

Technical Education Division, Richland College, Dallas, Texas

USING ACTIVE LEARNING TECHNIQUES

By

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TEAL COMPENDIUM

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TEAL LEARNING MODULES

The Techniques to Enhance Adult Learning (TEAL Compendium) modules were developed for college faculty by Richland College in Dallas, Texas. The TEAL learning modules were written as a response to the concern that many college instructors have their masters' degrees and/or substantial experience in their teaching fields, but few institutions of higher learning require these faculty to also have preparation in teaching strategies/techniques. So it is not unusual to find instructors who are subject-matter experts simply lecturing to their students instead of using a variety of activities. Thus these modules were created to provide an easy-to-use, self-paced format for faculty to learn strategies that enhance the learning process resulting in significant outcomes.

While the TEAL modules can be used to test what faculty knows after they complete the readings (cognitive domain), the modules can also affect their values (affective domain) regarding choices of teaching strategies/techniques. To persuade faculty to try new methods, the writers of these modules have included information on the many benefits of using their suggested activities.

The four modules are:

- Utilizing Active Learning Techniques
- Implementing SCANS Using Cooperative Learning
- Integrating Internet Technology in the Classroom
- Using Writing to Enhance Adult Learning

Authors of the modules addressed the materials to the community college faculty. However, these materials have not been tested for appropriate audience or validity. The modules are not subject-matter specific, so they could be adapted to any curriculum.

Included with these materials is an evaluation form. Please duplicate and complete this form for each module you use or review. Your valuable feedback is greatly appreciated. Please send your evaluations to:

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INTRODUCTION

CONTENT GOAL:	<p>Upon successful completion of this module, the faculty member (professor) will be able to identify and implement nine active learning strategies.</p> <p>(Cognitive Domain, Synthesis Level)</p>
RATIONALE:	<p>The many benefits of active learning include the reinforcement of course content, development of team building skills, improvement of student retention and motivation, and the promotion of fun, fun, fun. In this module, you will learn techniques that can be used to help create a more productive and enjoyable learning environment.</p>
ESTIMATED COMPLETION TIME:	<p>This is a self-paced module designed to be completed in an average amount of time. The specific time required for completion will vary from instructor to instructor due to individual reading skills and learning environment. <i>As an average this module takes 2-3 hours to complete, not including enrichment activities.</i></p>
INSTRUCTIONS:	<ul style="list-style-type: none"> A. This is a self-contained module that includes all materials needed to complete all related exercises. No additional materials are required. B. Feel free to complete the enrichment activities if they would help you further understand the concepts covered in this module. C. Please read all associated materials prior to completing each exercise. D. After completing each self-check exercise, compare your answers with those provided on the page that follows each exercise. E. If you miss any of the questions, please review the related material to ensure you fully understand the concept. <p>The enrichment activities are supplemental and provide for further study if so desired.</p>
ENRICHMENT ACTIVITIES:	<p><i>Please note these activities are not required to complete this module.</i></p>

LEARNING EXPERIENCE # 1

Using Active Learning Strategies to Enhance Student Performance

Performance Objective # 1: After reading Selection #1, complete Self-Check Activity #1 – Check for Recall. You will need to complete the activity with 80% accuracy without referring back to Selection #1. If you do not score at least 80% on the Self-Check Activity, reread the entire Selection #1.

Performance Objective #2: After successfully completing Self-Check Activity #1, complete Self-Check Activity #2 – True/False Questions. You will not be allowed to refer to any materials. Strive for at least 80% accuracy. If you miss more than one question, reread Selection # 1 and highlight the statements that you believe the five questions were based on.

LEARNING ACTIVITY 1	ENRICHMENT ACTIVITY
<p>READ: Selection # 1: <i>Using Active Learning Strategies to Enhance Student Performance.</i></p> <p>SELF-CHECK ACTIVITIES:</p> <ul style="list-style-type: none"> ❖ Checking for Recall Questions ❖ True/False Questions ❖ Matching Questions ❖ Application Questions 	<p>READ: <i>The Adult Learner, fifth edition</i></p>

Reading Selection # 1

Using Active Learning Strategies To Enhance Student Performance

Why Use Active Learning Strategies?

Ever wonder why college students pay their tuition and fees, purchase expensive textbooks, rearrange their work schedules and personal lives to enroll in college classes, attend classes – for short or long periods of time -- and then suddenly drop the class or simply stop attending?

This perplexing question probably has festered in the minds of many college professors -- - those of us who are committed to imparting wisdom, knowledge, and understanding to help shape the minds of our adult students.

Certainly a multitude of reasons could account for the sudden disappearance of our students, who seemingly are plucked away one at a time. A few examples include: work-related demands, family matters, health reasons, financial pressures, relocations, and changes in their work schedules. Of course there are many other factors that also contribute to student withdrawal rates – most of which are outside the control of the professor. But what about that small percentage of students who quietly disappear from our classes because they are bored, lost, unchallenged, or simply unmotivated to continue with the class?

What can we do, as college professors, to capture the minds, evoke the interest, and enhance the motivation of those students? Obviously there are many answers to this timeless question. One answer, however, lies in the content of this module: employing active learning strategies in the classroom.

