Active Learning Strategies

ORCHESTRATING LEARNER PARTICIPATION IN EDUCATIONAL ACTIVITIES
The overall goal of this presentation is to provide faculty with information and strategies to enhance learner participation in educational activities.

Like a conductor—you can orchestrate your educational activity to maximize the learning experience for the participant!

Goal of the Presentation
At the end of this presentation you will be able to:

- List three characteristics of adult learners
- Select interactive strategies for live and self study activities
- Identify the three segments of a learning activity where interactive strategies can be used
Orchestrating Learner Participation

An old Native American saying goes like this-

“Tell me and I’ll forget. Show me and I may not remember. Involve me and I’ll understand”

This saying captures the potential power of including active learning strategies in your educational activity.
Adult learners prefer to be engaged in their learning...not just listening but doing!

Live programs, webinars, conference presentations, study club sessions and self study activities such as journal based continuing education or online programs can incorporate strategies for active learning.
The “talk and chalk” lectures of old have been retired. However, many presenters have simply replaced the old approach with a power point presentation combined with lecture.

This is just another form of “sit and get” or “talk and chalk”.

Active learning means developing and implementing planned activities to engage the participant as a PARTNER in the activity.

Farewell to the old style of presentations and lectures!
What is active learning?

It is a planned series of actions or events to invite the participant to process, apply, interact and share experiences as part of the educational process.

The interactive components support the goal and the educational objectives for learning activity.
Active Participation in Learning

When active learning strategies are used the participant is reading, talking, writing, describing, touching, interacting, listening and reflecting on the information and the materials presented.
Active Participation in Learning

- Active learning promotes problem solving, critical thinking, manipulation of materials, analysis, synthesis and evaluation of the information.

- Active learning focuses on the desired outcome for the participant as a result of the learning activity.
Active Participation in Learning

Active learning builds upon what we know from research regarding adult learning preferences and styles.

Here are some of things the research indicates:
What We Know About Adult Learners

- Adult learners are self-directed—they seek out learning activities to enhance their own knowledge—and especially to meet a need!

- The adult learner wants to draw on their rich personal and professional experiences.
What We Know About Adult Learners

- Adults learn best when the information presented is contextual and relevant.
- Adults want to be able to apply new information and skills immediately.
- Sharing information with fellow participants is valued.
What We Know About Adult Learners

- While some adults may have a preference for material presented visually or auditorily-over 86% of adult learners are kinesthetic learners.

- They learn best when material is presented in a see, hear and TOUCH format.
What We Know About Adult Learners

- Adult learning is most effective and enjoyable for the participant when it is interactive.

- When a learning activity builds in time for reflection during the learning process the participant’s application and retention of the material is enhanced.
What is the benefit of active learning?

When participants are involved in their learning, rather than being passive observers, they are more likely to master the information or concepts presented, apply them to their practice, and retain the information presented.
## Interactive Learning

<table>
<thead>
<tr>
<th>Live Presentations</th>
<th>Journal CE/Self Study</th>
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<tr>
<td>- When developing live educational activities to be presented to a small or large group approximately 50% of the planning should be on content - 50% on the delivery of the material.</td>
<td>- Self directed activities and live presentations can include a variety of activities before, during and after the learning experience to engage the participant in active learning.</td>
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Three important time points can guide your selection and use of active learning strategies.

You can design your presentation to include activities that address:

**PRE-LEARNING**

**LEARNING WITHIN THE COURSE OR LECTURE**

**POST-LEARNING AND CARRY OVER**

**Incorporating active learning strategies**
You can set the stage for active learning even before the session or lesson begins. In both live or self study courses and activities you can introduce concepts through:

- Ice breaker Activities
- Puzzles
- Agendas
- Flow Sheets
- Pre-Tests
- Surveys

**Strategies for active participation:**

**Pre-learning Strategies**

**Live Programs and Self Study**
KWL

An effective pre-learning strategy that will help the participant focus on the application of the material is to have them informally and briefly list their personal KWL.

K= What the participant already KNOWS about the subject
W= What they WANT to know
L= How they want to use what they LEARN

Strategies for Active Learning:
Pre-Learning Strategies
Live Programs and Self Study
CONNECTING

Developing an emotional connection with the audience either in a live presentation or in a self study module enhances the satisfaction of the participant with the learning activity.

You can develop an emotional connection through photographs, videos, and your presentation style.

Strategies for Active Learning
Pre-Learning Strategies
Live Programs and Self Study
Using a Pre-Test can help the participant to focus their learning experience on the topics and problems covered in the course.

Testing for knowledge allows the participant to quickly assess their current skill level and identify areas where more information, skills or experience is needed.

**Strategies for Active Learning**

**Pre-Learning Strategies**

**Live Programs and Self Study**
Strategies for Active Learning

Whether the activity you are planning is for a live presentation, journal continuing education or self study program you can include active learning components.

Some strategies, tips and techniques for engaging the adult learner fit easier into the live program format.

Many of these strategies can be adapted effectively when developing self study materials and courses.

Let’s review sample strategies for live programs.
Strategies for Active Learning

**Live Programs**

- Begin the session with an overview of the presentation

- Outline why the material is important to the learner

- Break the presentation into 15 minute content sections—with opportunities to ask a question or recap the information in small sections
### Strategies for Active Learning

**Live Programs**

- Provide case studies related to the topic that utilize a problem solving approach
- Include multiple media examples in your session such as video clips, music, photographs, flip charts, models, etc.

**During the Program**
Strategies for Active Learning

Live Programs

- Include hands on materials for participants to interact with - be sure there are adequate supplies for all participants.
- Practice how you will use the materials before the presentation.

