

## RETHINKING ACTIVE LEARNING TO PROMOTE STUDENT SUCCESS

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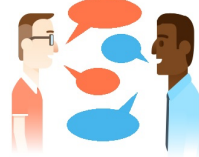
### Presentation Objectives

- By session's end, attendees will...
  - ▣ Expand understanding of active learning
  - ▣ Justify integration of active learning
  - ▣ Discover activities to implement across content areas and learning environments



### Let's Move! ~ Buddy Up Activity

- Opportunity to move, interact, share perspectives, gain knowledge, reflect, etc.
- Can be used as a course ice-breaker...or anytime you want students to exchange information!



### Buddy Up #1

- Stand. Stretch.
- Find a toe buddy.
- Exchange names.
- Discuss the following question:
  - ▣ What comes to mind when you hear "active learning"?

### Buddy Up #2

- Air high-five your toe buddy, tell him/her it was nice to meet them, use their name.
- Find an elbow buddy.
- Exchange names.
- Discuss the following questions:
  - ▣ Do you use active learning in your teaching? (Or support active learning as part of your job?) Why or why not?
  - ▣ If you do use (or support) active learning, how?

### Buddy Up #3

- Air high-five your elbow buddy, tell him/her it was nice to meet them, and use their name.
- Return to your seat. Be prepared to discuss!

## Buddy Up Debrief

- Without stating names, what is one thing you learned or found interesting from a buddy about active learning?
  
- *Time permitting, we would have had a third rotation and also returned to previous partners to share back what we learned from each person. Then the debrief would include "Why did we go back and repeat information to previous buddies?" (A: repetition for retention; active listening; etc.)*

## Active Learning

- Active as the opposite of passive
  - Student is "actively engaged" in the learning process
    - Activities to promote critical thinking
  
- Active as physical movement
  - Student is moving as part of the learning process
    - Classroom physical activity to prompt blood flow

## Pedagogical Premise

- Why active learning?
  - Fosters meaningful and effective learning experiences
  - Facilitates critical thinking and content application
- Evidenced benefits of active learning
  - Improves student engagement, enjoyment, motivation, and comprehension
  - Supports academic achievement
- Added benefits of movement-based learning
  - Boosts cognitive function, attention, and focus

## Presenters and Activities

Who we are and how did we get here?  
 Sample active learning (w/transition to virtual)

## Dr. Nicksic

- Masters in Education
- PhD in Health Behavior and Health Promotion
  - Focus on classroom physical activity
- Elementary and middle school classroom teacher
  - 10+ years: K-7
- Clinical Asst Professor of Health @ TAMU



## A Glimpse into My Classroom

- Typically upper-level undergraduate health majors
- Learning environment
  - Class sizes range from 10 to 100 (x≈45)
  - Room structure varies from movable desks to auditorium seating
- Class duration usually 75 minutes, 2x/wk
  - Offer one critical thinking activity and at least one movement in each period

## Dr. Miller

- Masters in Physical Education
- PhD in Adult, Professional & Community Education
  - Increasing PA by targeting parents
- K-12 Physical Educator and Athletics Coach
- Associate Professor of Kinesiology at MSUTexas



## A Glimpse into My Classroom

- Mostly undergraduate Physical Education Teacher Education and Sport Leisure Studies
- Class sizes range from 12 to 50 ( $x \approx 25$ )
- Room structure varies from movable tables to stationary round tables (sometimes in the gym)
- Class duration usually 80 minutes
- Typically includes active learning (critical thinking or movement) in each class

## Dr. Lindt

- MS in Education, Curriculum & Instruction
  - Former middle school English teacher
  - Integrated daily engaging activities
- PhD in Educational Psychology
  - Focus on motivation
  - How to motivate students in the classroom
- Current Associate Professor in Educational Psychology at Midwestern State University
  - Model movement in classes for preservice teachers
  - Trainings for college professors



## A Glimpse into My Classroom

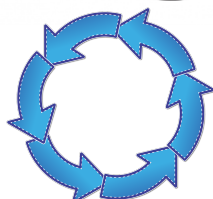


- Undergraduate Students
  - Pre-service Teacher Education
  - Freshman Core Classes
- Class Size
  - 15-30 Students
  - Round Tables or Long Rows of Desks
- Class Activities
  - Moving or Engaging Activity each Class
  - Incorporate Activities to Demonstrate Effective Teaching



## Sample Activities with Dr. Lindt

- Carousel
- Jigsaw
- Musical Pairs



## Jigsaw Demonstration

1. Get into groups of 4.
2. Choose one of the colored reading passages.
3. Break out of group and find new group
  - Get with people who have the same color passage as you.
4. Become an expert on your reading passage by discussing it with members of your group.
5. Go back to original group.
6. Take turns sharing your reading passage (2 mins each).

