



# Active Learning in the Adult Education Classroom

Montgomery College  
Christine R. Rai



# Session Outcomes



**By the end of this workshop, you will:**

- Identify needs of adult education students
- Discover how active learning can help meet student needs
- Select active learning strategies appropriate for your courses
- Discuss current use of active learning
- Set goals for infusing active learning into your courses





# Center for Community College Student Engagement



“Student learning, persistence, and attainment...are strongly associated with student engagement. The more **actively engaged** students are—with college faculty and staff, with other students, with the subject matter they are studying—the more likely they are to persist...and to achieve at higher levels.”





# What is active learning (AL)?

- Students are interacting with the course material at a higher level than simple listening and reading
- They are actively engaged in meaningful learning activities
- Contrasts with a course centered on traditional lecture and information recall

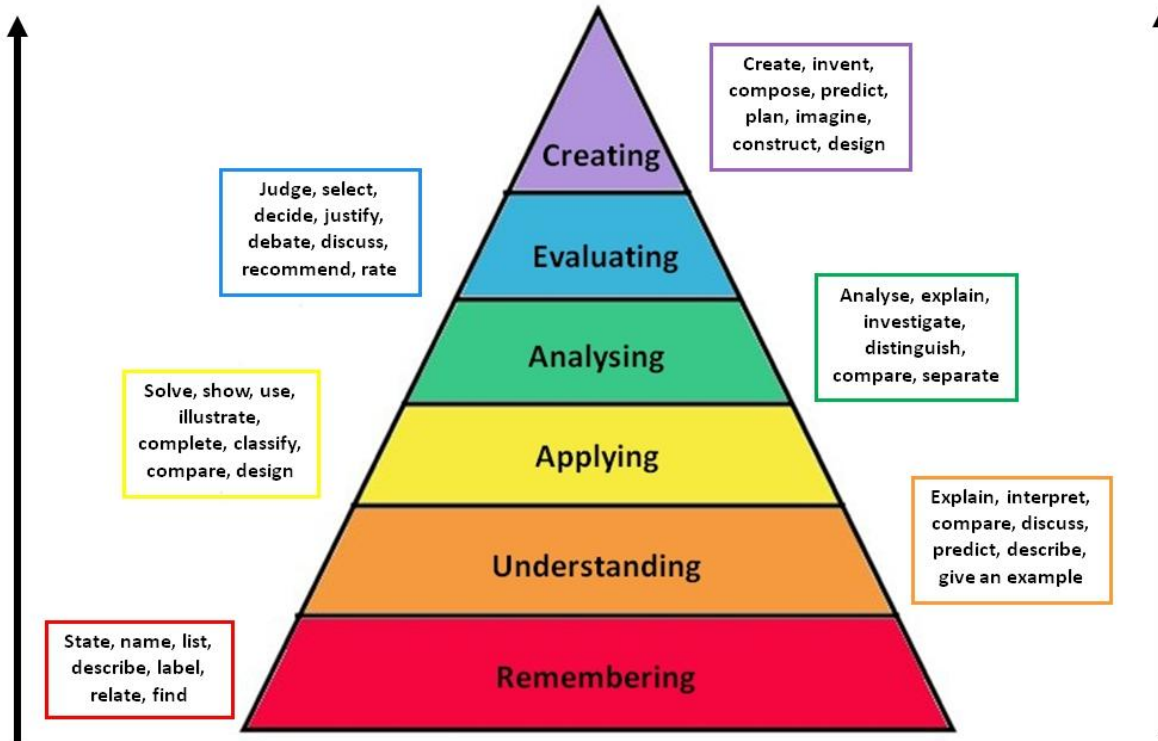




# Learning Domains



Bloom's Taxonomy





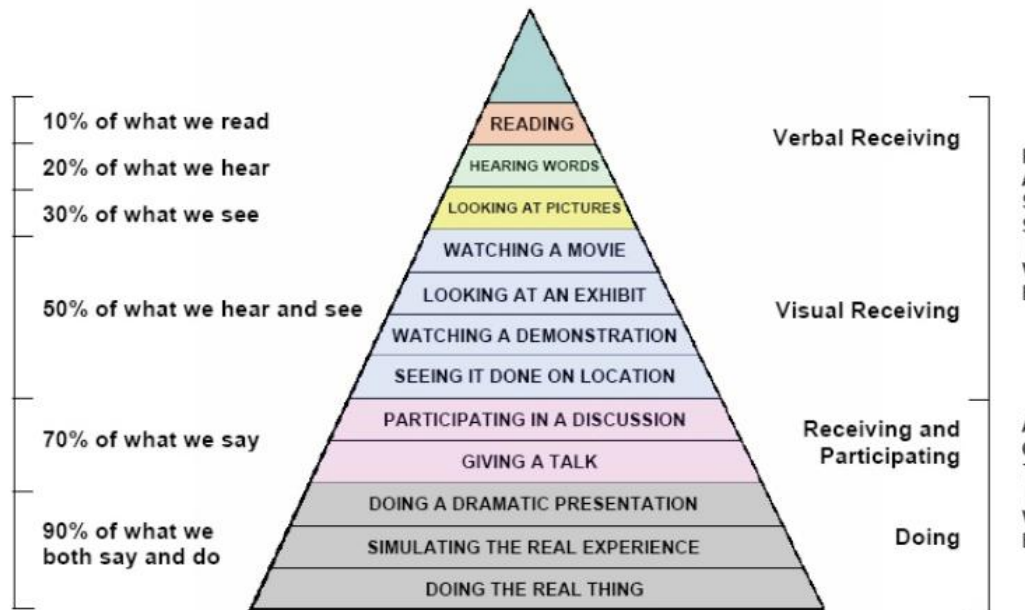
# This also results in higher information retention rates



## CONE OF LEARNING

WE TEND TO REMEMBER OUR LEVEL OF INVOLVEMENT

(developed and revised by Bruce Hyland from material by Edgar Dale)



Edgar Dale, *Audio-Visual Methods in Teaching* (3<sup>rd</sup> Edition). Holt, Rinehart, and Winston (1969).



# Student Needs



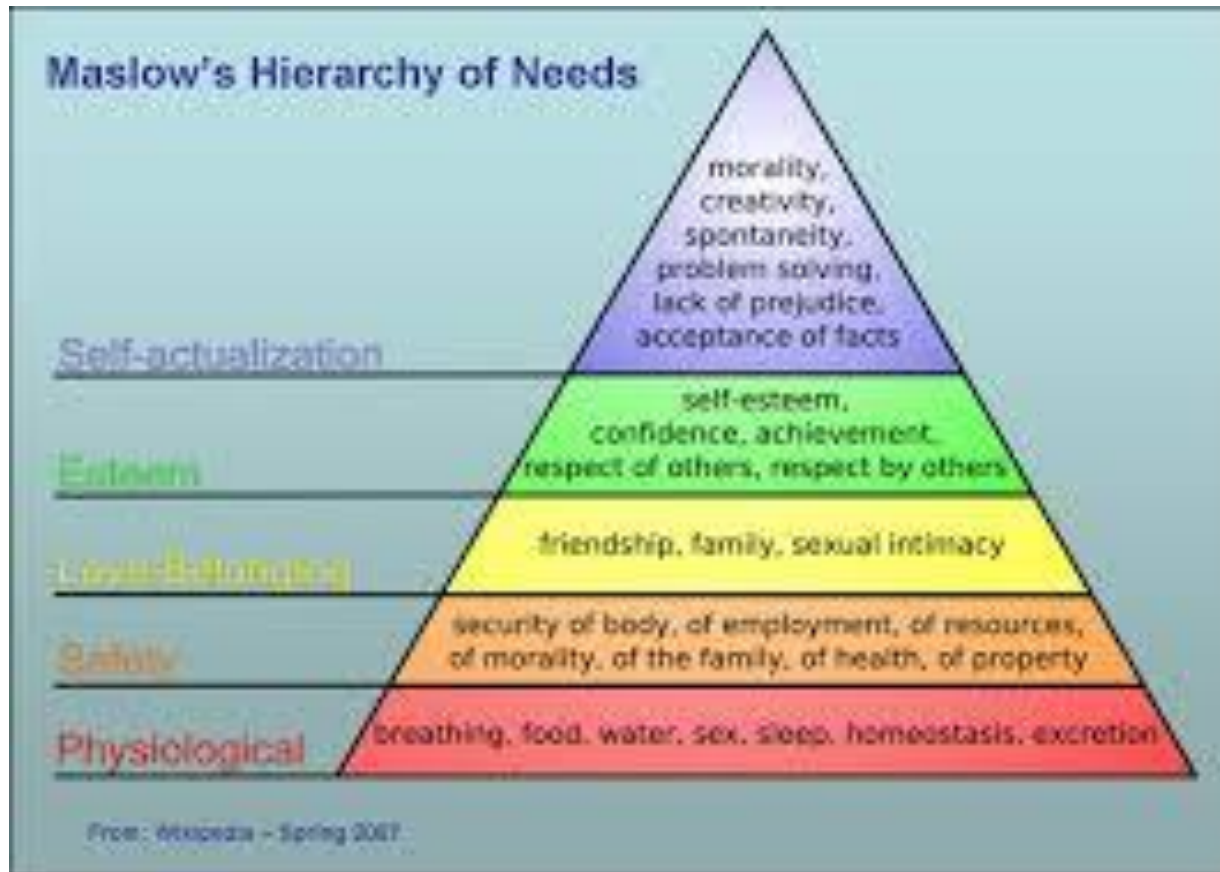
Discuss and fill out graphic organizer with someone sitting near you:

