**10 Active Learning Techniques**

|  |  |  |  |
| --- | --- | --- | --- |
| **Technique** | **References** | **Examples/Uses** | **Value** |
| **Ice-breakers**  Get to know you activity often done of the first day of class | <https://ucat.osu.edu/bookshelf/teaching-topics/shaping-a-positive-learning-environment/12-icebreakers-college-classroom/> | * Two Truths and a Lie * Find three unique things you have in common * Human Bingo * Brushes with Fame | * Helps create classroom community * Can help introduce the content * First day of class |
| **Interactive technology** (e.g., Poll Everywhere, TechSmith Relay)  Posing and responding to questions using computer devices | <https://kb.siue.edu/page.php?id=74919> (Poll Everywhere) and  <https://kb.siue.edu/94311> (TechSmith Relay) | * Classroom survey or quiz * Quizzing (multiple choice) * Practice tests/Review * Competition * Word Cloud | * Promotes interaction and learning * Fun * Participation * Provides feedback |
| **Discussion**  Asking questions and interacting with others | <https://www.gse.harvard.edu/sites/default/files/Protocols_Handout.pdf> and  <https://bokcenter.harvard.edu/leading-discussions> | * Brainstorming * Problem-solving * Processing a Text | * Students can learn from each other * Students work on communicating ideas and listening |
| **Think-Pair-Share**  Pose a question to students. Ask them to take a few minutes of thinking time and then turning to a nearby student to share their thoughts. | <http://pz.harvard.edu/resources/think-pair-share> | * Write-Pair-Share * Think-Pair-Square | * Encourages reluctant participants * Improves the quantity and quality of participation |
| **Technique** | **References** | **Examples/Uses** | **Value** |
| **Reflective Writing**  Thinking and writing about what you have learned | Angelo & Cross (2012) and  <http://wp.auburn.edu/writing/writebites/teaching-writing-library/reflective-writing/> | * Muddiest Point * Minute Paper * 3 things I learned –2 things I want to learn-1 question I have   Beginning or end of class or to break up class   * At the end of a project or experience | * Important part of experiential learning * Promotes meta-cognition * Provides feedback |
| **Concept Maps**  Students draw the connections between concepts | Ambrose et al. (2010). Page 228 and  <https://www.cmu.edu/teaching/assessment/assesslearning/conceptmaps.html> |  |  |
| **Jigsaw**  Students work in small groups to become experts on a content chunk and think about how best to teach that topic to others. Create new groups with one expert from each of the previous groups. Each group member shares expertise in this group | <https://www.youtube.com/watch?v=euhtXUgBEts&t=233s> |  |  |
| **Role-plays**  Students act out various scenarios | <https://serc.carleton.edu/introgeo/roleplaying/indwhy.html> |  |  |
| **Case Studies**  Students review a real-world event and make decisions about it | <https://teachingcommons.stanford.edu/resources/learning/learning-activities/case-method-teaching> |  |  |
| **Games**  Competitive activity that helps students learn | <https://cft.vanderbilt.edu/docs/game-based-learning/> |  |  |

**Resources**

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. John Wiley & Sons.

Angelo, T. A., & Cross, K. P. (2012). *Classroom assessment techniques*. Jossey Bass Wiley.

Barkley, E. F. (2009). *Student engagement techniques: A handbook for college faculty*. John Wiley & Sons.

Silberman, M. (1996). *Active Learning Strategies: 101 Strategies to Teach Any Subject*. Allyn & Bacon.