

Expectation of today's workshop

Please write down on the yellow post-it some of your expectation today for this workshop.



“My students are falling asleep.” – Interactive ways to incorporate active learning activities into a typical lecture and classroom

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To tackle the problem of sleepy students!

Discussion Topics

- How do activities add to students' T&L experience? Advantages and disadvantages.
- How can we conduct group activities within the typical classroom/lecture room effectively?
- How to structure student activities that motivate students to form small groups to collaborate, inside and outside of the formal classroom?
- What guidelines would help the teachers to organize small groups and for the students to learn effectively?
- Apply lesson planning and classroom management strategies in your class

Sharing #1

I would like you to step back when you were a student and try to remember your first day/week of university/college life. How did you feel?

Write down some words describing how you felt?
Be ready to share with me.



Things to find out about your students

1



Prior Knowledge and Experience

2



Student Perceptions and Learning Approaches

3



Student Characteristics and Cultural Background

4



Generational experiences and expectations



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"We may exhibit an admirable command of content, and possess a dazzling variety of pedagogical skills, but without knowing what's going on in our students heads, that knowledge may be presented and that skill exercised in a vacuum of misunderstanding."

– Stephen D. Brookfield,
The Skillful Teacher (2006)

Lecturing

Delivery of lectures is often inevitable due to large course enrolment, time and resources constraints.

But more importantly, it is

also because this is what we are accustomed with.

Problems with Lecturing

1. Student diversity
2. Passive learning 
3. Very little student-teacher interaction
4. Concentration
5. Teacher centred learning
Vs Student centred learning
6. Student apprehension
7. Comment verbalisation
8. Feedback lag
9. Single-speaker paradigm
10. Large barrier
11. Facts gathering – low level Bloom's taxonomy
12. Little to no chance of developing generic skills



Passive Learning

Problem of Attention span

Psychological constraints on learning:

Concentration drops with sustained and unchanging low level activity (such as sitting and listening), but to follow lecture content concentrated effort is required.

Students attention is typically maintained for 10 – 15 minutes???

Sources:

Johnstone, A. H.; Percival, F. "Attention Breaks in Lectures", *Education in Chemistry*, 13, 2, 49-50, Mar 76



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Yet – It is still the most common setting for university learning.



“Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves.”

(Chickering and Gamson, 1987, p. 3)

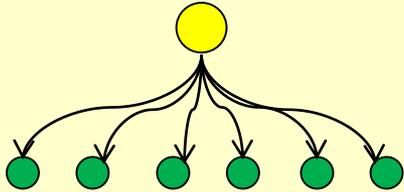
Chickering, A.W. & Gamson, Z. F. (1987). “Seven Principles for Good Practice in Undergraduate Education,” *AAHE Bulletin*, 39(7), pp. 3-7.



Lecture Hall/Classroom Environment

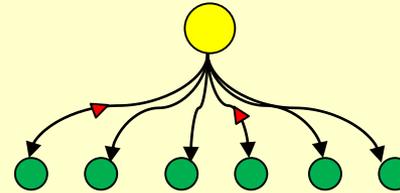
*From Chan C - Classroom Scenarios

Scenario #1: One to Many



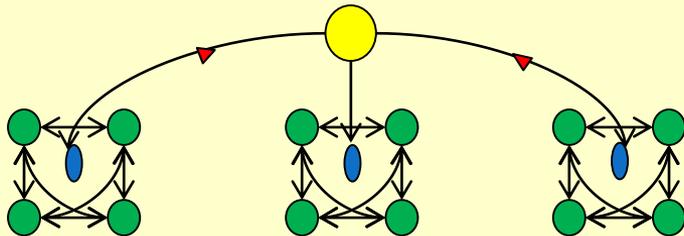
eg. Lecturing

Scenario #2: One to Many with a few two-way questioning



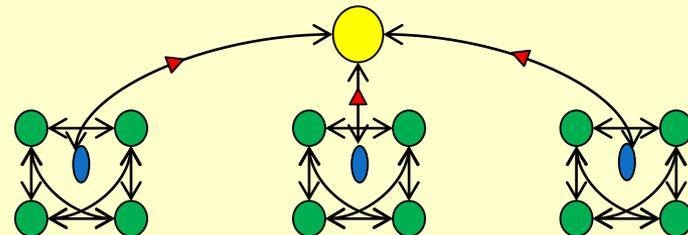
eg. Lecturing/tutorials with some questions by individual students