During the Program
## Strategies for Active Learning

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<th>Live Programs</th>
<th>During the Program</th>
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<tr>
<td></td>
<td>• Use props to demonstrate key points</td>
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<tr>
<td></td>
<td>• Practice using the props prior to the learning activity to increase your comfort and timing with them.</td>
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Strategies for Active Learning

Live Programs

- Longer programs can include actual simulations and hands on skills sessions with materials or equipment

During the Program

- The simulation can be done independently or in small groups
Strategies for Active Learning

Live Programs

- Simulations should be developed to solve a specific problem or problems. You may want participants to work together to encourage discussion and collaboration.

During the Program
Strategies for Active Learning

Live Programs

- Plan a recap and discussion opportunity to share experiences among the participants.

- Guide the discussion to highlight ways that the content and skills can be applied to their practice.

During the Program
### Strategies for Active Learning

**Live Programs**

- Plan time for active discussion with the participants

**During the Program**

- Ask questions that require a show of hands
- Solicit audience input regarding a case feature or opinion
## Strategies for Active Learning

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<td><strong>Active Discussion</strong></td>
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Many venues offer the use of audience response systems which allow the individual to log their response. The audience response is shown graphically. This technology makes for effective audience participation and interaction!
### Strategies for Active Learning

#### Live Programs

- Consider having an actual patient during the presentation for demonstration purposes.

- You might even have them present additional information “from the patient’s point of view”.

#### During the Program
When using a case study add additional “mock” data such as a health history, pharmacy records, radiographs or other information to make it relevant to the material presented.
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<td><strong>Live Programs</strong></td>
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<td>• Use examples, even audio or video clips of actual scenarios, cases or challenges related to the subject matter.</td>
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<td>• Present the problem as a opportunity for role play activities.</td>
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## Strategies for Active Learning

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<td><strong>Structured question and answer sessions or panel responses to audience questions can help the participants integrate and apply the information.</strong></td>
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Strategies for Active Learning

**Live Programs**

- Assessing the participant’s mastery of the material either by observing and providing feedback or by the use of a post test or quiz is an effective strategy.
Live Programs

- Don’t be afraid to include a bit of humor-with photos, cartoons, props, songs, parodies, skits or forms of entertainment.
Strategies for Active Learning

Many of the strategies outlined for the live program format can be adapted to a self study program, journal continuing education, or an on line course.
Technology can support the content of the course and provide an experience that engages the participant and encourages critical thinking and problem solving.

The use of technology “add ons” can be used to enhance pre-learning, learning within the course, and post-learning and carryover activities.

Adapting interactive learning to a self study learning activity.
Meeting the Challenge - Active Learning in Self Study Educational Activities
Strategies for Active Learning

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<th>Adaptations</th>
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<td>Pre and Post Testing</td>
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<td>Interim quizzes can be built into the program with planned feedback and correct answers</td>
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**Self Study**

**Adaptations**

- Data manipulation exercises, problem solving exercises or even mini simulations can be built into self study learning activities
### Strategies for Active Learning

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<td>- Case studies can be presented in a written format and may be supplemented by photos, video, radiographs, and other pertinent information to make the content relevant and contextual.</td>
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Strategies for Active Learning

Self Study

- In the self study format discussion with fellow participants can be facilitated by the use of blogs, chat room sites, posting of comments, and e-mail sharing.
At the completion of the educational activity a number of strategies can be used to facilitate content transfer, application and carry over.

These strategies can be used effectively in both the live presentation and self study formats.

Planned strategies may include:

- Self Assessment
- Post Testing
- Follow up discussion with the instructor via e-mail, web postings or blogs
Other post learning strategies include:

Directing participants to additional references, web sites, or courses for further study and application.

Providing additional practice materials related to the content and skills presented such as:

- Additional readings
- Video simulations
- Posting actual problems and solutions generated by the participants.

Strategies for Active Learning
Post Learning Strategies
Live Programs and Self Study
As part of the evaluation strategy for the program include one or more questions that ask participants how they will apply the information or skills in their practice or in their professional life.

Share these applications with the participants if permission to share is obtained.

Posting these ideas or sharing them during the class or session can inspire other participants!

Strategies for Active Learning
Post Learning Strategies
Live Programs and Self Study
Points to Ponder

• When selecting and planning interactive learning strategies for your live or self study presentation the following considerations are recommended:

• Select strategies that support your overall educational goal and specific objectives.

• Each objective for the activity should be supported by an interactive learning opportunity.
Points to Ponder

• Select those strategies which are most comfortable for you to implement—let your style and personality shine!

• Plan and practice the strategies you have selected. In a live presentation this is critical to a successful session. List the supplies you will need and what additional support you will need to accomplish the activity.

• Remember—most activities take longer than you think they will!
Points to Ponder

• Solicit feedback from the participants on their satisfaction and the success of the interactive activities.

• Modify your presentation or future self study educational activities based on the feedback you receive.

• Continually update or modify your presentation to assure continuous improvement of the activity.
In this presentation we have:

- reviewed what current research tells us about adult learning preferences
- reviewed the definition of active learning
- listed the three time points in an activity for active learning
- highlighted active learning strategies that can be included in live programs or self study educational activities
Congratulations! You are ready to orchestrate the application of active learning strategies in your educational activities!

Thank you for completing this presentation!

Many great references are available on the topic of adult learning.

Typing in “adult learning”, or “androgogy” which is the study of adult learning behavior will yield many additional resources for your continued study on this topic.