

# Enhancing Professional Development Classes with Active Learning Pedagogy

Emily Frazier & Rich Robles

# Goals for this Session

- Define Active Learning Pedagogy
- Provide Activities to Consider Integrating
- Discuss Assessment with Active Learning



# Let's Brainstorm...

- What are your primary responsibilities at work?
- What do you hope to learn from this session?
- What are topics you teach/facilitate with groups of students?



# Gallery Walk

- What was it like to walk along and read other peoples comments?
- How did it feel when you saw other's reactions to your comments?
- How did this set the tone of this session?

**WHAT  
IF I  
TOLD  
YOU**

**THAT  
READING A  
POWERPOINT  
ALoud IS NOT  
THE SAME AS  
TEACHING**

# What are you doing that is considered active learning?

**Think:** Take a moment and make a list of the activities you are already doing that employ these characteristics:

- Relevant
- Learner centered
- Participatory
- Reflective
- Intentional



**Pair up:** discuss with your partner the activities you use.

- How do you see these activities promote what you're teaching?
- How does this reflect on your style as an educator?

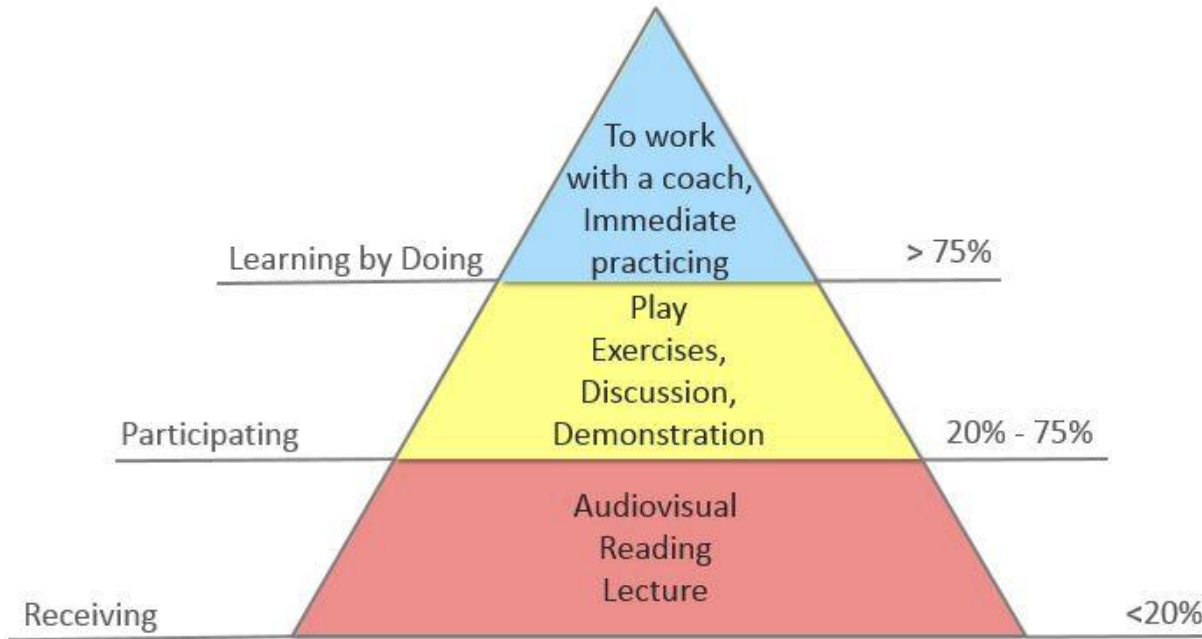
Share one thought with the large group.