Scenario #3: One to Groups with peer to peer interaction within groups



eg. Laboratory group work

Scenario #4: One to Groups and Groups to one with peers interaction within group



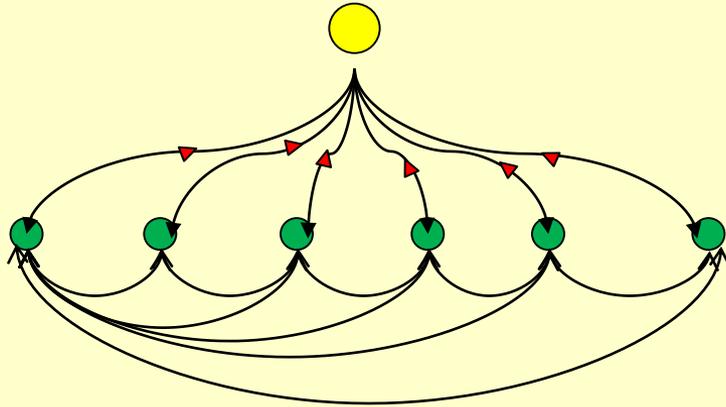
eg. Project/Problem based learning



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Lecture Hall/Classroom Environment

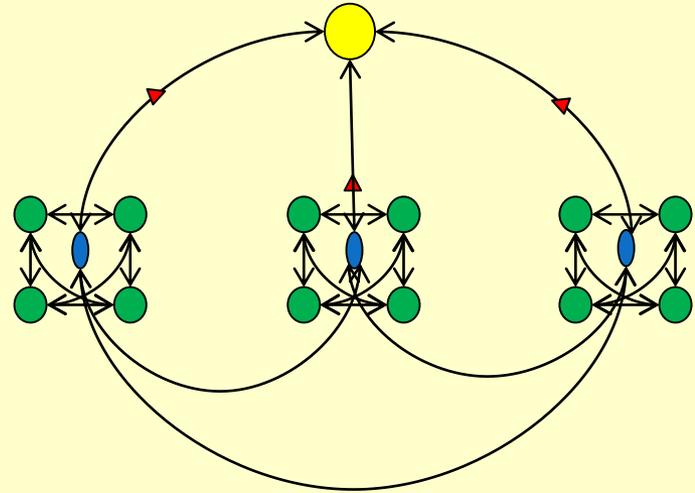
Scenario #5: One to Many/Many to one and peer to peer interaction



eg. Lecturing using technologies such as clickers/m-learning or using more traditional methods such as cards swapping

From Chan C - Classroom Scenarios

Scenario #6: One to Groups/Groups to one and groups peer to peer interaction



eg. Small Group work using technologies such as clickers/m-learning or using more traditional methods such as cards swapping in groups



