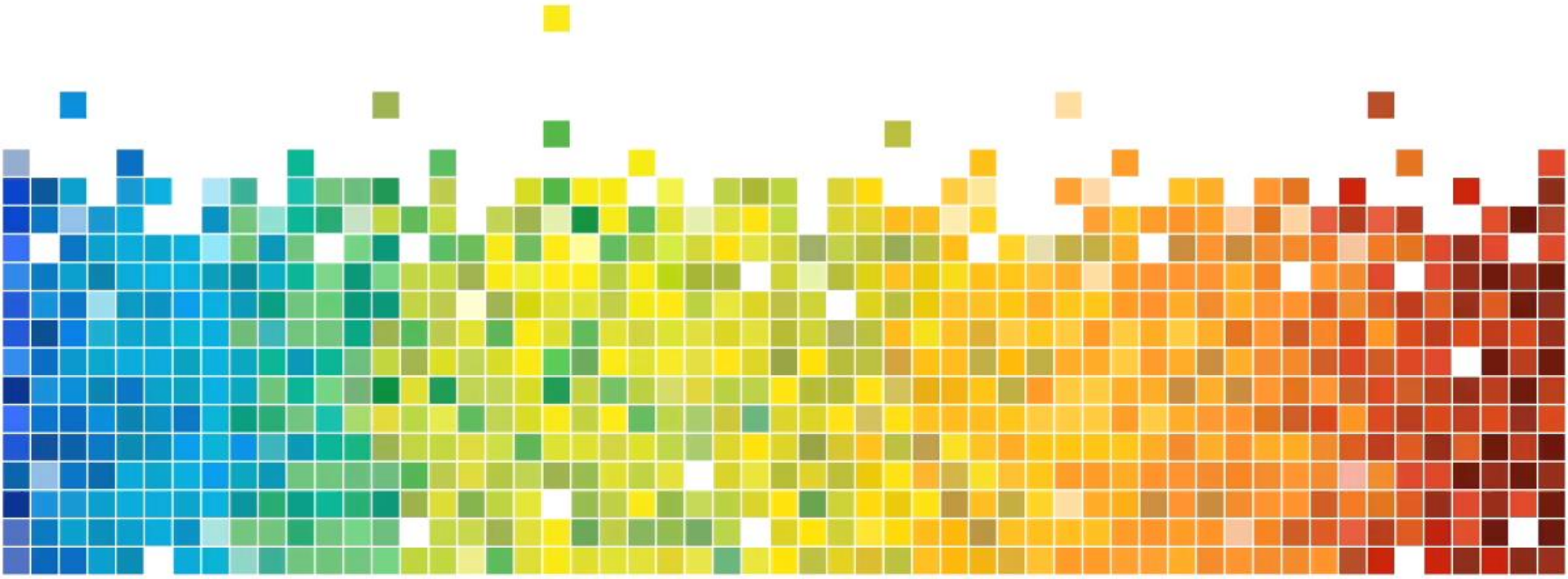


Active Learning In the L2 Class

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Active Learning

*“Active learning is seeking new information, organizing it in a way that is meaningful, and having the chance to explain it to others.”
(Allen & Tanner 2005)*

