Preventing Students from Snoozing and Losing

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Lecturing: Snoozing and Losing

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Fish Bowl Discussion

- Odd numbers - Stand up - circle
- Even numbers - Sit down - circle

Topic: Why do college professors lecture?
Active Learning

“Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject” (Meyers & Jones, 1993, p. 6).
“Active learning is best. When a child interacts directly with materials and ideas, rather than just hearing or reading about them, he understands better and retains longer. Note the ‘active’ can mean ‘hands-on’, in which children interact with materials, but it can also mean ‘interactive’, in which they interact with ideas, through discussion, writing, and reflecting. An effective teacher involves students in learning-by-doing, working in groups, discussing, writing, and reflecting—in addition to reading and listening” (Barber, Parizeau, & Bergman, 2002, p. 52).
Students compared our classes, which included active learning, to lecture style classes.

- 15-week courses and 5 week summer classes over 5 years

Data source

- Student questionnaire
- 5 point Likert scale
- Student’s responses to questions
- More motivated, learned more, pay more attention, more interested, desire to come to class, effort on assignments.

Number of Participants

- 221
Categories

- Groups of 4 by number on your card.
- Put the categories in order from highest to lowest student ratings (activity learning vs lecture).
Categories: Highest to Lowest

- Learned more
- Paid more attention/More interested
- More motivated
- Desire to come to class
- More effort on assignments
Active Learning vs Lecturing

- More motivated: 4.47
- Learned more: 4.49
- Paid more attention: 4.49
- More interested: 4.48
- Desire to come to class: 4.08
- More effort on assignments: 3.98

Active Learning vs Lecturing: Study results show significant improvements in motivation, learning, attention, interest, attendance, and assignment effort compared to traditional lecturing methods.
Now that you know the data (R-R: T-P-S)...

- What comments do you think students would say about...
  - Learning more
    - Manipulatives & questioning strategies made information understandable
    - Always up and around-not just sitting
  - Paid more attention/interested
    - Engaged and didn’t look at time
    - Usually bored in lecture class
    - Never felt sleepy or bored
Now that you know the data...

- What comments do you think students would say about...
  - More motivated
    - Variety of strategies - interesting, not boring
    - Strategies helped to understand concepts better
  - Desire to come to class
    - Looked forward to class
Now that you know the data...

- What do you think students would say about...
- More effort on assignments
  - Tried harder due to interest
  - Always put forth full effort regardless of strategies
Groups of 4 (from line 1, 2, 3, 4)
4 sheets per group; each person has one sheet.
Active learning and your teaching.
1’s write: “What do you do?”
2’s write: “What could you add?”
3’s write: “Challenges of?”
4’s write: “Benefits of?”
Pass the paper...
Share
Examples of activities strategies used

- Fish bowl discussion
- Topic sort
- Brainstorm introduction
- Pass the paper
- Round-robin think-pair-share
Conclusions: Students’ Perceptions of Lecture vs Active Learning

- Students were . . .
  - More motivated
  - More interested
- And students . . .
  - Learned more
  - Paid more attention
  - Put forth more effort
  - Had increased desired to attend
Questions??
Thank you

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