- What are your students' needs?



+

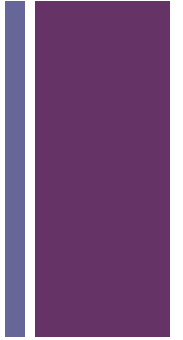
# Why address needs? Why not just instruct?







# Infusing AL



Active learning is an effective means to increase student engagement.

It is useful to keep in mind that active learning strategies are not intended to fully replace lectures, but as a means to **improve** and **enhance** them.

Select strategies that are **appropriate for your course, will meet one or more student needs, and address learning outcomes**

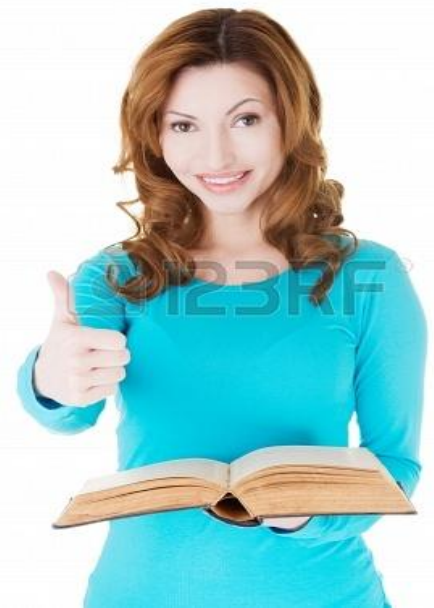
**Let's explore some easy-to-implement active learning strategies.**



# Immediate Feedback

Assess student understanding so instruction can be adjusted. Engages all students with no time needed to collect and grade responses. Excellent for large classes.

- **Finger signals:** Students hold up fingers in front of torsos in response to yes/no or multiple-choice questions.
- **Flash cards:** Students respond to questions with color-coded cards held in front of torsos.



+

In the THIEVES textbook previewing strategy, what does the “I” stand for?

■ **Information**

■ **Inferences**

■ **Interest**

■ **Interrogation**



+

What is the correct acronym to remember the algebraic order of operations?

■ **PEMDAS**

■ **MEDASP**

■ **SADMEP**

■ **EMDAPS**



+

What should begin an effective introductory paragraph?

■ **A hook**

■ **Your thesis**

■ **Your first subtopic**

■ **Introduce yourself**





# Joke of the Day



- Academic (general) or discipline (specific)
- Can be used at any point of the class to stimulate discussion, energize your students, or transition.
- Humor encourages creative and divergent thinking.
- Can be from instructor or students.

