

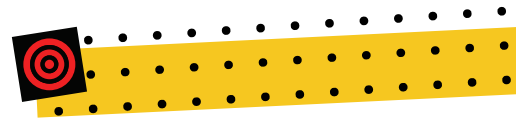
CETL supports improving teaching practice and learning outcomes through a number of activities.

CETL helps faculty members in the areas of

- **Course Design & Planning**
- **Effective Teaching Methods**
- **Classroom Management**
- **Assessment of Student Learning**
- **Integrating Tech. in Your Teaching**
- **Documenting Your Teaching**



Center for Excellence in Teaching and Learning



CETL

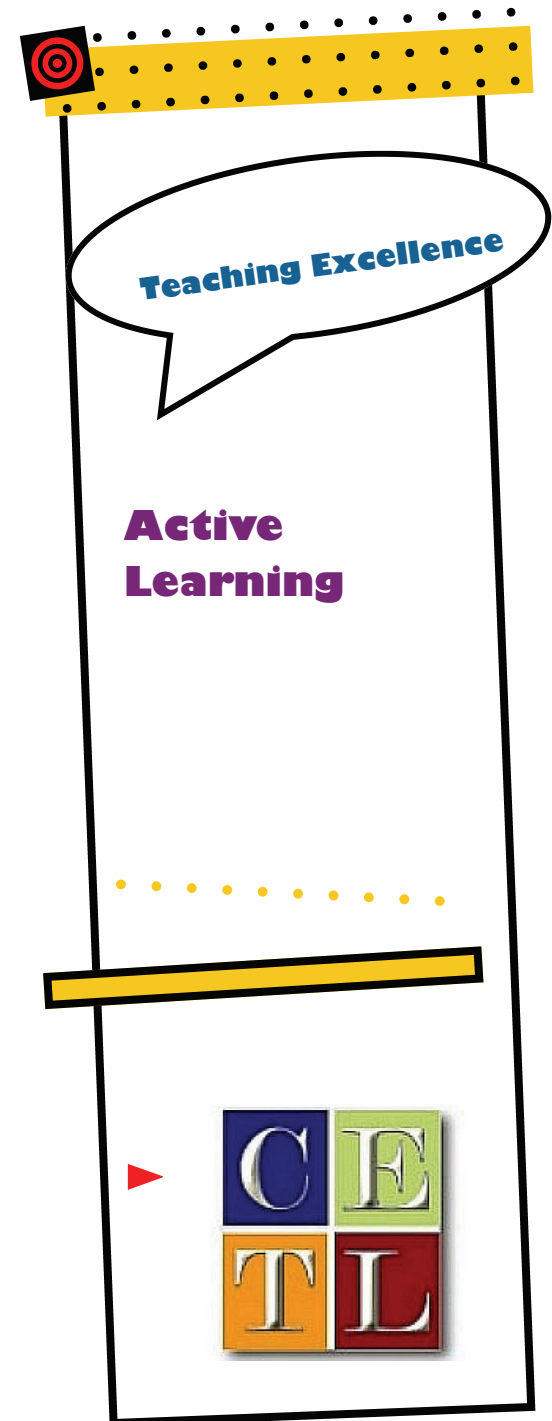
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▶ Active Learning

Active learning is to promote student involvement and to find better ways of engaging students in learning process. Typically, active learning enables students to experience doing and observing and to dialogue with self and others.

Experience of Doing:

This is defined as learning activity where students actually do something; for example, assemble electrical parts, compose a theme music for a school band, conduct an experiment with natural sources, write a creative essay, and prepare an oral presentation. When an instructor assigns physical activities to each student, active learning assumes that the student may show strong interest in doing the assignment more than just listening to lectures.

Experience of Observing:

Experience of observing occurs, when a student watches or listens to classmates' class activities that are directly related to the student's learning process.

Examples of this experience are: Observing an instructor's physical performance in classroom; listening to musical performance by musicians, related to a music education topic; and watching an experiment preparation and process in chemistry class.

Observing may generate direct experience and indirect (vicarious) experience, depending on the nature of what students observe. A direct experience of observation is defined that students are directly observing the real action. An indirect experience of observation is defined that students are vicariously observing a simulation of the real action; for example, a vicarious observation allows students to watch an instructional video regarding poverty in local community rather than going to local sites directly.

Dialogue with Self:

Dialogue with self in active learning assumes that a student learns better, when the student reflec-

tively thinks about what he/she learns about topics in class; for example, a student may ask his/herself about what students get informed, how students feel about the information, and why students seek solutions for issues.

Dialogue with Others:

This action may form interactive conversational relationship among an instructor and students, generating back-and-forth discussion and opinion sharing. Active learning considers that more dynamic and active dialogue with other classmates may occur, when an instructor creates an focused small group discussion on a specific topic. Occasionally, an instructor may need to invite guest participants such as practitioners or experts in the fields in order for class to see challenging issues, recognizing reality, and finding potential solutions.

Sources

Active learning for the college classroom by D. Paulson and J. Faust. California State University-Los Angeles (electronic).

Active learning: Creating excitement in the classroom by C. Bonwell (2000). Josse-Bass.

CETL, Indiana University Northwest (electronic).