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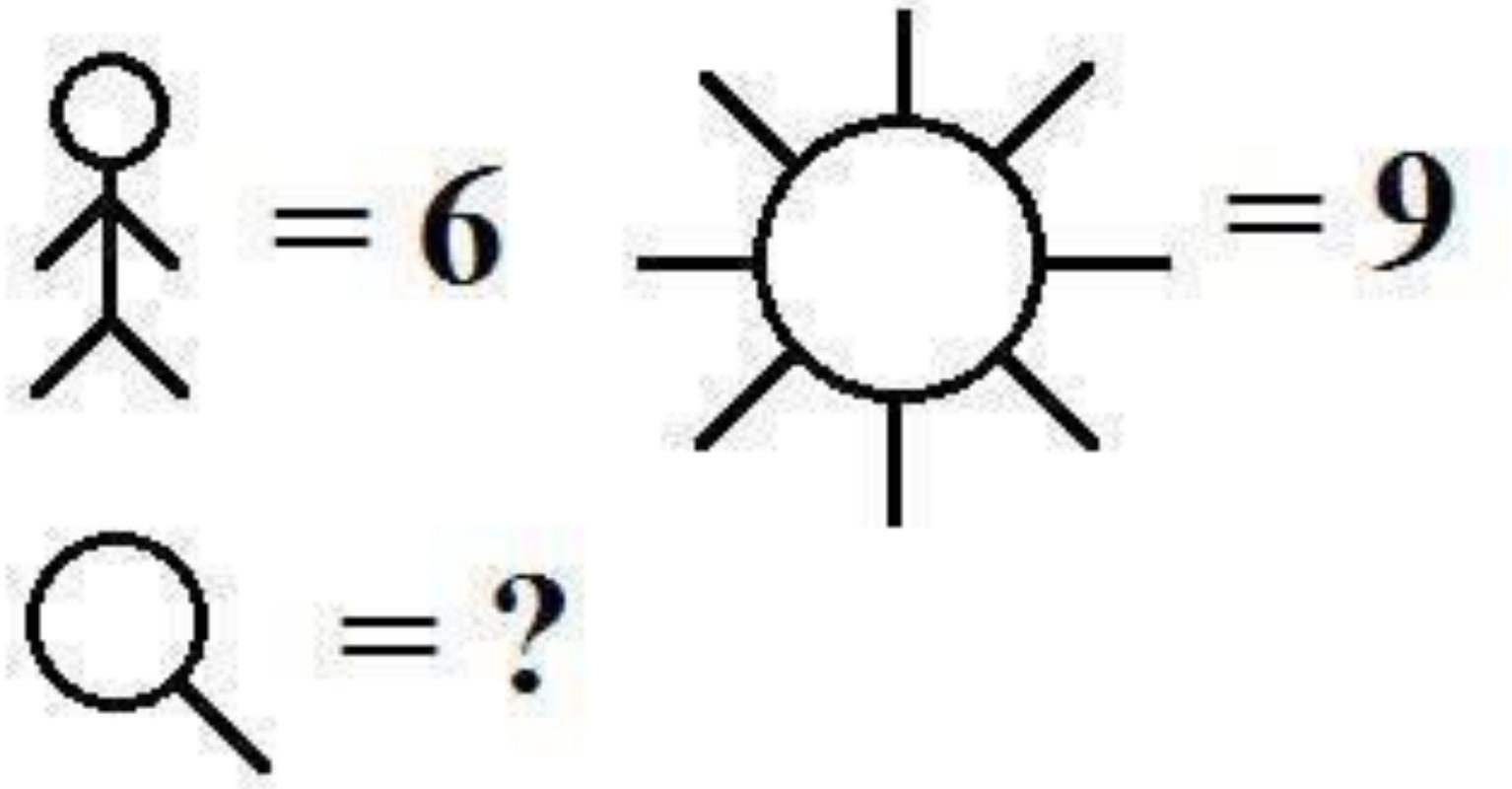
Different Teaching Styles