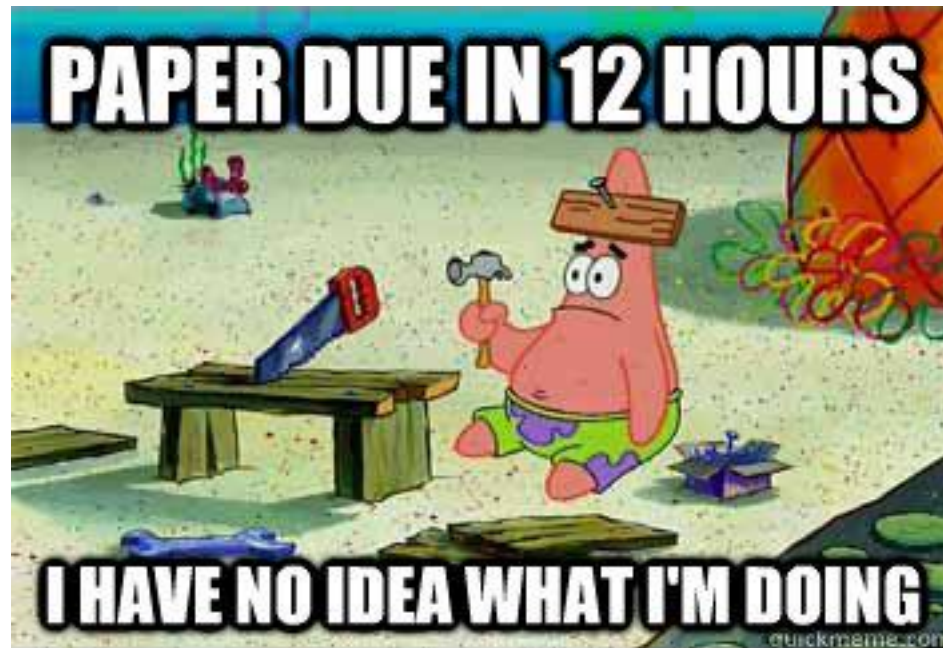




# Academic Skills



- Time management

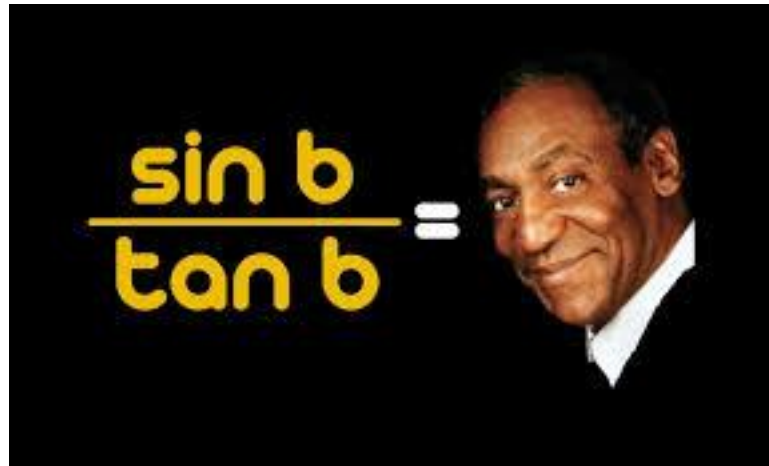




# Math



- Working with variables







# Writing



- Proofreading

Let's eat grandpa.  
Let's eat, grandpa.