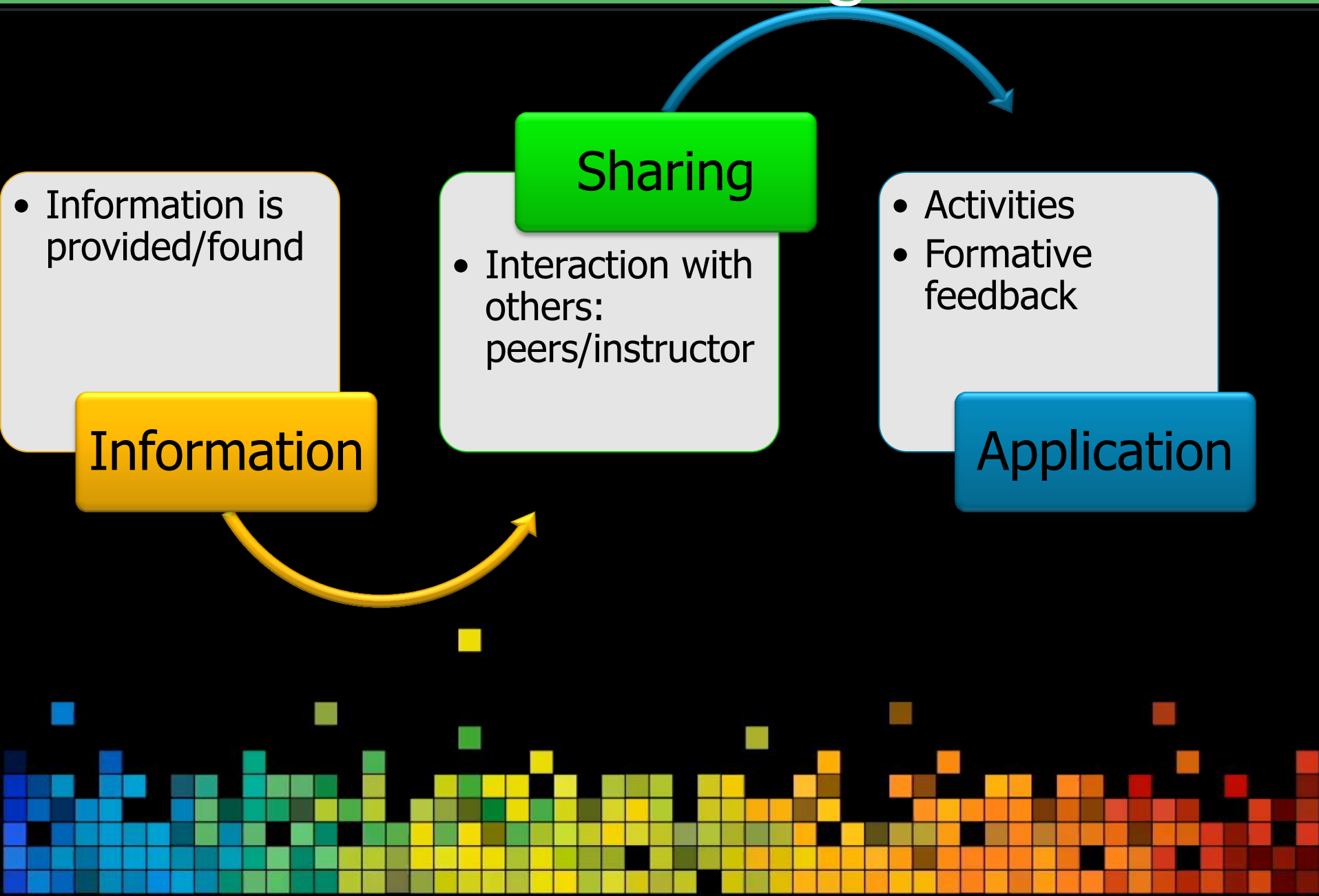


Affective Learning

*Engaging in meaningful
reflective thinking: inside and
outside the classroom = deep
and transformative learning*



