how people learn?

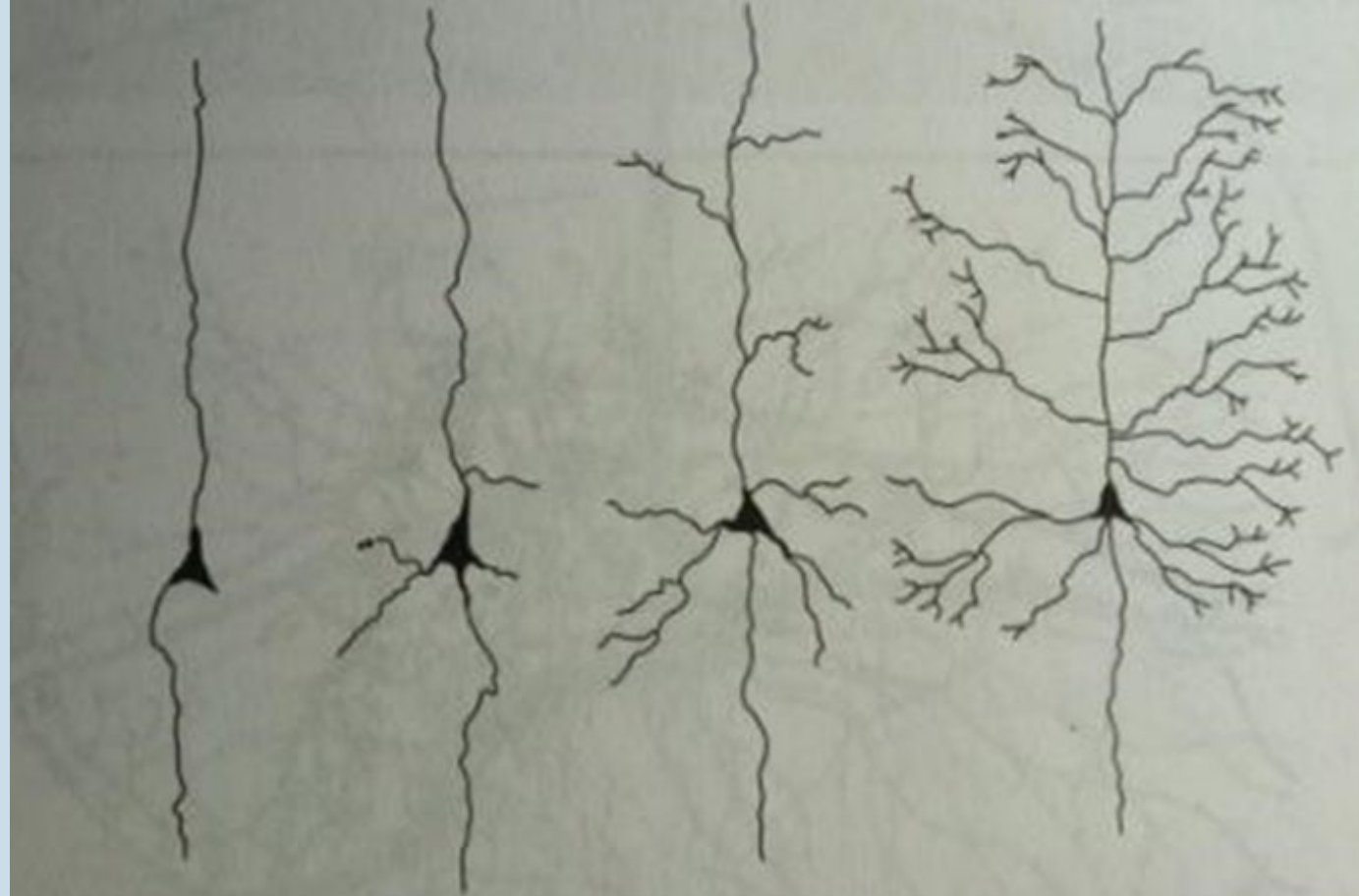
If you are watching this virtually, please post your thoughts in the Chat Box.



