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## Teacher Training Session: Learning Cycle Four

**Sindh Technical Assistance – Development through Enhanced  
Education Programme (STA-DEEP)**

**Active Learning  
Strategies**



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THE AGA KHAN UNIVERSITY

# Active Learning Strategies





**Learning objectives:** By the end of the workshop, the teachers will:



















- define active and passive learning
- differentiate between active and passive learning
- discuss the significance of active teaching and learning strategies for student learning outcomes
- identify some active teaching and learning strategies in the light of Bloom's Taxonomy
- devise a lesson plan based on active teaching and learning strategies

## Session Plan

### Instructional strategies / activities

| Time   | Objective/purpose of the activity   | Activities/learning experiences   | Materials/resources                                 |
|--------|---|---|---|
| 10 min | <p><b>Welcome/ Warm-up</b><br/>The task will allow the learners to know a little about each other and will be used to build rapport among the teachers.</p> | <p><b>That's how my buddy is...</b></p> <ul style="list-style-type: none"> <li>• Ask the teachers to talk to the person sitting next to them and introduce themselves to the person.</li> <li>• Ask them to share with their partner their name, their one fear, and one superpower.</li> <li>• After a few minutes, ask each pair to introduce their partner using the following template:</li> </ul> <p>My partner's name is _____. His/her superpower is _____ and he/she is afraid of _____. The trainer will also do the same.</p>   | -   |
| 20 min | <p><b>Introduction</b><br/>To introduce the concept of active learning and help them differentiate between active and passive learning.</p>                 | <p><b>Think-Pair-Share</b></p> <p>Show the following pictures to the teachers:<br/>Ask the teachers to look at the pictures, think about what each picture portrays, which type of teaching methods are taking place in each and where they think maximum learning is taking place.<br/>Ask the teachers to pair up with the person sitting next to them and share with them their understanding.<br/>After the pair discussion, ask the pairs to share their understanding with the large group.</p> <p>After taking the group responses, ask the teachers to categorize the pictures and decide which picture represents active learning and which one represents passive learning.</p> | Pictures (posters or the multimedia),<br>A-4 papers |

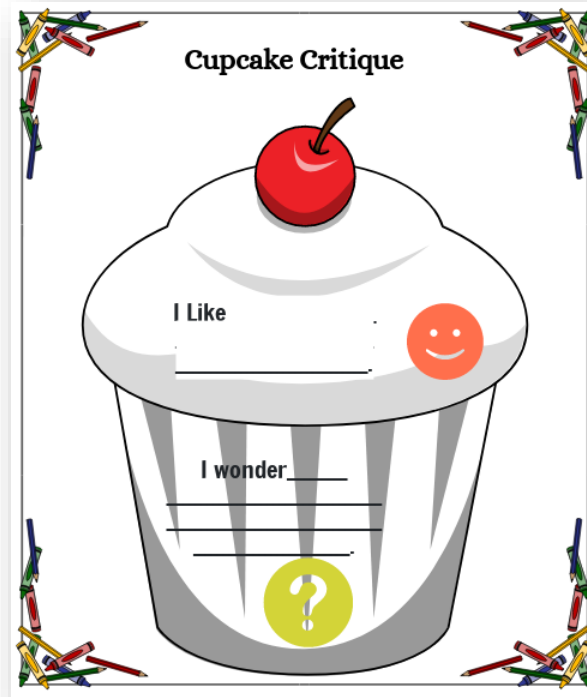
|                                |  |  |  |
|--------------------------------|--|--|--|
|                                |  | <p>Based on the discussion and picture analysis, ask the teachers to write an operational definition of active and passive learning with their partners.<br/>Ask a few pairs to share their definition with the large group.</p> <div style="text-align: center;"> <div data-bbox="1026 350 1411 404" style="border: 1px solid black; padding: 2px; display: inline-block;">Active learning</div>  </div> <div style="text-align: center; margin-top: 20px;"> <div data-bbox="1031 716 1413 769" style="border: 1px solid black; padding: 2px; display: inline-block;">Passive learning</div>  </div> |  |
| <p><b>Input</b><br/>10 min</p> | <p>This will allow the teachers to gather/summarize the activities and discussions and reflect on the topic.</p> | <p>Discuss with the teachers what active learning is, why active learning is important, and list a few active learning strategies i.e., discussing, working together (group work), solving problem, reflecting individually, questioning<br/>Show them how by following simple active strategies across the three primary domains of Bloom's Taxonomy (cognitive, affective, and psychomotor), trainers/teachers can improve the quality of the lesson and help students retain and understand the information.</p>  | <p>Multimedia or handouts, PPT/chart</p> |