# Why Use Active Learning Techniques?

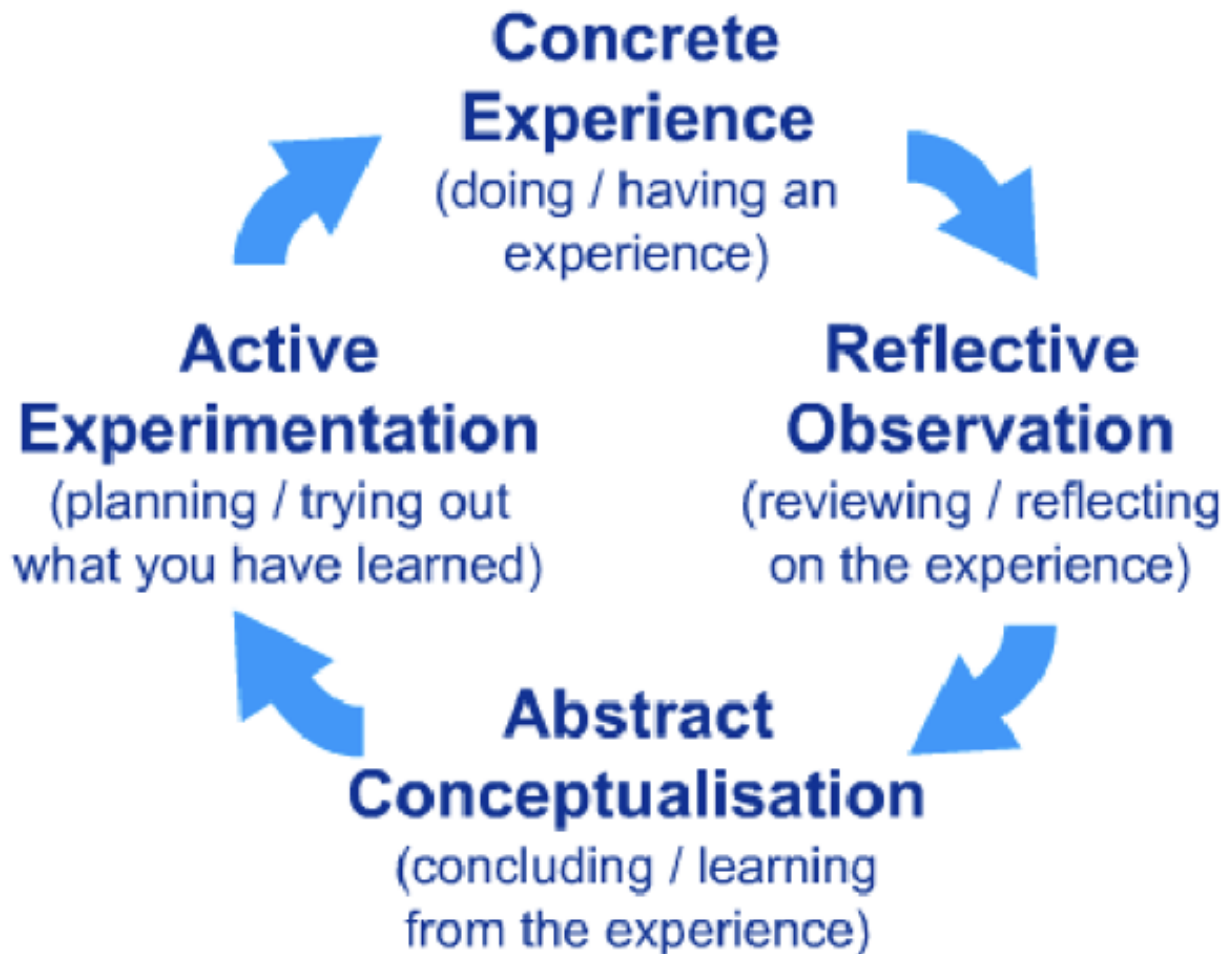
- Research studies have shown that when instructors switch their teaching style students learn more (based on test scores)
- Effective use of time in class
- Reinforces concepts that are learned rather than studied
- More fun teaching





## Retention of Learning

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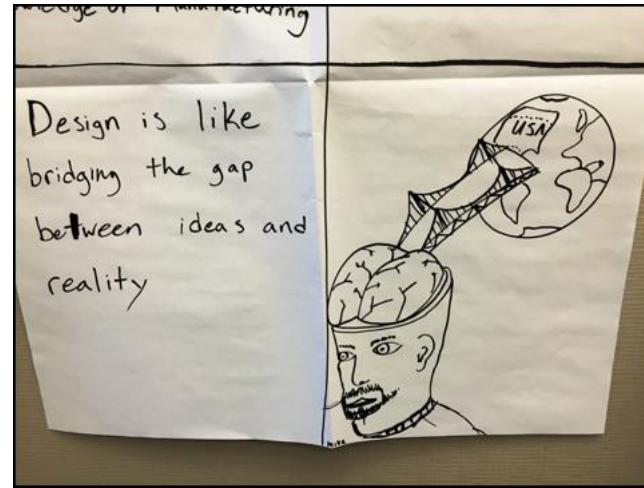
# When Can You Use Active Learning Techniques?

- The traditional classroom
- Job search preparation sessions
- Workshops
- Reflection/debrief sessions
- Student organization presentations and trainings

# Other Activities

## Activities

- Drawing
- Role Playing and Debates
- Peer Review
- Game Activities (Jeopardy)
- Fish Bowl



## Activities for assessment

- Minute paper (Clearest and Muddiest Point; daily journal prompts etc.)
- Internet - Poll Everywhere etc.

# Considerations

- Physical classroom size, shape, set-up, and furniture
- While the work in-class is more done by the learners, there can be more prep involved for the instructor
- Access to supplies, copies, AV considerations
- Participants - how many? Their comfort level with each other?

[richrobles.weebly.com/asee\\_active\\_learning.html](http://richrobles.weebly.com/asee_active_learning.html)

[emily.frazier@uc.edu](mailto:emily.frazier@uc.edu)

[rich.robles@uc.edu](mailto:rich.robles@uc.edu)