Draw a picture of learning

What is learning?

growing Dendrites = Learning



Smilkstein, R. (2011). *We're born to learn* (2ndEd). Corwin





Dendrites, synapses and neural networks

Think-Pair-Share or In the Chat Box

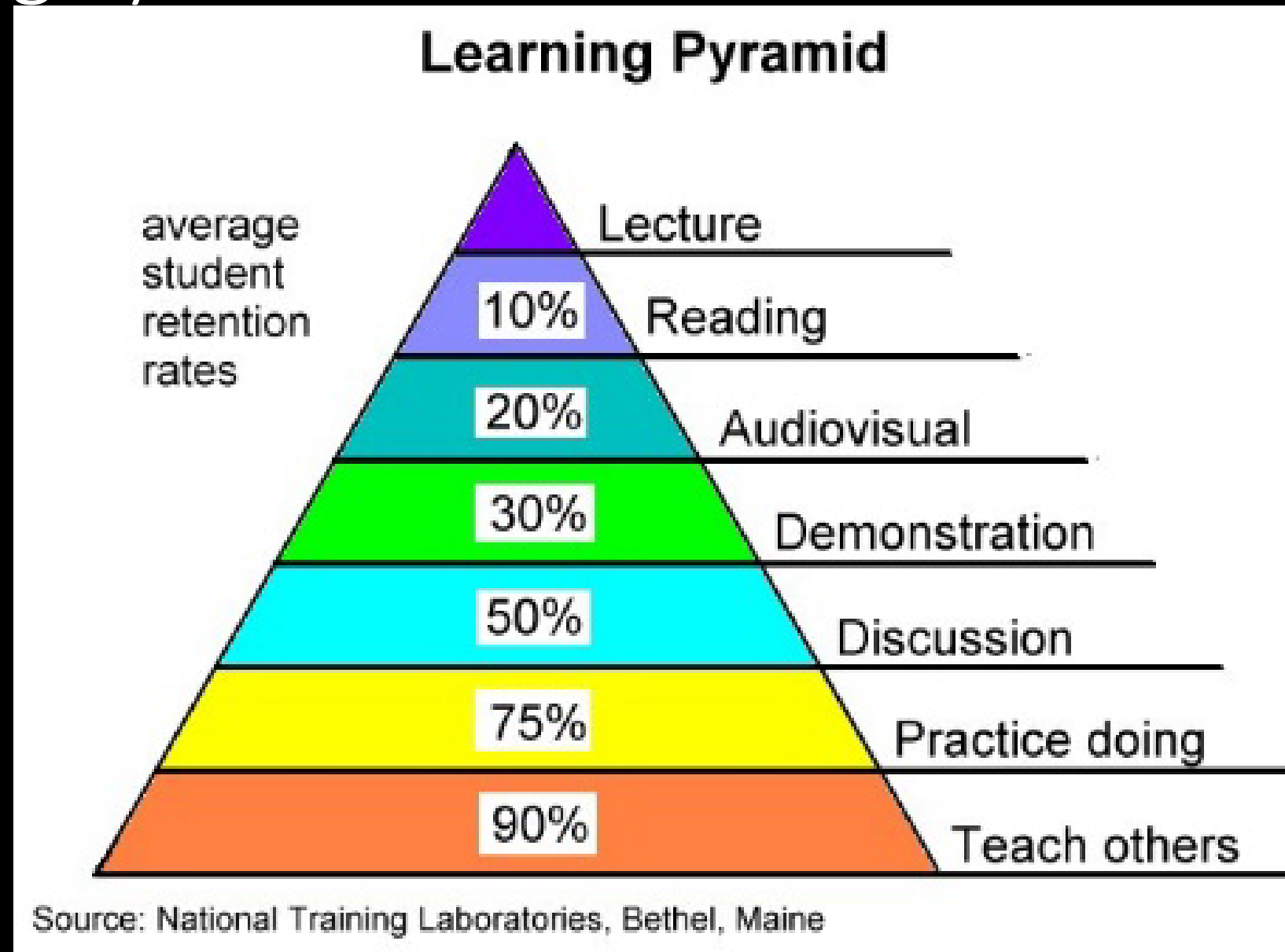
What are the implications of each of these statements?