| <p><b>Practice</b><br/>20 min</p>  | <p>This will allow the teachers to remember and understand the Bloom's Taxonomy by categorizing the components and reflecting on the placement of each component in their respective category.</p>   | <p>To assess the understanding of teachers about blooms taxonomy, divide the large group in two.</p> <p>Give each group the flashcards/paper chits of the main components of the cognitive domain of bloom's taxonomy i.e., <b>remember, understand, apply, analyse, evaluate, and create</b> along with the flashcards of the sub-components of each main component as shown in the picture below.</p> <p>Ask the groups to create a floor chart of bloom taxonomy placing each subcomponent in the correct category.</p> <div data-bbox="774 659 1572 1263" data-label="Table"> <p style="text-align: center;"><b>BLOOM'S TAXONOMY DIGITAL PLANNING VERBS</b></p> <table border="1"> <thead> <tr> <th>REMEMBERING</th> <th>UNDERSTANDING</th> <th>APPLYING</th> <th>ANALYZING</th> <th>EVALUATING</th> <th>CREATING</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Copying<br/>Defining<br/>Finding<br/>Locating<br/>Quoting<br/>Listening<br/>Googling<br/>Repeating<br/>Retrieving<br/>Outlining<br/>Highlighting<br/>Memorizing<br/>Networking<br/>Searching<br/>Identifying<br/>Selecting<br/>Tabulating<br/>Duplicating<br/>Matching<br/>Bookmarking<br/>Bullet-pointing</td> <td>Annotating<br/>Tweeting<br/>Associating<br/>Tagging<br/>Summarizing<br/>Relating<br/>Categorizing<br/>Paraphrasing<br/>Predicting<br/>Comparing<br/>Contrasting<br/>Commenting<br/>Journaling<br/>Interpreting<br/>Grouping<br/>Inferring<br/>Estimating<br/>Extending<br/>Gathering<br/>Exemplifying<br/>Expressing</td> <td>Acting out<br/>Articulate<br/>Reenact<br/>Loading<br/>Choosing<br/>Determining<br/>Displaying<br/>Judging<br/>Executing<br/>Examining<br/>Implementing<br/>Sketching<br/>Experimenting<br/>Hacking<br/>Interviewing<br/>Painting<br/>Preparing<br/>Playing<br/>Integrating<br/>Presenting<br/>Charting</td> <td>Calculating<br/>Categorizing<br/>Breaking Down<br/>Correlating<br/>Deconstructing<br/>Linking<br/>Mashing<br/>Mind-Mapping<br/>Organizing<br/>Appraising<br/>Advertising<br/>Dividing<br/>Deducing<br/>Distinguishing<br/>Illustrating<br/>Questioning<br/>Structuring<br/>Integrating<br/>Attributing<br/>Estimating<br/>Explaining</td> <td>Arguing<br/>Validating<br/>Testing<br/>Scoring<br/>Assessing<br/>Criticizing<br/>Commenting<br/>Debating<br/>Defending<br/>Detecting<br/>Experimenting<br/>Grading<br/>Hypothesizing<br/>Measuring<br/>Moderating<br/>Posting<br/>Predicting<br/>Rating<br/>Reflecting<br/>Reviewing<br/>Editorializing</td> <td>Blogging<br/>Building<br/>Animating<br/>Adapting<br/>Collaborating<br/>Composing<br/>Directing<br/>Devising<br/>Podcasting<br/>Wiki Building<br/>Writing<br/>Filming<br/>Programming<br/>Simulating<br/>Role Playing<br/>Solving<br/>Mixing<br/>Facilitating<br/>Managing<br/>Negotiating<br/>Leading</td> </tr> </tbody> </table> </div> <p>Once completed, ask the groups to shuffle their position and will see if the other group has correctly categorised the sub-components in their main category or if any card is incorrectly placed. The trainer will</p> | REMEMBERING  | UNDERSTANDING   | APPLYING  | ANALYZING | EVALUATING | CREATING |  |  |  |  |  |  | Copying<br>Defining<br>Finding<br>Locating<br>Quoting<br>Listening<br>Googling<br>Repeating<br>Retrieving<br>Outlining<br>Highlighting<br>Memorizing<br>Networking<br>Searching<br>Identifying<br>Selecting<br>Tabulating<br>Duplicating<br>Matching<br>Bookmarking<br>Bullet-pointing | Annotating<br>Tweeting<br>Associating<br>Tagging<br>Summarizing<br>Relating<br>Categorizing<br>Paraphrasing<br>Predicting<br>Comparing<br>Contrasting<br>Commenting<br>Journaling<br>Interpreting<br>Grouping<br>Inferring<br>Estimating<br>Extending<br>Gathering<br>Exemplifying<br>Expressing | Acting out<br>Articulate<br>Reenact<br>Loading<br>Choosing<br>Determining<br>Displaying<br>Judging<br>Executing<br>Examining<br>Implementing<br>Sketching<br>Experimenting<br>Hacking<br>Interviewing<br>Painting<br>Preparing<br>Playing<br>Integrating<br>Presenting<br>Charting | Calculating<br>Categorizing<br>Breaking Down<br>Correlating<br>Deconstructing<br>Linking<br>Mashing<br>Mind-Mapping<br>Organizing<br>Appraising<br>Advertising<br>Dividing<br>Deducing<br>Distinguishing<br>Illustrating<br>Questioning<br>Structuring<br>Integrating<br>Attributing<br>Estimating<br>Explaining | Arguing<br>Validating<br>Testing<br>Scoring<br>Assessing<br>Criticizing<br>Commenting<br>Debating<br>Defending<br>Detecting<br>Experimenting<br>Grading<br>Hypothesizing<br>Measuring<br>Moderating<br>Posting<br>Predicting<br>Rating<br>Reflecting<br>Reviewing<br>Editorializing | Blogging<br>Building<br>Animating<br>Adapting<br>Collaborating<br>Composing<br>Directing<br>Devising<br>Podcasting<br>Wiki Building<br>Writing<br>Filming<br>Programming<br>Simulating<br>Role Playing<br>Solving<br>Mixing<br>Facilitating<br>Managing<br>Negotiating<br>Leading | <p>Flashcards/Paper chits – the trainer will have to cut the components of the domains to facilitate the group.</p> |
|--|--|--|--|---|---|-----------|------------|----------|---|--|---|---|---|---|--|--|--|--|---|---|---|
| REMEMBERING  | UNDERSTANDING  | APPLYING   | ANALYZING  | EVALUATING  | CREATING  |           |            |          |   |  |   |   |   |   |  |  |  |  |   |   |   |
|   |    |   |   |    |    |           |            |          |   |  |   |   |   |   |  |  |  |  |   |   |   |
| Copying<br>Defining<br>Finding<br>Locating<br>Quoting<br>Listening<br>Googling<br>Repeating<br>Retrieving<br>Outlining<br>Highlighting<br>Memorizing<br>Networking<br>Searching<br>Identifying<br>Selecting<br>Tabulating<br>Duplicating<br>Matching<br>Bookmarking<br>Bullet-pointing | Annotating<br>Tweeting<br>Associating<br>Tagging<br>Summarizing<br>Relating<br>Categorizing<br>Paraphrasing<br>Predicting<br>Comparing<br>Contrasting<br>Commenting<br>Journaling<br>Interpreting<br>Grouping<br>Inferring<br>Estimating<br>Extending<br>Gathering<br>Exemplifying<br>Expressing | Acting out<br>Articulate<br>Reenact<br>Loading<br>Choosing<br>Determining<br>Displaying<br>Judging<br>Executing<br>Examining<br>Implementing<br>Sketching<br>Experimenting<br>Hacking<br>Interviewing<br>Painting<br>Preparing<br>Playing<br>Integrating<br>Presenting<br>Charting   | Calculating<br>Categorizing<br>Breaking Down<br>Correlating<br>Deconstructing<br>Linking<br>Mashing<br>Mind-Mapping<br>Organizing<br>Appraising<br>Advertising<br>Dividing<br>Deducing<br>Distinguishing<br>Illustrating<br>Questioning<br>Structuring<br>Integrating<br>Attributing<br>Estimating<br>Explaining | Arguing<br>Validating<br>Testing<br>Scoring<br>Assessing<br>Criticizing<br>Commenting<br>Debating<br>Defending<br>Detecting<br>Experimenting<br>Grading<br>Hypothesizing<br>Measuring<br>Moderating<br>Posting<br>Predicting<br>Rating<br>Reflecting<br>Reviewing<br>Editorializing | Blogging<br>Building<br>Animating<br>Adapting<br>Collaborating<br>Composing<br>Directing<br>Devising<br>Podcasting<br>Wiki Building<br>Writing<br>Filming<br>Programming<br>Simulating<br>Role Playing<br>Solving<br>Mixing<br>Facilitating<br>Managing<br>Negotiating<br>Leading |           |            |          |   |  |   |   |   |   |  |  |  |  |   |   |   |

