

Can You Make The Sale?

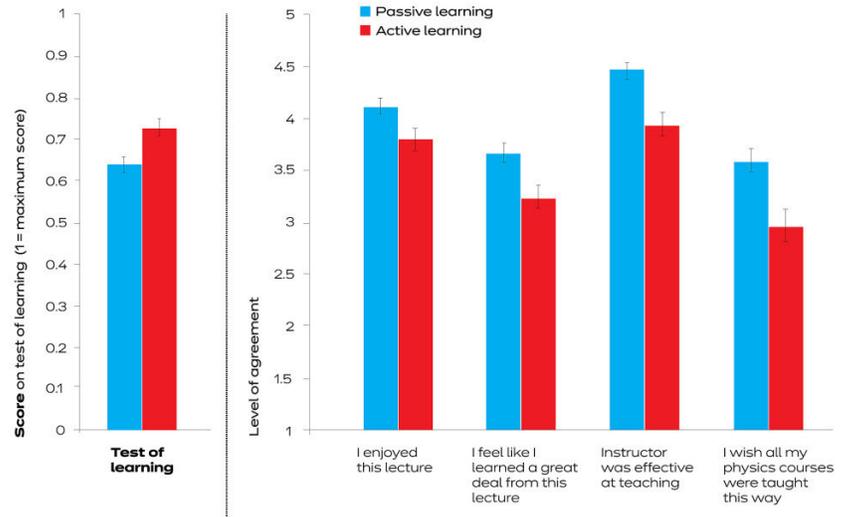
How to Get Students to Buy Into the Active Learning Classroom



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Performance vs. perception

A comparison of performance on a Test of Learning (left panel) and students' Feelings of Learning (right panel) when classes were taught with a traditional lecture (passive) versus active learning. (Deslauriers, McCarty, Miller, Callaghan, & Kestin, 2019)



Creating Interest...

Belongingness

- How does the topic fit with student identities and communities?

Utility-Goal Relevance

- The more a skill aligns with student's goals, the more interest it will hold

Prior Knowledge

- The more we know about something, the more interested we become

Hands-on

- Are students doing something? Is there a tangible product?

Humor

- Students feel more comfortable, enthusiastic, and have positive feelings

Social Interaction

- Learning is a social process!

Biophilia

- Does it evoke lifelike processes?

Training Novices Instructors To Use Active Learning...

- Create a team atmosphere to build community and increase collaboration
- Have step-by-step descriptions of a few activities as examples
- Address specifics of course content AND higher-order best teaching practices
- Conduct early observations of teaching with quantitative and qualitative feedback
- Retrain their attributions: challenges will get easier, celebrate successes!

Discussion Questions:

1. How do we get buy in from our students so that they can fully benefit from the active learning classroom?
2. How can we design class activities that are most likely to create interest among students?
3. How can we train the next generation of faculty to embrace and successfully use active learning techniques despite student resistance?

Want more information?

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Deslauriers, L., McCarty, L. S., Miller, K., Callaghan, K., & Kestin, G. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. *Proceedings of the National Academy of Sciences - PNAS*, 116(39), 19251-19257. doi:10.1073/pnas.1821936116

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