

Promoting Active Learning Through The Flipped Classroom Model

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once considered disruptive to learning technology has increasingly become an integrated and valued part of the modern classroom in particular mobile technologies provide the ability to encourage evocative student learning through new experiences promoting active learning through the integration of mobile and ubiquitous technologies showcases the widely varied ways that technology can be applied to enhance classroom learning closely examining and critiquing the best methods in assimilating technologies this publication is a valuable resource for faculty teachers administrators technology staff directors of learning centers and other education technology leaders interested in incorporating new technologies within the classroom for engaging student learning

this insightful new book explores perspectives on active learning as creative discovery conceptualisations of active learning spaces and transitions from theoretical approaches to active learning practice it draws on the experiences of academics learning technologists and clinical practitioners and invites the reader to think about our conceptualisations of active learning and to move beyond mere demonstrations of its effectiveness with contributions from academics and nhs practitioners this publication will make a unique contribution to the literature that increasingly points to the value impact and reach of active learning pedagogy it importantly addresses the need for active learning highlighting some of the many theoretical issues that active learning raises through three broad lenses the idea of active learning as creative play the use of theoretical models in designing active learning the transition from active learning theory to practice aimed at anyone with an interest in active learning as a pedagogical approach active learning in higher education provides a starting point for further discussion and development of pedagogical theory becoming an essential read for educators school leaders as well as researchers in the field of education

this book explores evidence based practice in college science teaching it is grounded in disciplinary education research by practicing scientists who have chosen to take wieman s 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching in editing this book we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities in keeping with wieman s challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences the content is structured as follows after an introduction based on constructivist learning theory section i the practices we explore are eliciting ideas and encouraging reflection section ii using clickers to engage students section iii supporting peer interaction through small group activities section iv restructuring curriculum and instruction section v rethinking the physical environment section vi enhancing understanding with technology section vii and assessing understanding section viii the book s final section ix is devoted to professional issues facing college and university faculty who choose to adopt active learning in their courses the common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years in this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base for most students that knowledge base is riddled with a host of naïve notions misconceptions and alternative conceptions they have acquired throughout their lives to a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances clearly this prescription demands far more than most college and university scientists have been prepared for

the mission of higher education in the 21st century must focus on optimizing learning for all students in a shift from prioritizing effective teaching to active learning it is understood that computer enhanced environments provide a variety of ways to reach a wide range of learners who have differing backgrounds ages learning needs and expectations integrating technology

into teaching assumes greater importance to improve the learning experience optimizing higher education learning through activities and assessments is a collection of innovative research that explores the link between effective course design and student engagement and optimizes learning and assessments in technology enhanced environments and among diverse student populations its focus is on providing an understanding of the essential link between practices for effective activities and strategies for effective assessments as well as providing examples of course designs aligned with assessments positioning college educators both as leaders and followers in the cycle of lifelong learning while highlighting a broad range of topics including collaborative teaching active learning and flipped classroom methods this book is ideally designed for educators curriculum developers instructional designers administrators researchers academicians and students

target recognition is an important aspect of air traffic management but the study on automatic aircraft identification is still in the exploratory stage rapid aircraft processing and accurate aircraft type recognition remain challenging tasks due to the high speed movement of the aircraft against complex backgrounds active learning as a promising research topic of machine learning in recent decades can use less labeled data to obtain the same model accuracy as supervised learning which greatly reduces the cost of labeling a dataset

artificial intelligence ai has immense potential to enhance teaching and learning in countless ways however for educators and course designers this potential can seem overwhelming confusing and even frightening in this book researcher and educational innovator stephen m kosslyn demystifies ai and its relationship to education and he provides a wealth of step by step illustrations and examples to help instructors and course designers both understand ai concepts and use them to build stimulating active learning exercises and lesson plans whether you teach a course in a traditional classroom online or with a hybrid approach this book will inform and empower you to create more engaging personalized and scalable learning experiences for your students

the working model for helping the learner to learn presented in this book is relevant to any teaching context but the focus here is on teaching in secondary and college science classrooms specifically the goals of the text are to help secondary and college level science faculty examine and redefine their roles in the classroom define for science teachers a framework for thinking about active learning and the creation of an active learning environment and provide them with the assistance they need to begin building successful active learning environments in their classrooms active learning in secondary and college science classrooms a working model for helping the learner to learn is motivated by fundamental changes in education in response to perceptions that students are not adequately acquiring the knowledge and skills necessary to meet current educational and economic goals the premise of this book is that active learning offers a highly effective approach to meeting the mandate for increased student knowledge skills and performance it is a valuable resource for all teacher trainers in science education and high school and college science teachers

this guide explains how to set up action learning programmes and shows how to go about finding and implementing solutions to real problems it also describes the key procedures and skills required to implement action learning

