

In Review - ATLE Luncheon

September 17th, 2015

Exploring Active Learning

What happened today?

During our second ATLE Luncheon attendees participated in a 'gallery walk' as a way of learning about and expressing their ideas on Active Learning. The gallery walk was set up with 10 posters placed around the room; each poster had a different piece of information or thought-provoking quote or image. Participants circled the room taking in the information on each poster and leaving behind their own thoughts and responses on sticky notes. Faculty did the walk twice, once placing their own thoughts and reactions on poster topic, the second time (with new walking partners) observing and reacting to the new variety of thoughts, information, questions from others. The activity was followed by a debriefing session. Below are some of the main thoughts gathered from the event.

What did you learn from this exercise?

- Student resistance is a hurdle with active learning
 - this may come from a fear of not knowing; not knowing the process, the goals, etc.
 - explicit and achievable learning objectives during active learning are imperative and help combat this fear
 - create a safe space for learning -it is okay to make mistakes
- Using active learning helps give students a voice in the classroom that they might otherwise not feel they have
 - everyone's ideas are valued equally
 - peer-to-peer learning is important and beneficial to students
 - this "...provokes responsibility and finds interests of students"

What makes active learning successful?

- Learning objectives: explicitly state the goal of the activities
- Scaffolding: incorporate degrees of active learning throughout program -with time you are able to expect more from seniors because they've been learning experientially throughout their matriculation in that program
- Debriefing at the end of an exercise is crucial in making and solidifying connections to content

A few highlighted notes from faculty on active learning...

- "When I talk less, students learn more"
- "Hands-on equals minds-on!"
- "Provide guidance, but they must lead on their own."
- "Let them make mistakes!"
- "We often do not realize we are learning much more than content."