



*A Guide to Teaching in the Active Learning Classroom* by Paul Baepler, J. D. Walker, D. Christopher Brooks, Kem Saichaie, and Christina I. Petersen

**Think you might want to read this book?**

The concept of Active Learning is not new to the K-12 arena. Masterful K-12 teachers have been facilitating learning in their classrooms for years that incorporated activity, fostered collaboration, and enhanced knowledge. *A Guide to Teaching in the Active Learning Classroom* takes what many K-12 educators have known for years about student learning and enhances it to another level. All teachers, regardless of level, would benefit from reading the research-based teaching practices outlined in this book. Furthermore, while this book is focused on higher education, the principles and practices included are easily modified by any teacher looking to increase both their role as a facilitator in their classroom and their students' role as creators of knowledge.

**What would Socrates ask?**

- What benefit does teaching with active learning have for students?
- How do I create the conditions for constructive group dynamics?
- What is the importance of classroom relationships on student learning?
- What communication is necessary to facilitate active learning?
- How do I create groups to maximize the potential for learning?

**Research**

- Students in active learning classrooms exceed their own grade expectations as predicted by standardized test scores.
- Students in active learning classrooms outperform their peers in traditional classrooms.
- Using a flipped classroom model and a blended learning approach in an active learning classroom can compensate for significant reductions in face-to-face time in the classroom.

**Concepts**

- In an active learning classroom:
  - Most of the information transmission in lecture form is moved out of the classroom (flipped classroom model) or is greatly reduced
  - Most activities are supported by graded pre or post-class readings, homework, etc.
  - Classroom activities are typically followed by some form of whole class synthesis facilitated by the instructor
    - Discussion-Short assessment-Mini-lecture
  - Students often work in small teams on activities designed to provide them with a deeper understanding of the topic
- Social Context in a Learning Environment

- Student-Student General Relations
- Student-Instructor Formal/Informal Relations
- Student as Instructor
  - Create opportunities for students to act as the teacher
  - Assign jigsaw exercise so students teach material to one another
  - Require students to explain homework answers
- Active Learning Assessment and Activities
  - Semester-Long Projects
    - Use multiple check-ins
  - Community Partners Project
  - Problem Sets
    - Require students to apply foundational knowledge to new situations
  - Structured Discussions and Debates
  - Experiments with Manipulables (materials you work with)
  - Skill Development
  - Topic Introduction
- Managing Student Groups
  - Use team accountability measures
  - Group framing should be student-centered and should focus on the application and practice of the work
  - Student learning is promoted with groups that contain the following elements.
    - Accountability
    - Group processing
    - Interaction
    - Interdependence
    - Skill development
- Assessment and Feedback
  - Collaborative exams/quizzes
    - Test individually first, then collaboratively
      - Can be same questions
    - Open-book exams, Clicker quizzes/questions, Projects and presentations
  - Feedback
    - Students work on whiteboards (or large chart paper) so instructors can give feedback in the moment
    - Peer feedback

### Quotes from the author

- "...how one uses a physical space can shape the way others think about, interact with, and use that space."
- "...working together toward a common goal improves students' learning (from retention to mastery) of a concept, task, or topic."

### Quotes from others

- “I believe that teachers are like architects; that is, they design spaces, select materials, create innovative outcomes, and engender patterns of interaction that may well change not only the landscape of their students’ outside world, but also the inner terrain of their bodies, minds, and hearts.” - Kathleen O’Donovan
- “...to scale up the amount of doing while scaling back the watching, to continue and expand the team and cooperative learning experiences” - J. M. Wilson & Jennings

**Implement tomorrow?**

- Use micro-lectures
  - Create shorter lectures interspersed between periods of student activity
- Do not use technology just for the sake of technology
  - “...think carefully about how the use of technology aligns with course outcomes and integrate it accordingly.” p. 68
- Find ways to modify lessons you are already doing in your classroom

**Organizations/schools working on answers**

- [Texas A&M- Center for Teaching Excellence](#)

**Gateways to further learning**

- [Active Learning](#)
- [Lessons in Learning](#)
- [Project-Based Learning](#)
- [Active Learning Strategies](#)
- [Twilight of the Lecture](#)

**Referenced books with the potential to impact leading and learning in education**

Author(s) Last Name	Title
Doyle	<i><u>Helping Students Learn in a Learner-Centered Environment</u></i>

The applicability of this book to education is ....



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