1. Grow only from what is already there
 2. Grow from what is actively, personally, and specifically experienced
 3. Grow from stimulating experiences
-

4. Use it or lose it (pruning)

The Learning Pyramid

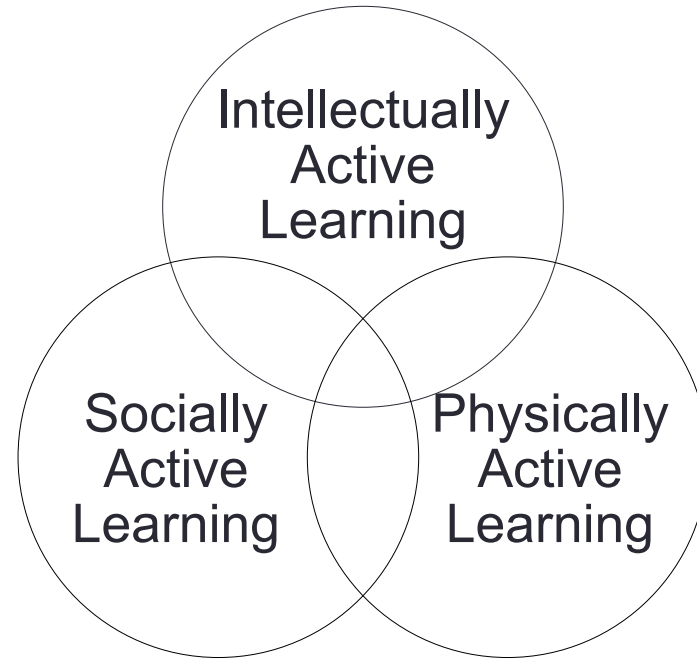


What is ACTIVE learning?



Engaging students mentally, emotionally, or physically in the construction of knowledge

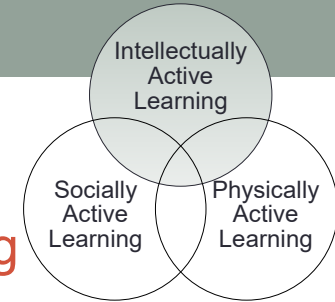
Three Dimensions of Active Learning



(Edwards, 2015)



Intellectually Active Learning



Passive Learning

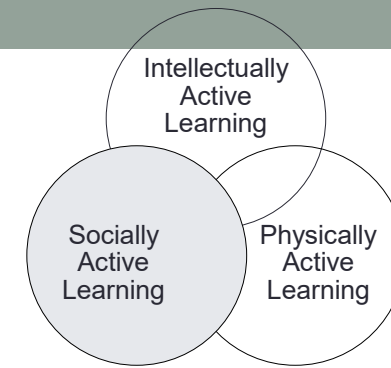
- Students passively receive information from their teacher.
- Emphasis is on factual learning.
- Teacher is the source of knowledge of the content.
- Students are viewed as empty vessels and a transmission approach is used to deliver and recall knowledge.

Active Learning

- Students are actively engaged in constructing their learning.
- Emphasis is on problem-solving, application, and critical thinking
- Teacher is a source of discipline expertise but also a facilitator of learning.
- Students are empowered to seek out new knowledge and apply that knowledge in new contexts.



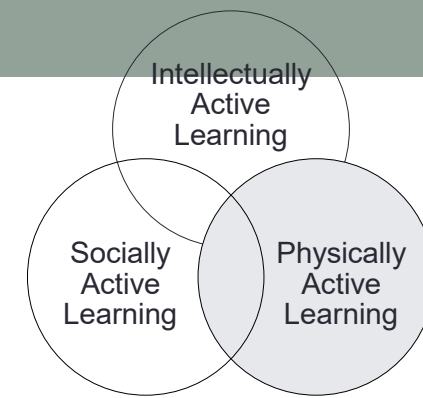
Socially Active Learning



- Importance of social construction of knowledge (Vygotsky)
- Collaboration & Cooperation as skills



Physically Active Learning

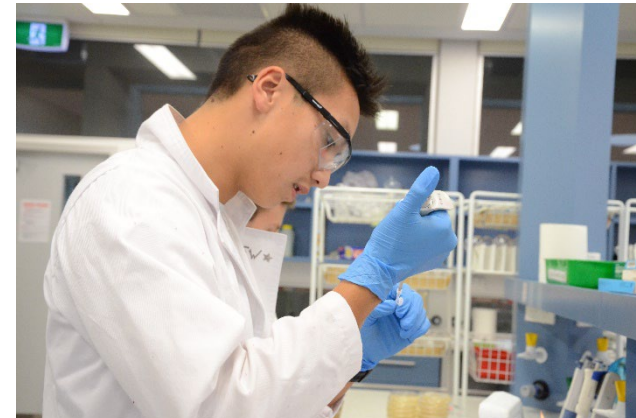


- Attention span is generally 7-10 minutes
- Physical activity increases blood flow, and therefore, oxygen to the brain