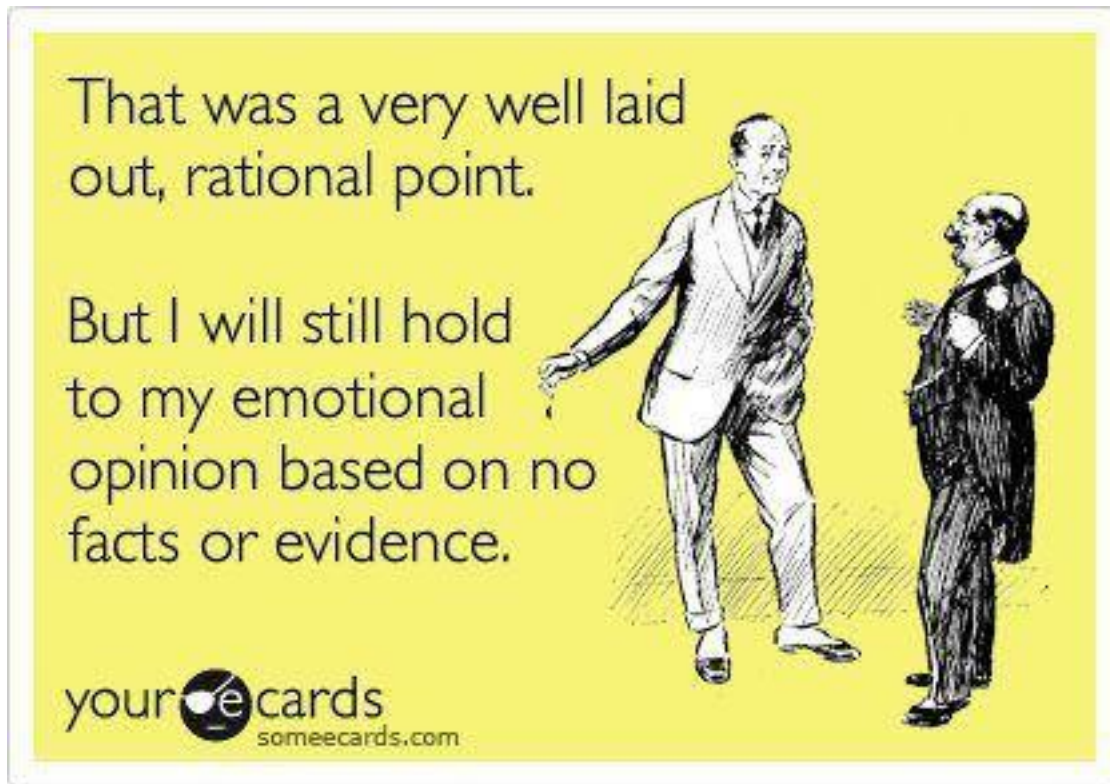
**correct punctuation can  
save a person`s life.**



# Reading



- Reading critically

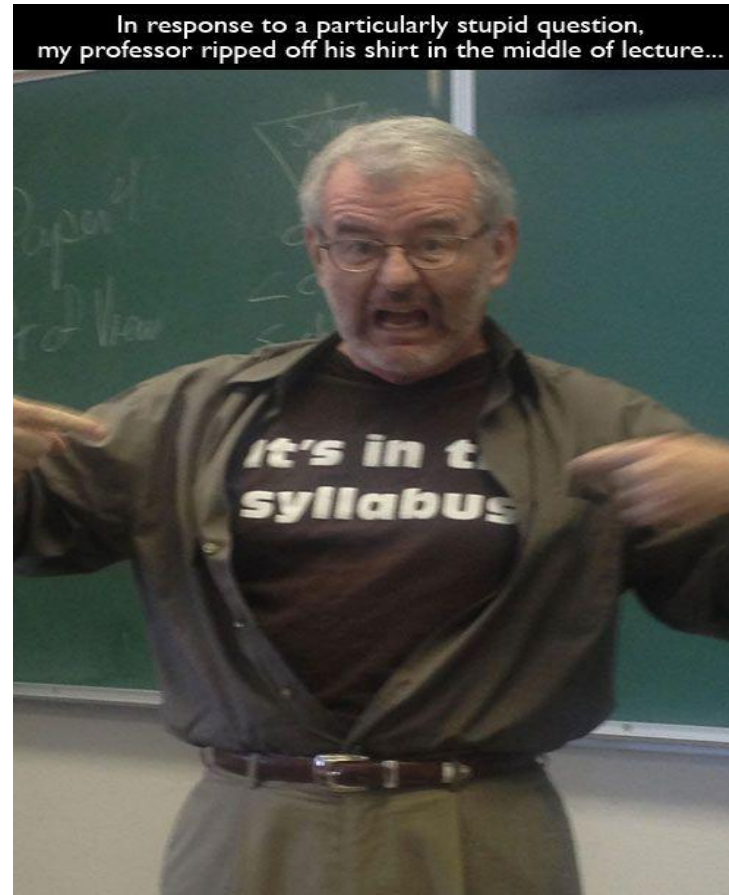




# Academic Skills



- Using resources/help-seeking order





# Video Clips



- Energize and engage students
- Stimulate critical and creative thinking
- Can be sourced from popular movies and television, YouTube, TED Talks, Films on Demand, Wing Clips etc.
- Students can make connections between course material and video clips.