- Teaching no more
- Facilitating

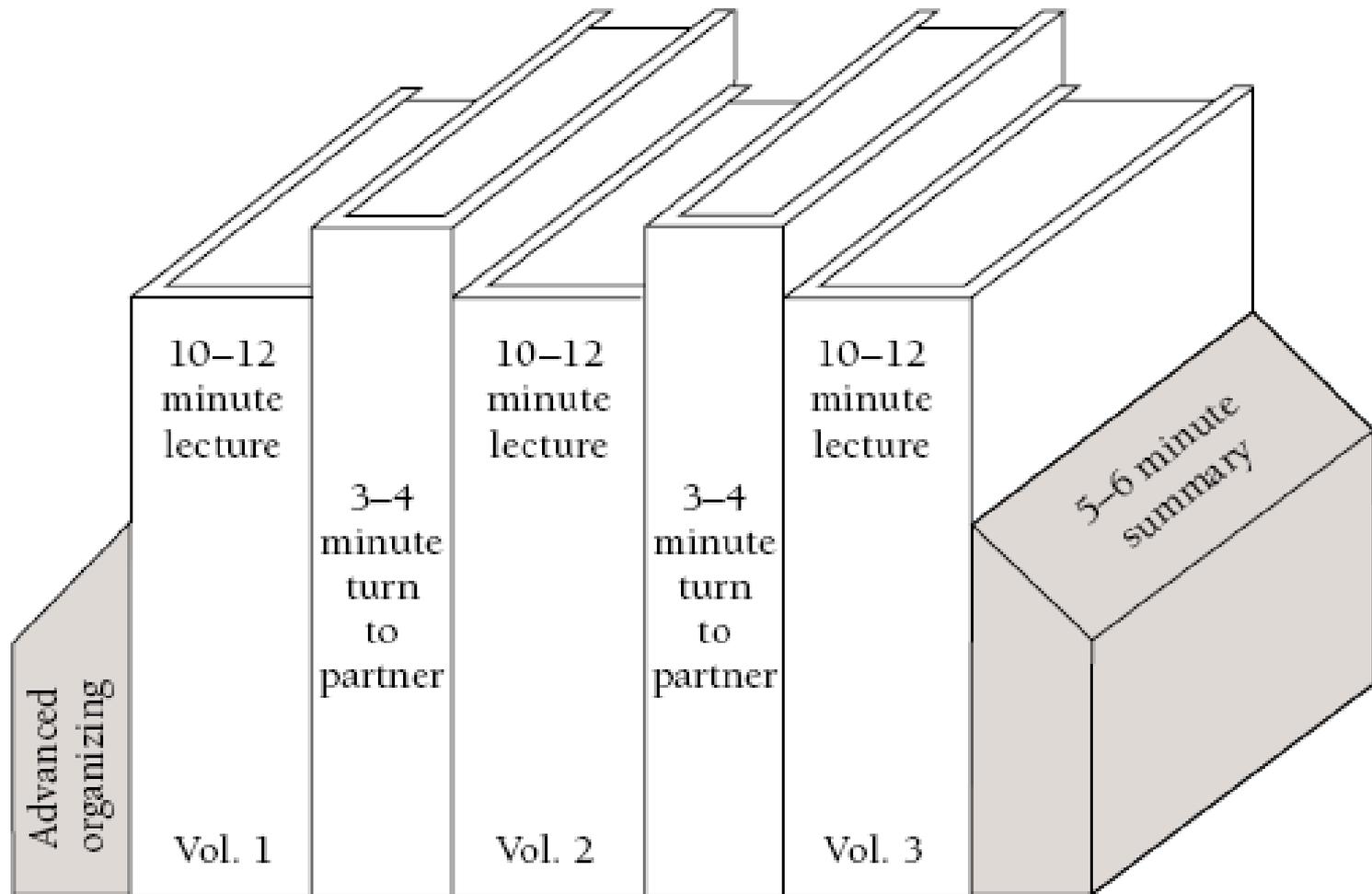
Allocating a small percentage of class time to small-group work can make a large difference in making a conventional lecture more engaging and productive for student learning

(Cooper & Robinson, 2000).

Can you solve this puzzle?