Active Learning

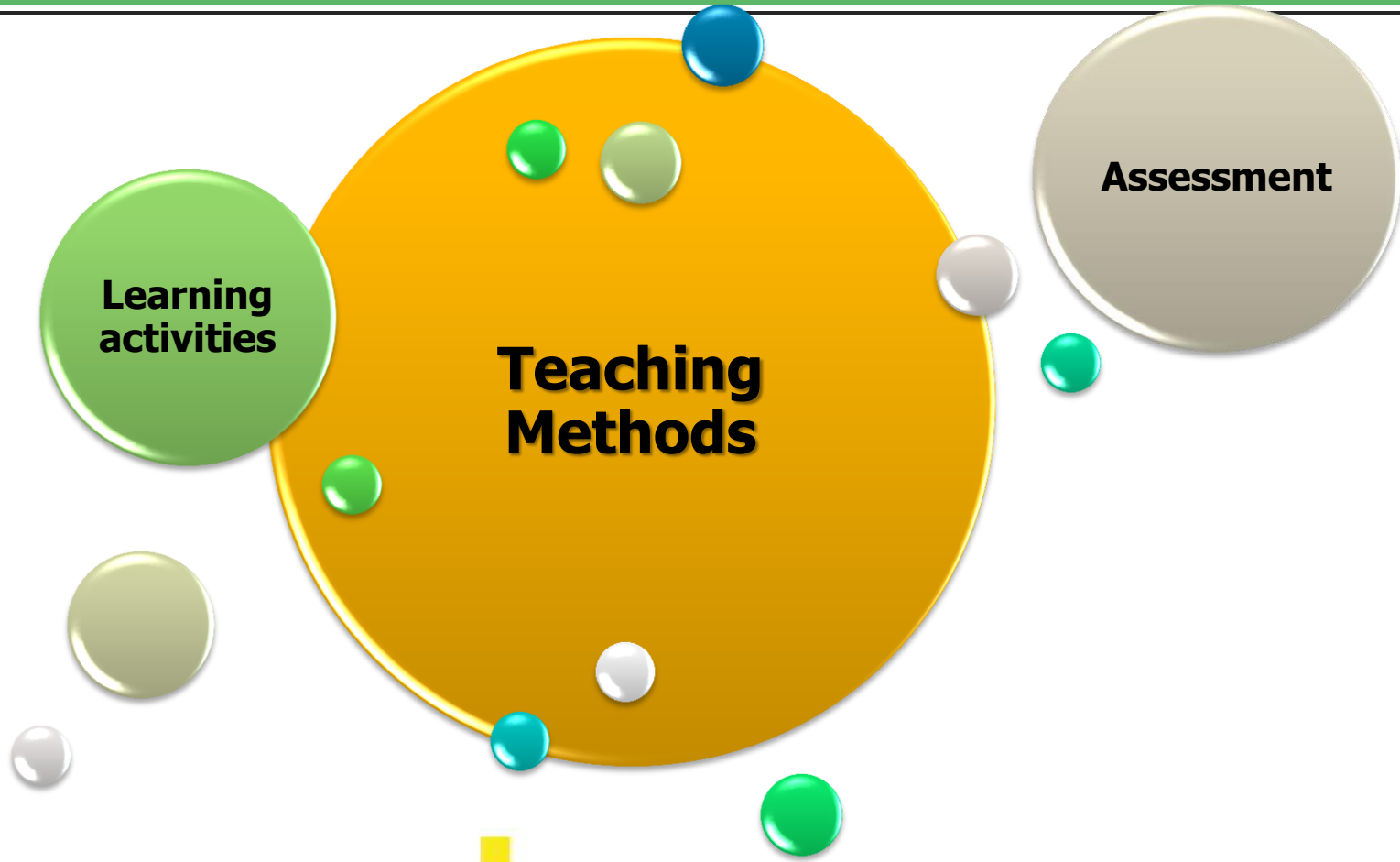


Active Learning & Engagement

- **Students participating in the learning process**
- **Wide range of purposeful educational activities**
- **Leads to high quality learning (Coates 2005)**
- **Metacognitive and affective development takes place (Brantford *et al.*, 2000)**



Constructive Assessment



Assessment Essentials

- **Variety of range and scope of tasks**
- **Cater to different preferences and learning styles**
- **Allowing development and reflection (Gillet & Hammond, 2009)**



Taxonomy of Affective Qualities (Krathwohl et al, 1964)

5 Levels- The learner will:

Receiving

receive information and is willing to respond to it

Responding

be involved in tasks

Valuing

follow the scheduled time for tasks and prioritize them (Groundlund & Brookhart, 2009)

Organization

set values to respond to various situations

Characterization

internalize values to the extent they characterize him/her (Groundlund, 1991)



Active Learning: 4 categories

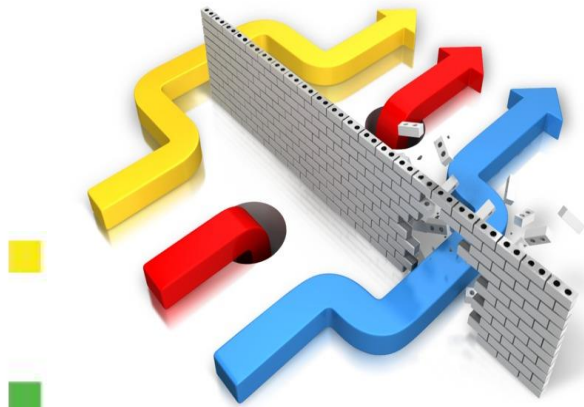
- Individual activities
- Paired activities
- Informal/formal small groups
- Collaborative activities & student projects



Cooperative Learning

7' in length

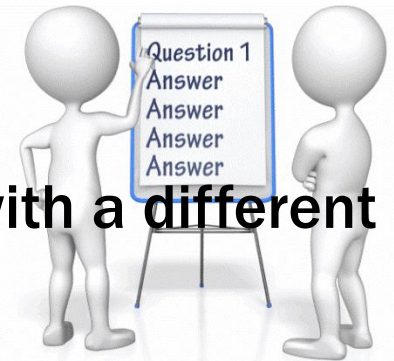
- Post images (may be laminated) around the classroom with different scenarios making sure they reflect content
- Different groups connect content to the images
- Some groups will present to the rest of the class



Corners

5'in length

- **Place flipcharts in each corner of the room with a different question**
- **Assign a different colour to each group**
- **Each group has to offer an answer and write it down**
- **After they finish one question, they move to the next**
- **Each group has to answer differently and add to the content**
- **After the time has elapsed, the instructor stops the activity and asks each group to report back**



Corners 2

- Post different passages of a literary work /theories
- In groups, request students to comment on the passages/theories
- Report back to the class





Mind Map

- Each group receives an incomplete mind map that needs to be completed with as many ideas as possible related to the topic
- They need to include connections between topics and explain the rationale for the connections
- They have to relate the topic to their own experiences



Engagement

“...the effects of engagement are generally in the same positive direction for all students, including those from different racial and ethnic backgrounds, those first in their families to attend college, and those who are less well prepared for college.” (Greene et al., 2008; Kuh, 2003; Pace 1990)



Active learning in Large Classes

- **Note Comparison/Sharing**
- **Clarification Pauses**
- **Group concept mapping**
- **4 Corners**



Testimonials

- <http://www.cbc.ca/player/Radio/Local+Shows/Ontario/The+Morning+Edition+-+K-W/ID/2678269093/>



Sharing Material

- Course Outlines
- Postcard Project
- Digital Story
- Photo Essay
- iTeach
- E-portfolios



Questions? Comments?

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