

REAL GOOD TEACHERS

TALK ABOUT ...

LEARNING

ACTIVITIES



LEARNING ACTIVITIES



Scan me to watch the Learning Activities video at ako.ac.nz

KUPU ARATAKI

INTRODUCTION

Active learning for adults

Confucius has been attributed with the quote, "tell me and I'll forget; show me and I may remember; involve me and I'll understand." To ensure active engagement each lesson plan needs to include a warm-up activity, some 'making sense' activities and some evaluation or feedback activities.

Prior knowledge

“ IF I HAD TO REDUCE ALL OF EDUCATIONAL PSYCHOLOGY TO JUST ONE PRINCIPLE, I WOULD SAY THIS: THE MOST IMPORTANT SINGLE FACTOR INFLUENCING LEARNING IS WHAT THE LEARNER ALREADY KNOWS. ASCERTAIN THIS AND TEACH HIM ACCORDINGLY.”

David Ausubel.

Asking "pre-questions" about material before someone has learned it is powerful. A recent study found that students who were asked pre-questions were later able to recall almost 50% more than peers who had not been asked. They also remembered other information from the lesson better. Probably because this method gets their attention and creates a sense of intrigue (The Guardian).



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TAKE-AWAY

These activities are primarily for face-to-face contexts. For online contexts try www.gillysalmon.com

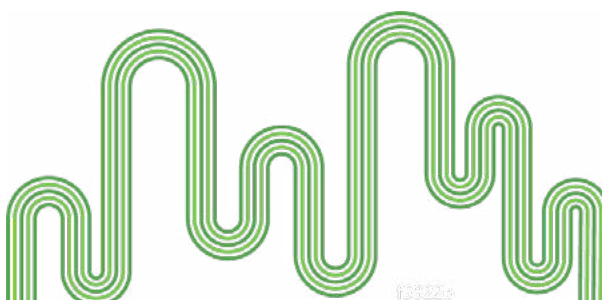
Gilly Salmon says, "E-tivities are important for the online teaching and learning world because they deploy useful, well-rehearsed principles and pedagogies for learning as well as your choice of networked technologies."

RAUEMI AKO – LEARNING RESOURCE

Ausubel, D., Novak, J.D., Hanesian, H. (1978). Educational psychology: a cognitive view (2nd Ed.). New York: Holt, Rinehart and Winston.

Salmon, G. (2013). E-tivities: the key to active online learning (2nd edition). New York: Routledge, Taylor & Francis Group.

The Guardian. (2017). Teachers: here's how to get your lessons off to a flying start. Retrieved from <https://www.theguardian.com/teacher-network/2017/jun/07/teachers-heres-how-to-get-your-lessons-off-to-a-flying-start>



LEARNING

ACTIVITIES



START OF SESSION

WARM-UP ACTIVITIES

At the beginning of a session first get learners engaged with the topic.

Try:

Brainstorm

What do you already know about (question)? Remember the four rules of brainstorming, 1) Focus on quantity; 2) No criticism; 3) Encourage wild ideas; 4) Combine and improve ideas.

Back-to-the-board

Can be done in pairs or groups.

1. One student sits with their back to the board.
2. The teacher or another student writes a word or phrase on the board from a previous session.
3. Other students help the back-to-the-board student guess the word(s) behind them by providing meanings or definitions (not the actual words!).

Memory games e.g. Quizzes, multiple choice tests, or answer a question.

Research shows these are most beneficial if it is low-stakes (that is, not stressful) and if feedback is given straight away.

DURING SESSION

MAKING SENSE (DOING) ACTIVITIES

During every session your learners should be involved in tasks where they are actively doing something with the content or theory to building new knowledge.

Try:

Think-pair-share

Tutor asks a question, students think about it on their own, then talk to a peer, then they share thoughts with wider group.

Buzz groups

Learners work in small groups on a given topic. They record their ideas. Next, they share them. Others must give feedback and ask questions of those reporting back.

Card Sort

Assemble printed cards to connect terms and definitions; label diagrams; prioritise; sequence tasks.

END OF SESSION

EVALUATION OR FEEDBACK ACTIVITIES

Muddiest point

On a post-it or paper square, each learner writes one thing they didn't understand from the session and submits it anonymously. Tutor uses these for revision and improving future sessions.

One minute paper

Learners write a short response to 2 or 3 relevant questions from the session. Such as:

- What can you do / understand now that you couldn't do / understand before?
- What question do you have?
- Which part of today's session was unclear for you?
- List one way this session could be improved to help you learn better.

Stop - Start - Keep

On three post-it or paper squares learners label the three headings, then write a short response about the session.

**ADULT LEARNERS NEED TO KNOW
WHY THEY'RE LEARNING,
WHAT THEY'RE LEARNING AND
WHERE IT LEADS.**