## Transition to Virtual

- Jigsaw Groups on Zoom
- Partner work to share out
- Small movements to agree/disagree



## Sample Activities with Dr. Miller

- **Four Corners**
- Stand up, Hand up, Pair up
- Voting on the Move



## Four Corners



1. Provide four different responses (strongly agree, agree, disagree, strongly disagree), and place one response in each corner of the classroom.
  2. Present a statement, issue, or question.
  3. Give students at least 10 seconds to think on their own ("think time").
  4. Ask students to choose the corner with the response that best represents their point of view.
  5. Ask students to pair with a classmate in their corner and share the reasons behind their decision.
  6. Ask each group to come to consensus and select one person to share the group's reasoning and decision with the whole class.
  7. Repeat steps 2 through 6.
  8. Debrief Options: journaling, whole-group discussion, class poll.
- Variations: You can also use this for multiple choice type questions (A,B,C,D in corners) or self-assessment (I've got this, I am okay, I need some help, I am not there yet). Virtual- hold up 1, 2, 3, or 4 fingers; Thumbs up, down, left or right; or breakout rooms.

## Four Corners



- Statement 1: My college students would be glad to get up and move during class.
- Choose the corner with the response that best represents your point of view.
- Pair with a conference friend in your corner and share the reasons behind your decision.
- As a group, each corner needs to come up with a consensus and select one person to share the group's reasoning and decision with everyone.

## Four Corners



- Statement 2: My classrooms are structured to promote movement.
- Choose the corner with the response that best represents your point of view.
- Pair with a conference friend in your corner and share the reasons behind your decision.
- As a group, each corner needs to come up with a consensus and select one person to share the group's reasoning and decision with everyone.

## Four Corners



- Statement 3: I can easily turn one of my active learning activities into movement-based active learning.
- Choose the corner with the response that best represents your point of view.
- Pair with a conference friend in your corner and share the reasons behind your decision.
- As a group, each corner needs to come up with a consensus and select one person to share the group's reasoning and decision with everyone.



## Four Corners



- Debrief: Whole-group Discussion
- Did you have any “ah-ha” moments when at your corners today?
- Did you get any new ideas for your classroom while participating in Four Corners today?
- How did you feel while participating in Four Corners?

## Transition to Virtual

- Four Corners online: hold up 1, 2, 3, or 4 fingers; Thumbs up, down, left or right; or breakout rooms
- [Voting on the Move > Voting with Movement](#)
- Stand up Yes
- Power R-P-S in Breakout Rooms



## Sample Activities with Dr. Nicksic

### Putting the Active in Active Learning

- Various activities throughout semester
  - ▣ Single use: Carousel as semester-end review
  - ▣ Regularly: Walk and Talk

□ For some of the key activities I offer, see <http://classroomsinmotion.com/activities>

### Critical Thinking as Active Learning

- “Traditional” active learning activities
  - ▣ Pair or Triad examples:
    - pro-con-analysis statement
    - concept map
  - ▣ Solo examples:
    - quadrant
    - notice-wonder

## Notice-Wonder

- Activity to “prime the brain”
  - ▣ Display an image – related to the content that will be covered in class
  - ▣ Students will list what they see, and what they think
- Extend the activity
  - ▣ After class lecture/discussion, re-display same image
  - ▣ Students will ADD to their lists, applying content from class
- Debrief the activity
- Summary recap questions

Virtual option? Yep! Some activity works on Zoom...

## Lessons Learned

## Anecdotal Outcomes of Active Learning

- Student participation is maximized
- Good ideas result from discussion
- Students more willing to share during debrief
- Increased number of smiles
- Initial reluctance generally becomes appreciation and enjoyment



## Movement Integration

- Movement-based active learning works well...
  - ▣ ...as a method for exchanging ideas
  - ▣ ...as an opportunity to digest or reflect on content
  - ▣ ...as an attentional reset



## Tips for Success

- Set the tone: Engage students on first day of class
- Treat participation as expected aspect of class; part of class routine
- Be proactive in explaining purpose
- Simplify prep
- Be okay with trial and error
- Stick with it: Offer active learning consistently
- And...make it work for YOU

## Debrief and Reflection

## Back to Buddies!

- Find your toe buddy (*buddy #1*)
- Remind names if necessary
- Discuss the following question:
  - ▣ How has your perception of active learning changed since the initial chat?

## Final Buddy

- Air high-five your toe buddy
- Find your elbow buddy (*buddy #2*)
- Remind names if necessary
- Discuss the following question:
  - ▣ How will you add (or increase) opportunities for active learning in your classroom this semester? (Or, what will you share with a teacher/professor to help him/her offer active learning opportunities?)

## Thank You for Coming!

- Feel free to reach out...
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