Active Learning and Flipping the Classroom

What is Active Learning?

Charles Bonwell’s definition

- Students are involved in more than listening
- Less emphasis is placed on transmitting information and more on developing student skills
- Students are involved in higher order thinking (analysis, synthesis, evaluation)
- Students are engaged in activities (reading, discussing, writing)
- Greater emphasis is placed on student exploration of their own attitudes and values (Bonwell & Eison, 1991)

Active Learning engages students in activities; reading, thinking about a topic, sharing ideas, or group work with other students as some examples, before, during, or after class. Active learning instructional strategies include a wide range of activities that share the common element of “involving students in doing things and thinking about the things they are doing” (Bonwell & Eison 1991).

Active Learning creates an environment where students:

- Think critically or creatively
- Speak with a partner, in a small group, or with the entire class
- Express ideas through writing
- Explore personal attitudes and values
- Give and receive feedback
- Reflect upon the learning process

Active learning examples and tools:

- Turning Point Clickers- allows students in the classroom to instantly provide feedback, answer questions, and vote.
- Classroom Assessment Techniques (CATS)
  - One Minute Papers – where you ask the class a question and they have 1-minute to answer. Ex. What is the most useful thing you learned in the class today?
  - Muddiest Point- where the students will write about information they are unclear about regarding the day or overall information presented.
- Brainstorming- increase student involvement, motivation, and performance
- Outside of class reading, mini lectures (recorded), preparing for activity in the classroom
- Peer Assessments
- Group work- collaboration
- Problem-solving exercises
- Students taking turns to lead discussions
**Flipping the Classroom**

Flipping the classroom means changing from the in-class lecture and out-of-class homework to one where students watch lectures online outside of class and spend time in class working in groups, collaborating, and working together.

To support flipped learning, instructors create flexible environments (F) for spaces, timelines and learning expectations. The learning culture (L) shifts from a teacher-centered model to a learner-centered approach where students are actively involved in knowledge construction and personalizing their learning experience. Instructors are intentional (I) in planning content, methods and strategies for student-centered, active learning. Professional (P) roles in the classroom shift to instructors observing student activity, assessing their work, and providing feedback. (Flipped Learning Network, 2014)

Here is a handout on Flipped Learning that goes into much more detail:


Advantages:

- With recorded mini-lectures, students can listen to the recording at their convenience before class, when doing homework, or studying for an exam.
- They can listen to the mini-lectures as many times as needed.
- Giving the students a short quiz in class paired with this type of learning can help you to assess the class and progression.
- In-class, students are guided by the instructor to apply concepts, problem-solve, and think critically about topics presented.