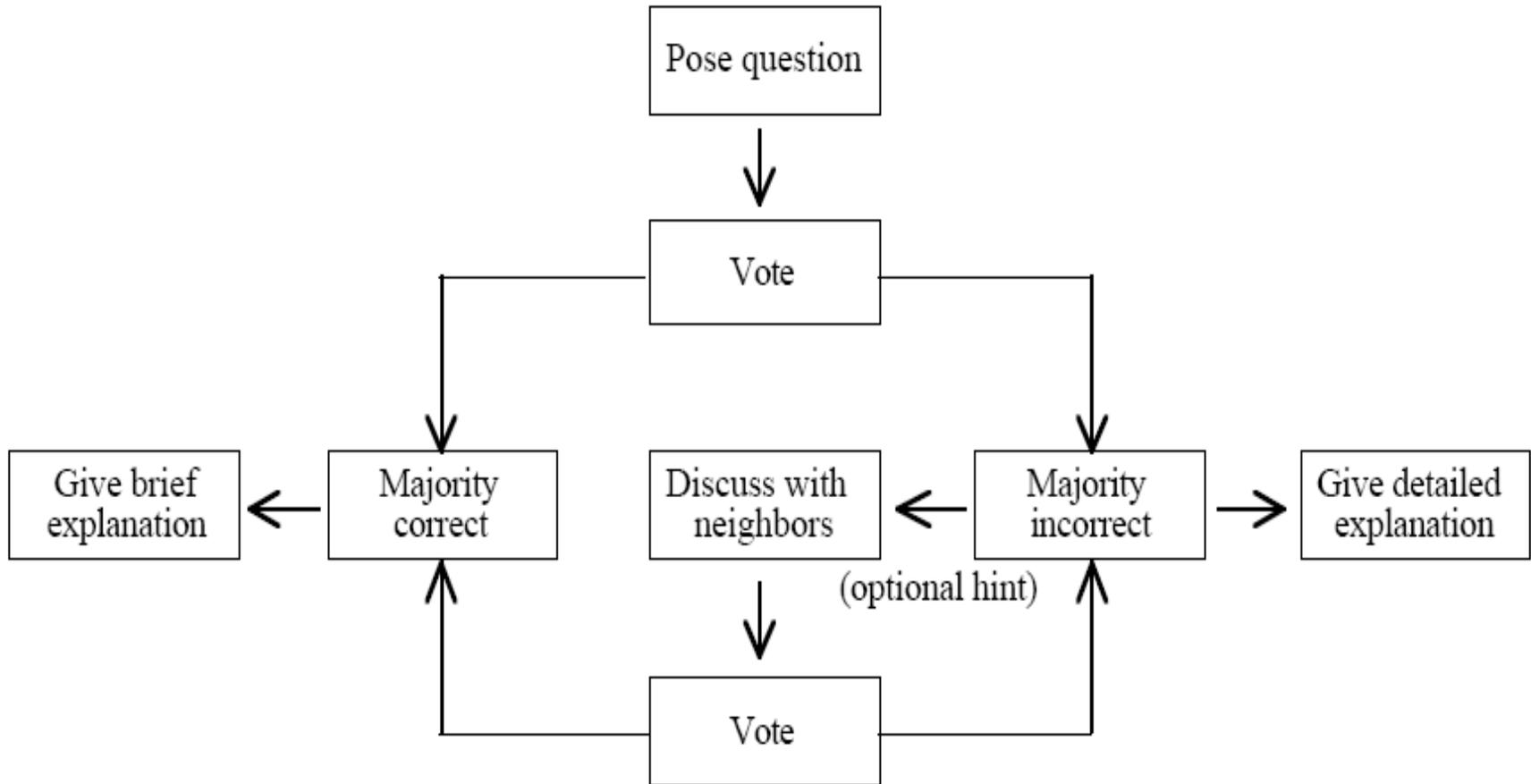


Bookend Procedure (Smith, 2000)



Smith Karl – Purdue University Engineering Professor

ConcepTest (Mazur, 1997)



Vote-Discuss-Vote cycle in ConcepTest (Ellis, Landis & Meeker, nd)