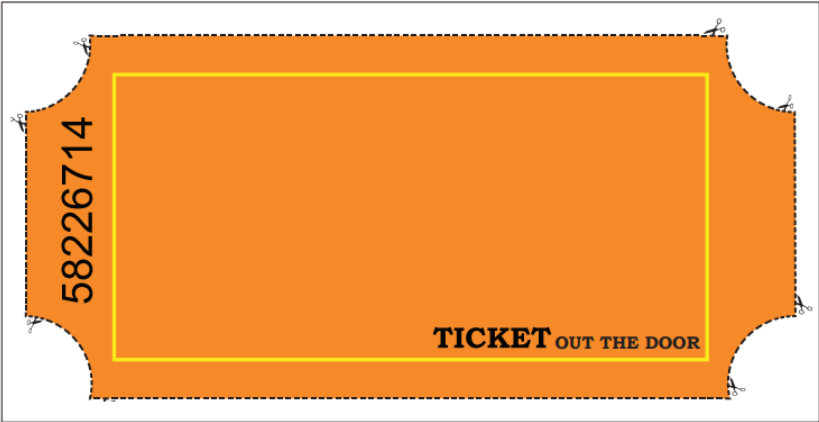
|  |   |  |   |
|--|---|--|---|
|  |   | <p>facilitate the discussion by questioning and asking the reasons of their placement. The trainer, meanwhile, will provide flash cards with the name of some active learning strategies (given on slide 27 of the ppt) and the teachers would categorize each activity into six cognitive domains of Bloom's Taxonomy.</p> <p>After the groups will check each other's work. Then the trainer will discuss the components and sub-components to help the teachers understand the taxonomy in a better way. The trainer will also make the teachers understand that the target of the trainer/teacher should be to engage students in such active learning strategies that they reach a higher level of taxonomy i.e. analysing, evaluating, and creating.</p> <p>This activity could also be altered by be writing the key words associated with each level of Bloom's Taxonomy and asking the teacher to pick up words and associate them with the level of Bloom's taxonomy written on a chart.</p> <p>Also, some demonstration of teaching learning activities may be organized and ask the teachers to identify any action/activity pitched at each of six level of BT.</p> |   |
| 15 min   | <b>Tea/comfort break</b>  |  |   |
| <p><b>Practice</b></p> <p>50 min<br/>(20 min for group work, 15 min for feedback, 15 min for presenting)</p> | <p>This will allow the teachers to apply their learning of the workshop and create a plan for their classrooms.</p> | <p>The trainer will divide the teachers in subject-focused groups (i.e. English, Urdu, Math, Science, Social Studies etc.). the Teachers will be provided with a handout with active learning strategies for their further assistance.</p> <p>The teachers will be asked to prepare a couple of session using active learning strategies, ideally, of their own subject area. The objectives of the plan must have a higher level of bloom's taxonomy categories and should have at least 2 to 3 active learning strategies.</p>   | <p>A-4 sheets, chart papers, cupcake critique format, handout</p> |