bueller keys to engaging secondary students motivating adolescents to learn can be a challenge often distracted and easily bored these kids are also critical thinkers capable of thriving in the classroom while learning 21st century skills how do we hold their attention and develop their abilities research shows that all students regardless of learning style disability

category or language difference learn more effectively when they are engaged in active learning 41 active learning strategies for the inclusive classroom shows teachers how to help all students achieve positive learning outcomes the authors provide a compilation of strategies that serve as blueprints for instructional design and directions for using them across a variety of content areas the many benefits of active learning include a more engaged and interactive classroom increased self directed learning development of higher order thinking skills such as analysis synthesis evaluation improved reading discussion and writing competencies each strategy includes materials directions sample applications across content areas ways to support students with learning differences and sample vignettes new teacher requirements and raised expectations to meet higher standards for all students might make the teaching challenge look daunting the authors understand your journey and will walk you through the process step by step so that you are fully prepared to achieve success

helps student to understand himself as a learner and what it takes to succeed focuses on four key factors students characteristics as learners the tasks which must be completed in each class the strategies that will help the student to read understand and remember what professors expect him to learn and the texts with which the student interact

bachelor thesis from the year 2024 in the subject learning materials mathematics elements grade 9 5 course mathematics language english abstract this study investigates the effective implementation of inquiry based learning ibl in secondary mathematics classrooms in zambia amidst growing global emphasis on lifelong learning and student centered teaching approaches ibl has emerged as a didactic method that fosters higher order thinking active engagement and deep conceptual understanding by bridging the gap between traditional teaching methods and contemporary educational demands ibl encourages students to become critical thinkers and problem solvers using a concurrent triangulation mixed methods research design the study combines both quantitative and qualitative data to examine the extent of ibl implementation the challenges teachers face and the impact on student learning outcomes the sample includes 40 students 10 mathematics teachers and 10 educational administrators from both rural and urban secondary schools across four districts in lusaka province findings reveal that while some mathematics teachers demonstrate a strong command of ibl strategies particularly in formulating higher order thinking questions others face moderate challenges in classroom execution which in turn affects student learning notably significant variations were observed depending on school location and type suggesting that context plays a crucial role in ibl s effectiveness the research confirms the positive correlation between the use of ibl and improved learning outcomes in mathematics despite systemic and pedagogical hurdles

this book focuses on an in depth assessment on strategies and instructional design practices appropriate for the flipped classroom model highlighting the benefits shortcoming perceptions and academic results of the flipped classroom model provided by publisher

the sequel to barbara prashnig s influential book the power of diversity

the challenges and joys of juggling there has been growing demand for workshops and materials to help those in higher education conduct and use the scholarship of teaching and learning this book offers advice on how to do share and apply sotl work to improve student learning and development written for college level faculty members as well as faculty developers administrators academic staff and graduate students this book will also help undergraduate students collaborating with faculty on sotl projects though targeted at those new to the field of sotl more seasoned sotl researchers and those attempting to support sotl efforts will find the book valuable it can be used as an individual reading a shared reading in sotl writing circles a resource in workshops on sotl and a text in seminars on teaching contents

include defining sotl the functions value rewards and standards for sotl work working with colleagues involving students writing grants integrating sotl into your professional life and finding useful resources practical and ethical issues associated with sotl work making your sotl public and documenting your work the status of sotl in disciplinary and institutional contexts applying the goals of sotl to enhance student learning and development

learning through practice argues that actively engaging with material through hands on practice and experiential learning is crucial for effective knowledge acquisition and long term memory retention the book explores the cognitive and educational psychology behind why doing solidifies understanding more effectively than passive methods did you know that kinesthetic learning which involves physical activity can significantly enhance memory encoding or that immediate application of knowledge boosts motivation and strengthens neural pathways the book uniquely integrates theoretical insights from psychology and education providing educators with a framework for incorporating experiential learning into classrooms with practical strategies and examples beginning with foundational concepts like active recall and embodied cognition it progresses through the psychological basis of learning by doing evaluations of various experiential learning models and practical applications across educational settings this approach emphasizes active participation over traditional rote memorization a vital shift considering the need for adaptability in today s world the book s exploration of active learning highlights its impact on cognitive development memory retention and curriculum development by examining empirical studies and case studies learning through practice offers a guide for educators and learners alike to implement active learning strategies and educational techniques ultimately it advocates for a move towards educational models that prioritize engagement and hands on practice

what do we mean by active learning how can you inspire children to engage fully in their learning how can you plan and organise a curriculum that ensures that children are actively involved in the learning process this brand new text not only explores and examines the concept of active learning but demonstrates how every teacher new or experienced can translate theory into practice and reap the rewards of children actively engaged in their own learning in the classroom central to the book is the series of extended case studies through which the authors highlight examples of effective teaching and learning across the whole primary curriculum they provide practical examples of planning teaching and assessing to encourage inspire and give confidence to teach in creative integrated and exciting ways

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