<https://www.youtube.com/watch?v=ap3u06YgjXc&list=FL0HwAYrazlFNluCxeiWC4qg>



# Post-It Survey

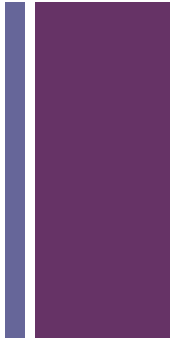
- Short, open-ended question related to the course material, or a general one (i.e. muddiest point)
- Increases level of participation
- Anonymity=accuracy
- Misconceptions can be corrected immediately
- Can be used at end of class session or after covering a particular concept/skill



+

Please answer and stick your Post-It on the board:

- What is one thing you'd still like to find out about AL?





# Think-Pair-Share

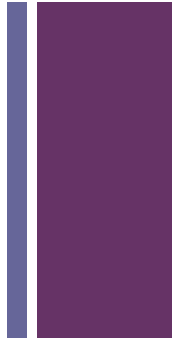


- Students respond to a question individually, discuss their response with a partner, and then partners share their conclusions with the whole class or another pair.
- Engages each student and encourages collaboration and communication.
- May also improve accuracy and quality of responses.





# Reading BINGO



- Facilitator will give vocabulary clues (feel free to assign this role to a student)
- Vocabulary clues may be definitions, open-ended sentences, or phrases

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_  
Directions: Fill in each blank with a word from the word bank to create your own Bingo card.

## PSSA Reading Vocabulary Bingo

		FREE SPACE		

antonym	context clues	homographs	multiple meanings
prefix	root word	suffix	synonym
draw conclusions	inference	informational writing	main idea
narrative writing	persuasive writing	poetry	summary
supporting detail	solution	theme	sequence
alliteration	characters	metaphor	personification
plot	point of view	setting	simile
bar graph	bias	chart	exaggeration
fact	heading	opinion	text format
cause	compare	contrast	effect
graphics	making connections	problem	

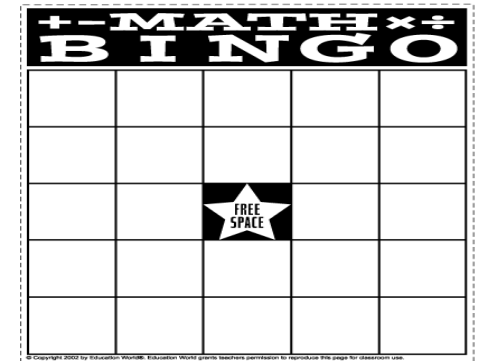




# Math BINGO



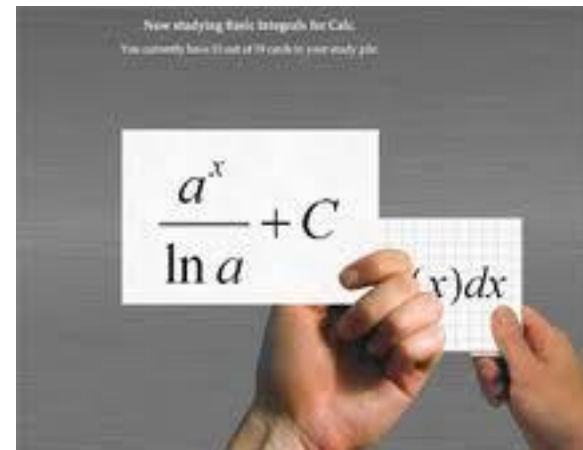
- Pair up students. Bingo cards can have an equation or solution in each blank. If the Bingo cards contain equations, then call out the answers. Based on the answer, the students are to find the correct equation and mark it on the Bingo card. If the Bingo cards contain solutions, call out the equations. Based on the equations, the students are to find the correct solution and mark it on the Bingo card. When the students have marked five answers that make a line, they shout "Bingo!"