Once done, use the 'see three before me' (C3B4ME) strategy to have peer/group feedback. This is a common peer-review strategy most teachers use in some form that requires students to discuss their work/question with three peers before approaching the teacher.

Ask each group to see three peers (groups) and discuss their lesson plans before presenting in front of everyone. Also, ask them to give their feedback through a format known as cupcake critique.



Ask the final lesson plans will be briefly shared by the group members after receiving feedback from their peers. the The

|                                     |  |   |  |
|-------------------------------------|--|---|--|
| <p><b>Conclusion</b><br/>10 min</p> | <p>To reflect on their learning and recapitulate the key takeaways from the workshop.</p>              | <p>Conclude the session using the ‘exit ticket strategy’. Give the teachers tickets and remind them that when the workshop began, they all had some initial ideas about the topic. In a few sentences, they would be expected to write their response to <b>“I used to think…”</b> and then think about how their ideas have changed as a result of what they have been studying/doing/discussing. Again, in just a few sentences, they would be expected to write down <b>“Now, I think…”</b></p>  <p>Take a few responses to conclude the session and will collect the tickets at the end to get feedback on the overall session.</p> | <p>Exit tickets for each participant</p> |
| <p><b>Work Assignment</b></p>       | <p>To apply what they learned in the workshop and reflect on the practices for further improvement</p> | <p>Given the teachers a task to apply the prepared active learning strategy in their classroom, also to go through the provided materials, and prepare another two weeks’ lesson using the activities in the reading material.</p> <p>The teachers will be expected to reflect on their lessons to see if they found a difference in students’ learning and engagement after adding the active learning strategies in the classroom.</p>  | <p>-</p>                                 |



Group name/number: \_\_\_\_\_

### CUPCAKE CRITIQUE



|  |
|--|
| <p><b>We Like:</b></p> <hr/> <hr/> <hr/>   |
| <p><b>We Wonder:</b></p> <hr/> <hr/> <hr/> |

## Annexure A

### Examples of the application of Active Learning Strategies

#### Think-Pair-Share

- This process requires students to think individually, and then allows them to analyze and clarify their response collaboratively.
- It helps students organize prior knowledge, brainstorm or summarize, and apply and integrate new information.
- This activity can vary in time (typically 5-10 min) depending on the complexity of the question.
- Think-pair-share works well with pre-planned questions.

#### Complete Turn Taking

1. Each student should be asked to bring a couple of questions to class. These can either be questions to clarify, issues they think were left unresolved, or ideas or positions not yet considered.
2. Have the entire class arrange themselves in a circle. Alternatively, students can be in small-medium size groups.
3. One student reads a question aloud. The student to their left then has *one minute of uninterrupted time to speak and give their thoughts*. This person signals that they are done speaking by saying, "OK, I'm done."
4. The next person to the left goes, has one minute of uninterrupted time to speak, and signals they are done by saying, "OK I'm done." Finally, the third student to the left goes, following the same pattern.
5. After three people have had a chance to speak, the conversation is opened up to the whole group for two minutes of discussion.
6. The next student gets to ask a question, and this cycle continues.