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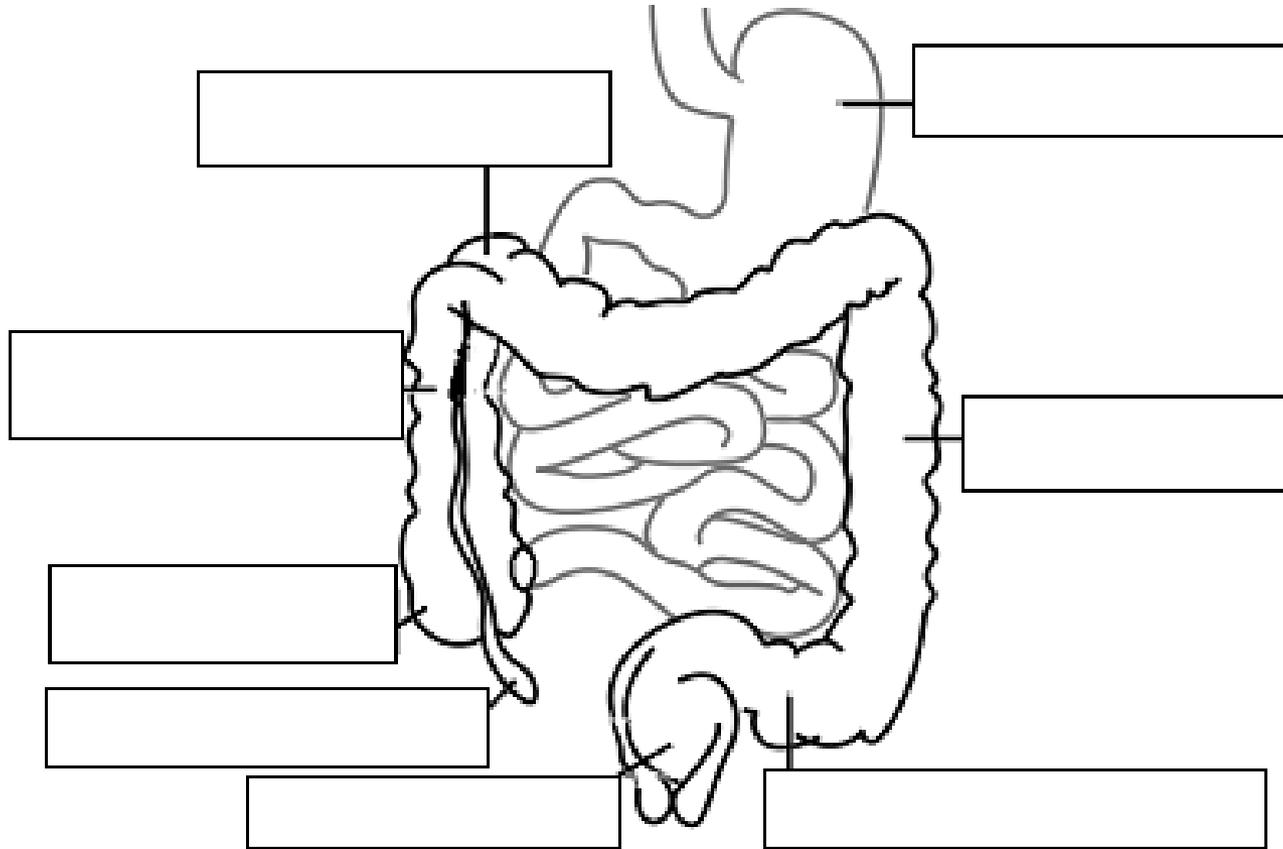


One Minute Paper (Felder, 1992)

- What are the two most important points brought out in class today?
- What were the two muddiest points in today's class?
- What would make this material clearer to you?
- Make up a question about an everyday phenomenon that could be answered using material presented in class today. (Optional: One or two of your questions will show up on the next test.)

