

Active vs. Passive Learning



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How do classrooms look?

- Close your eyes and think about the majority of elementary classrooms you have seen.....
- Now think about the majority of secondary classrooms you have seen.....

**Do the secondary classrooms
look like this?**



Or Like This?



Quick Writes

- What is active vs. passive learning?
- Write for 2 minutes-**THINK**
- Turn to your partner and discuss your quick writes-**PAIR**
- Share out to the whole group-**SHARE**

Active Learning vs. Passive Learning

- Active learning is a general term for teaching and learning strategies that engage and involve students in the learning process.
- Passive Learning is sit and get:
I talk
You listen.

Is it a P or A

High or low

- Lecture_____
- Think Pair Share_____
- Jump in Reading_____
- Looking at a picture_____
- Choral Reading_____
- Cloze Reading_____
- Demonstration_____
- Lecture with note taking_____
- Lecture with wipe off boards_____
- Concentric Circles_____
- Lab_____
- Buddy Reading_____
- Socratic Circles

Active vs Passive

- One way to look at the differences between traditional and active teaching strategies is to compare two strategies for how children learn vocabulary (from Miller and Gildea, quoted in Brown and Duguid, 2000, p. 133):

Vocabulary acquisition:

- Abstract and dictionary definitions: 100-200 words per year
-
- Everyday conversation: 5,000 words per year

Wipe Off Boards

- Using the wipe off boards write one reason that you think teachers might choose a passive learning activity over an active strategy?

Active Learning *

The Cone of Learning

**AFTER TWO WEEKS WE
TEND
TO REMEMBER ...**

10% of what we read

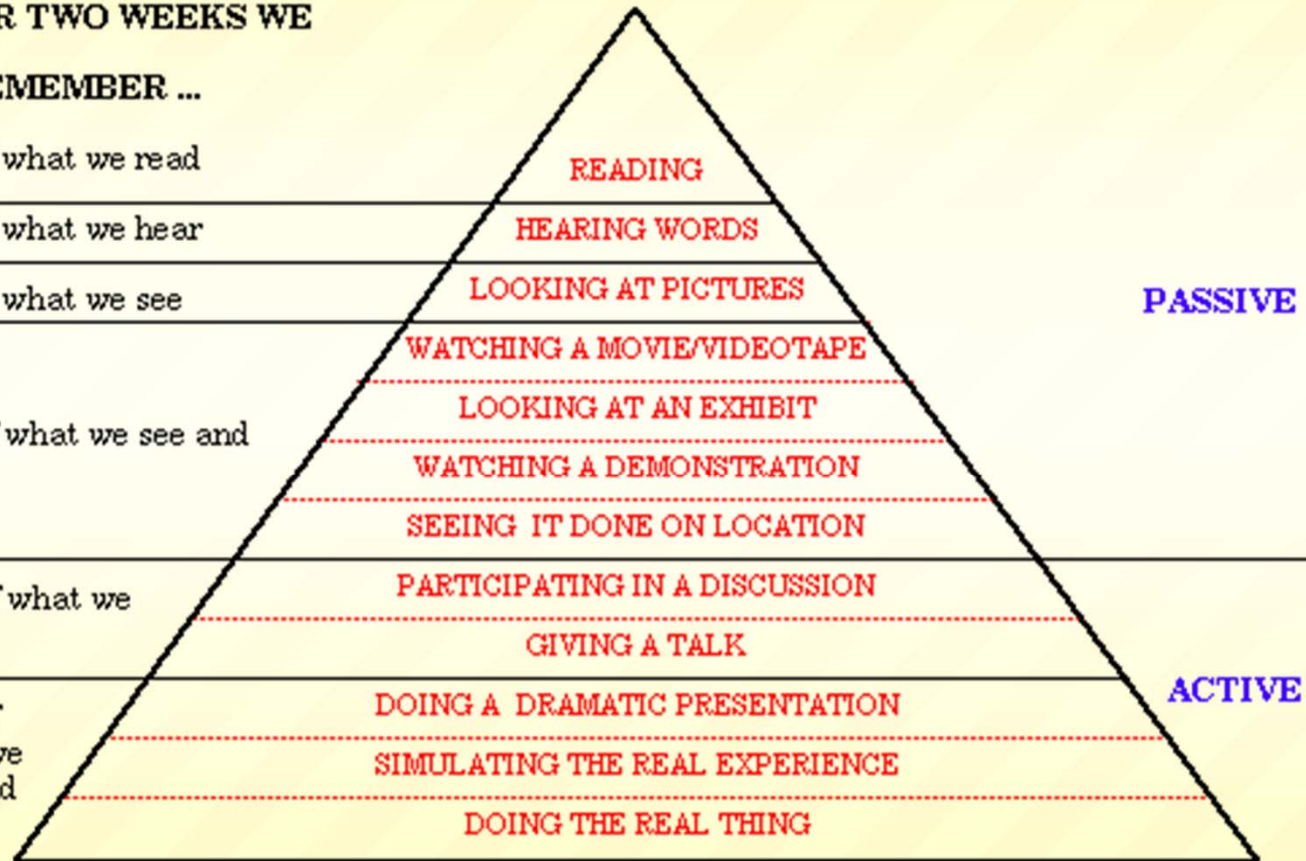
20% of what we hear

30% of what we see

50% of what we see and
hear

70% of what we
say

90% of
what we
say and
do



Adapted from: Edgar Dale *Audio-Visual Methods in Teaching*, Holt, Rinehart and Winston.

Unfortunately

- Most of the time, in a typical classroom setting, students are involved only **passively** in learning, i.e., in listening to the instructor, looking at the occasional overhead or slide, and reading (when required) the text book.
- Research shows that such passive involvement generally leads to a limited retention of knowledge by students, as indicated in the 'cone of learning.'