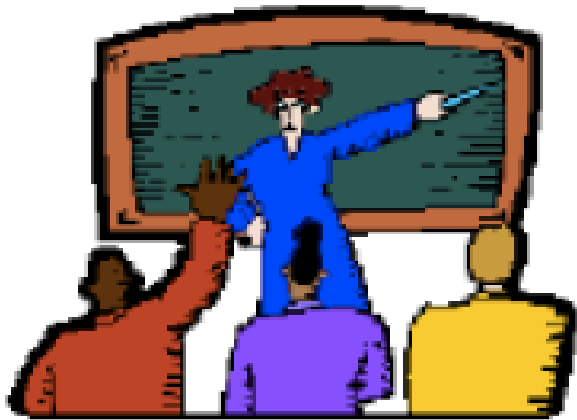


Goes without Saying...

- All of this must be purposeful.
- Our goal isn't fun...although fun is okay
- Our goal isn't movement for movement's sake
- Our goal isn't just getting people to talk
- Our goal is active, purposeful learning.



Sage on the Stage versus *Guide on the Side*



"sage on the stage"



"guide on the side"

PUSH

versus

PULL

What are obstacles to active learning?





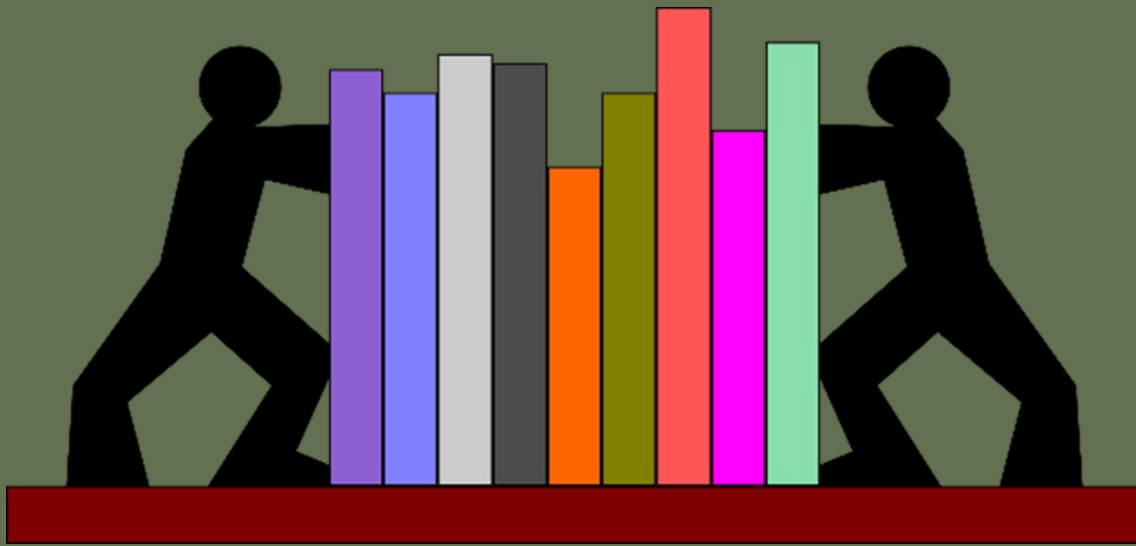
What are obstacles to active learning?

Lectures alone are too often a useless expenditure of force. The lecturer pumps laboriously into sieves. The water may be wholesome; but it runs through. A mind must work to grow.

(Eliot, 1869).



What makes a
lesson
effective?





Chunking



Interactive Strategies

Look through the provided handout and mark any activities that you might integrate.

Don't be afraid to TWEAK.

Infusing active strategies for more effective lessons



Think about a class you have coming up in the next week or so.



What is your Focus or Review activity?



What activities will engage students to THINK throughout your lesson? How are these chunked?



What will you have the students do for closure?



GOTS

WANTS



CLOSURE

IF YOU ARE VIRTUAL, PLEASE USE THE CHAT BOX TO RECORD YOUR THOUGHTS