Richard Felder, Hoechst Celanese Professor Emeritus of Chemical Engineer,
North Carolina State University

Fill in the Blanks



(bonus marks for the explanation of each blank)



Everywhere Poll

- <https://www.polleverywhere.com/my/polls>

Active Learning

Advantages

Encourages active learning which promotes deep learning

Way more interaction from the students, as a teacher, you will feel refresh, you will feel motivate

Build community of learners and collaboration

Immediate feedback

Promote the development of generic skills

Studies show that improve student learning

Learn from peers

Disadvantages

Time consuming to organise

Requires more planning for teachers

Dealing with group dynamic problems

More complex grading policies

Scheduling and room layout

Low cost/workload substitute to learn from peers



General characteristics of active learning

- Students are involved in more than listening
- Less emphasis is placed on transmitting information and more on developing students' skills
- Students are involved in higher-order thinking (analysis, synthesis, evaluation)
- Students are engaged in activities (e.g., reading, discussing, writing).
- Greater emphasis is placed on students' exploration of their own attitudes and values

Charles C. Bonwell and James A. Eison (1991) Active Learning: creating excitement in the Classroom. p 2.

A broad definition of active learning might be that it is anything that “involves students in doing things and thinking about the things they are doing.”

Charles C. Bonwell and James A. Eison (1991) Active Learning: creating excitement in the Classroom. p 2.

Your Feeling

Sharing #2

What frustrate you most about your teaching and your students?

Write it down on a post-it and pass to me

DO NOT PUT YOUR NAME DOWN



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On the opposite side, try to give your colleague a solution to his/her frustration

Classroom Management - Ground Rules

- Vital first step for participation and for classroom management.
- You can list the ground rules or generate the rules together with the students
- Ask for consent, show them that you respect their opinion
- Remind students of the ground rules every so often

Classroom Management - Ground Rules

- Post the rules on the website if you have one
- You should start on day one of class: Establish the ground rules that govern behavior throughout the semester.
- It is important to be strict, organized, set a positive first impression for the students. Just as you are checking them out, they are also doing the same. Looking for loop holes and they will push for limits.

Ground Rules – Common Issues

Ground Rules Vs Course Policy

Examples of Ground Rules

- Arriving on Time
- Finishing on Time
- Mobile phones off
- Parties agree to take turns speaking and not interrupt each other

Ground Rules

Discuss in your group and write down on a piece of paper the ground rules you are going to establish for a group of

- 25 students in a class

Reflect on your teaching

Group Sharing:

Reflecting and Sharing

Case # 1:

You are teaching a class of 25. One of your students is always falling asleep in your lecture right in front of you. It is annoying and discourages you in your teaching. You are often so discourage that you sometimes finish the class early. How do you overcome this issue?

You are teaching a class of 25, a lot of your students is falling asleep in your lecture, what do you do?



Reflect on your teaching

Group Sharing:

Reflecting and Sharing

Case # 2:

There are students in your class who often use their mobile phones for texting, facebook-ing etc. You feel disrespect as they are not attentively listening to you. And when you challenge them, they say that they are searching information on the course in the internet. What do you do?

There are students in your class who often use their mobile phones to look for information/theories/policies to question and challenge you. Their questions are related to the lecture but they are not something that you have prepared. What do you do?



Reflect on your teaching

Group Sharing:

Reflecting and Sharing

Case # 3:

I have been including some discussions in my lecture, but my students are not discussing. I try different way, but still very little interaction. What can I do?

I organise these discussion groups in my lecture, usually 3 -5 people a group. I let the students decide on the group themselves, but often, there is one or two individuals will just sit there passively and looking bored, or texting. He/she is a bad seed for the group. What should I do?



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Teaching is

the purposeful creation of situations from which [motivated] learners should not be able to escape without learning or developing.

Cowan, 1998: 112

Demonstration: Other Tools to engage students Clickers and webtools

Some common classroom practices also help to motivate students:

- Remember your students' names and involve them in class activities
- Arrange the classroom setting so that all students are able to see you and what you are doing
- In handling students' questions, think about the reason of the question, show interest in it, and respond appropriately
- Reiterate those important concepts, techniques, data, or thought processes
- Always end the class meeting with a preview of the material to be covered in the next meeting
- End class punctually because many students may have another class after your class



REMEMBER:

“Only motivated teachers will result in motivated students”.