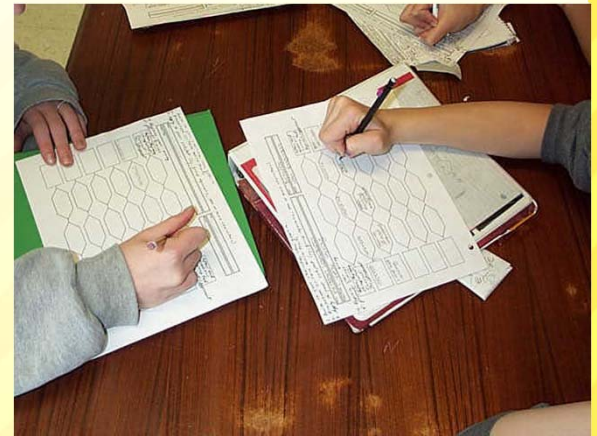
Concept Mapping

Instead of lecturing on a chapter give each group a section of text to read. Then have students design a concept map, Write the GIST of the section, draw a visual of the information and 5 key vocabulary words. Present the information to the rest of the class, while the class takes notes. The teacher can clarify and review key points.



Extend Thinking Through Structured Collaboration:

Students in the picture work together to develop and extend their ideas. The graphic organizer gives them a means of focusing their thinking; it serves as a generative structure, i.e., one that allows them to focus on what to put in the boxes to explain a process.



Draw the Action:

Allow students to doodle what you are lecturing (no more than 15 minutes on a lecture) and then have students review key points by sharing their drawings with a shoulder partner.



Learn with Your Hands:

They read a story and wrote a paragraph using notes they had taken in a graphic organizer. The teacher gave them the paragraph using the same prompt; the only difference was that the paragraph was cut up into pieces. In groups, they had to reconstruct the paragraph, explaining the order in which they arranged the sentences.



Structured Engagement

- 1) Choral Responses -pronounce it together
- - teacher cues students to respond (e.g. hand signal, voice, eyes)
- - physical responses too; fingers under the word, chart, picture
- - “thumbs up when you know” (think time)

Structured Engagement

- 2) Partner Responses
- - teacher assigns - provide a label/role
"1's tell 2's"
- - alternate ranking (high with middle,
middle with lower)
- - thoughtful questions/prompts/up &
down Bloom's taxonomy

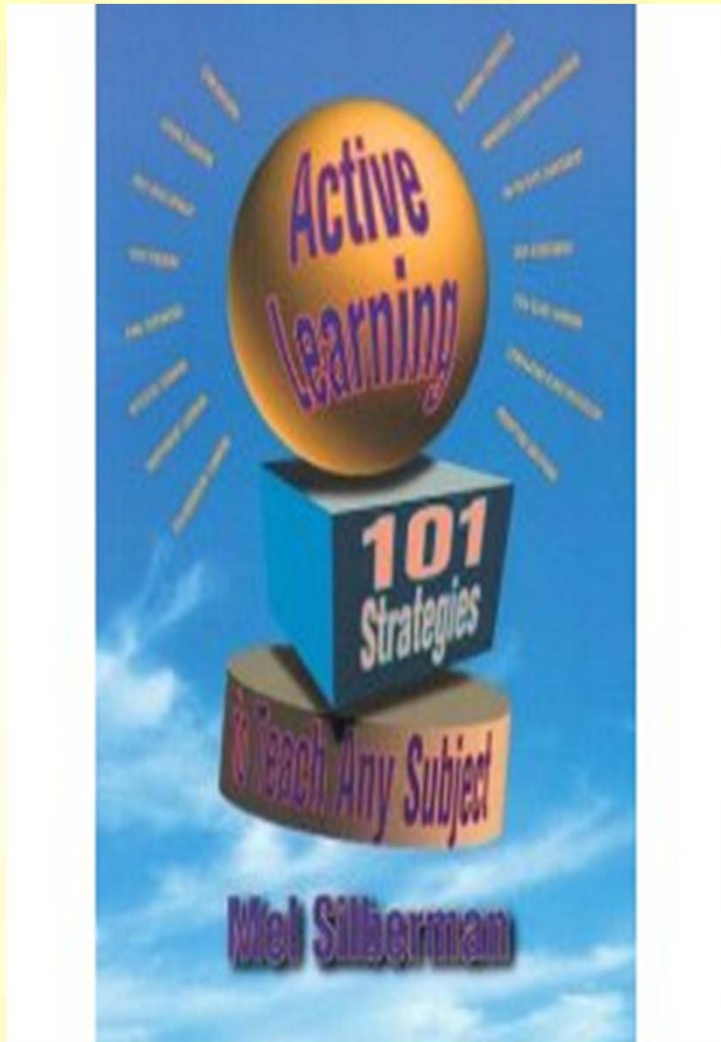
Structured Engagement

- 3) Written Responses
 - - focused prompts increase thinking, accountability, focus
 - - structure academic language (e.g. sentence starters)
- 4) Individual Responses (AFTER rehearsal/practice)
 - - randomly call on individuals, use “public voices”
 - - complete sentences, using new vocabulary

Take the Academic Language Oath !!



"I will ensure that EVERY single student in my class speaks, and often also writes, *at least* one meaningful academic sentence EVERY day !"



Active Learning: 101 Strategies to Teach Any Subject

Paperback: 189 pages

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Bacon (20 Mar 1996)**

Language English

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0205178667

Real Learning.....

Does not happen until students are brought into relationship with the teacher, with each other, and with the subject. We cannot learn deeply and well until a community of learning is created in the classroom.



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



Article

- Save the Last Word for me

Anita Archer Series

- <http://www.scoe.org/pub/htdocs/archer-videos.html>