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**What is active learning?** Arguably, it's anything that's more than students just passively listening to a lecture.

**Why active learning? L**

**Why *not***

# THINK-PAIR-SHARE ACTIVITY

(1. **THINK**) What is an example of an active-learning classroom activity that you've had your students do for a previous course or that you might have students do for a future course? Take a minute to think about this question and then write your answer in the space below.

(2. **PAIR**)

### 3 "DRAW IT"

*Description:* Students are asked to draw a picture that illustrates an idea, concept, theory, or anything else. Select students are then asked to redraw their pictures on the board while explaining their drawing to the class. The class discusses the drawings, which might be modified based on the discussion.

*Purpose:* Students are required to think in terms of pictures rather than words. Visual learners may be well-served by this sort of activity.

## DRAW IT ACTIVITY

Draw a picture that addresses the following questions and be prepared to explain what you drew and why you drew it to everyone else here at tonight's seminar.

What is active learning?

What isn't active learning?



*Description:* **[TO DO]**

*Purpose:* **[TO DO]**

(1. **FORM GROUPS:**) Form into groups of 3 people. (2. **ASSIGN READINGS:**) Each member of your group will read about a particular active-learning exercise either "#5. Fishbowl," "#6. Note Swap," or "#7. One Minute Lecture." (3. **READ:**) After you've formed a group and assigned a reading to each member of the group, each group member should read his/her assigned reading. (4. **FIND OTHERS WHO READ THE SAME THING:**) Find the members of other groups who read about the same active-learning exercise you read about. Discuss the exercise. (5. **REPORT BACK TO YOUR GROUP:**) After reading about a particular exercise and talking about it with members of other groups, you will teach the other members of you original group about that exercise. The other members of your group should gain a critical understanding of the exercise you read about.

## #5. "FISHBOWL"

*Description:* [TO DO]

*Purpose:* [TO DO]

## #6. "NOTE SWAP"

*Description:* [TO DO]

*Purpose:* [TO DO]

## #7. "ONE MINUTE LECTURE"

*Description:* At the end of class, students are asked "If you were asked to give a one minute lecture on the topic of today's class, what would you say?" Students prepare their lectures and some students can deliver them.

*Purpose:* Students are encouraged to reflect on the day's class, and their feedback may be helpful to the instructor.

## #8. "ONE MINUTE PAPER" / "TICKET-OUT-THE-DOOR"

*Description:* At the end of class, students are asked to answer questions like "In your opinion, what was the most important thing you learned in today's class?" or "What still puzzles you about the material we covered in today's class?" Students are given some time (usually more than just one minute) to write down their answers.

*Purpose:* Students are encouraged to reflect on the day's class, and their feedback may be helpful to the instructor.

*Variations:* The questions that are asked could vary. The author of a book called *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions* uses something he calls a "Critical Incident Questionnaire" where he gives his students five minutes to answer the following five questions: (1.) "At what moment were you most engaged as a learner?", (2.) "At what moment were you the most distanced as a learner?", (3.) "What action that anyone took in class did you find the most helpful?", (4.) "What action that anyone took in class did you find the most confusing?", (5.) "What surprised you most about the class?"