# Flashcard Math Skill Review

- Prepare 2 sets of flash cards for student pairs. Each set of flash cards contains 10-12 problem cards, plus cards containing possible solutions.
- For the activity, one student will flash the problem card while the other student shuffles through the solution (or answer) cards to find the correct answer. If the two agree on the solution or answer, they may then turn the card over to confirm that their answer is correct.





# Flashcard Vocab Review



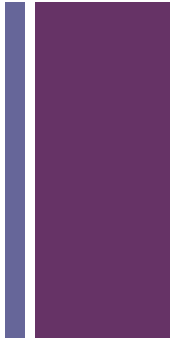
- Prepare 2 sets of flash cards for student pairs. Each set of flash cards contains 10-12 vocabulary cards, plus cards containing possible definitions.
- For the activity, one student will flash the vocabulary term card while the other student shuffles through the definition cards to find the correct answer. If the two agree on the definition, they may then turn the card over to confirm that their answer is correct.





# Empty Outlines

- Distribute a partially completed outline of the day's lecture and ask students to fill it in.
- Models good note taking skills and encourages attentiveness





**English 002**  
**Class Notes**  
Session \_\_\_\_\_  
Date \_\_\_\_\_

**Fill out this sheet with important information during our class session. You can then use it to review and study concepts at home. Active note taking and regular review empower you to maximize your education!**

1. Topic sentences and thesis statements express the writer's \_\_\_\_\_ point...state one opinion about \_\_\_\_\_ topic...and are something you can show, \_\_\_\_\_ or \_\_\_\_\_.
2. A topic sentence should be neither too \_\_\_\_\_ or too \_\_\_\_\_.
3. Too broad results in too many \_\_\_\_\_, too confusing for your reader.
4. Too narrow results in not enough \_\_\_\_\_; you will run out of things to say.
5. Support for your point can include examples, \_\_\_\_\_, and \_\_\_\_\_.
6. All support needs to show, \_\_\_\_\_ or \_\_\_\_\_ your main point.
7. Usually 3 to \_\_\_\_\_ supporting points are a good number.
8. You can organize your ideas by time, space, or \_\_\_\_\_. Be sure to use transitions to make your writing \_\_\_\_\_.
9. Strong paragraphs begin and end with \_\_\_\_\_ information.
10. Writing workshops offer specific and \_\_\_\_\_ feedback.

**Other Notes**

---

---

---

---

---

---

---

---

---

---



# Harvesting



- After an experience/activity in class, ask students to reflect on “what” they learned, “so what” (why is it important and what are the implications), and “now what” (how to apply it or do things differently).





# In your Classroom



Review your AL strategies checklist:

- What AL strategies do you currently use in your classes?
- What strategies from today do you plan to use or investigate further?






# Questions About AI?



I FACILITATE THINKING.  
I ENGAGE MINDS.  
I LISTEN TO QUESTIONS.  
I ENCOURAGE RISK.  
I SUPPORT STRUGGLE.  
I CULTIVATE DREAMS.  
I LEARN EVERYDAY.  
  
**I TEACH.**

 venspired





# Thank You

Thank you for attending this Spring 2014 7<sup>th</sup> Annual Professional Development Conference. I hope you discovered some strategies for active learning in your classes.

If you have any questions about AL, please feel free to contact me at [christine.rai@montgomerycollege.edu](mailto:christine.rai@montgomerycollege.edu)





# Resources

- <http://cfe.unc.edu/pdfs/FYC2.pdf>
- <http://scaleinstitute.com>
- <http://www.coastalcarolina.edu/faculty-staff/professional-development/instructional-resources/active-learning/>
- [http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Assessment/content/101\\_Tips.pdf](http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Assessment/content/101_Tips.pdf)
- <http://www.oncourseworkshop.com/Student%20Success%20Strategies.htm>
- [http://www.ccsse.org/center/about\\_cccse/focus.cfm](http://www.ccsse.org/center/about_cccse/focus.cfm)