What is Active Learning?

Active Learning, which is grounded in adult learning theory, is based on several assumptions about adult students. Four specific assumptions related to this topic are: (1) Significant learning takes place when the subject matter is perceived by the student as relevant to his/her own purpose. (2) Much significant learning is acquired through doing. (3) Learning is facilitated by the student's responsible participation in the learning process. (4) Self initiated learning involving the whole person – feelings as well as intellect – is the most pervasive and lasting type of learning. (Knowles, 40)

Active Learning is based on the premise that adults tend to learn best when they are actively involved in the learning process. Active learning is defined as “Professor led,

student centered, high involvement, practical learning strategies that can be used to help strengthen any learning environment.”

Benefits of Active Learning

In a college setting, professors who observe students actively and eagerly engaging in the learning process can attest to the wonder of such an observation. The sheer joy of seeing students joyfully interacting with classmates in the quest for knowledge and understanding is not easily forgotten. Creating a classroom environment where students are actively learning can create boundless rewards and benefits. Listed below are 15 benefits to using active learning strategies in any classroom.

BENEFITS OF ACTIVE LEARNING

- **Reinforces Course Content**
- **Develops Team Building Skills**
- **Enhances Student Self Esteem**
- **Promotes Participative Learning**
- **Allows for Creative Problem Solving**
- **Promotes the Concept of Discovery Learning**
- **Energizes and Invigorates the Participants**
- **Strengthens Learner Bonds**
- **Offers Variety that Accommodates Diverse Student Learning Styles**
- **Allows for Practical Application of Course Content**
- **Enhances Communication with Diverse Students**
- **Offers an Enjoyable and Exciting Learning Environment**
- **Helps Improve Student Retention and Motivation**
- **Provides an Avenue for Student Recognition and Reward**
- **Promotes fun, fun, fun**

SELF-CHECK ACTIVITY # 1

Checking for Recall

1. What might be some reasons why students expend time, energy, and money to enroll in college classes and then drop out before the semester is over?
2. Define “Active Learning.”
3. List five benefits to incorporating active learning strategies into classroom activities.

ANSWERS TO SELF-CHECK ACTIVITY # 1

1. Possible answers include:
 - ❖ Family responsibilities
 - ❖ Job responsibilities
 - ❖ Financial problems
 - ❖ Health issues
 - ❖ Boredom with classroom activities and teaching styles
 - ❖ Low motivation

2. The definition of Active Learning is:
“Professor led, student centered, high involvement, practical learning strategies that can be used to help strengthen any learning environment.”
 1. Possible answers include:
 - ❖ Reinforces course content
 - ❖ Develops team building skills
 - ❖ Enhances student self esteem
 - ❖ Allows for creative problem solving
 - ❖ Promotes the concept of discovery learning
 - ❖ Energizes and invigorates the participants
 - ❖ Strengthens learner bonds
 - ❖ Allows for practical applications of course content
 - ❖ Enhances communication with diverse students
 - ❖ Offers an enjoyable and exciting learning environment
 - ❖ Helps improve student retention and motivation
 - ❖ Provides an avenue for student recognition and reward
 - ❖ Promotes fun

SELF-CHECK ACTIVITY # 2

True/False

Directions: Read the following statements. If you think that statement is true, mark it with a "T." If you think the answer is false, mark it with an "F."

1. Active learning strategies require more involvement from the professor and less involvement from the students. _____
2. Many adult students have external pressures that require them to withdraw from classes. _____
3. Active learning is based on the premise that adults learn best when they are actively involved in the learning process. _____
4. One benefit of active learning is that it can make learning more fun. _____
5. Another benefit of active learning is that students create their own curriculum. _____

ANSWERS TO SELF-CHECK ACTIVITY # 2

1. False
2. True
3. True
4. True
5. False

LEARNING EXPERIENCE # 2

Setting the Tone with ICE BREAKERS, CLIMATE SETTERS, AND ENERGIZERS

Performance Objective #1: After reading Selection # 2, complete Self-Check Activity #3 – True/False Questions. You will need to complete the activity with 80% accuracy without referring back to any materials. If you don't reach the 80% accuracy rate, reread Selection # 2.

Performance Objective #2: After successfully completing Self-Check Activity #3, you will need to complete Self-Check Activity #4 -- Matching Questions. You will not be allowed to refer to any material. Strive for 90% accuracy in your answers. If you cannot reach that goal, reread Selection #2.

Performance Objective #3: After successfully completing Self-Check Activity #4, you will need to complete Self-Check Activity #5 – Application Questions. Because this activity asks you to apply the information you read to your own classes, feel free to refer to Reading Selection #2 as needed. When you finish the activity, tear out the sheet and put it with your lesson plans as a reminder to try the strategies

LEARNING ACTIVITY 2	ENRICHMENT ACTIVITY
<p>READ: Selection #2: <i>Setting the Tone with Ice Breakers, Climate Setters, and Energizers.</i></p> <p>SELF-CHECK ACTIVITIES:</p> <ul style="list-style-type: none"> ❖ Checking for Recall Questions ❖ True/False Questions ❖ Matching Questions ❖ Application Questions 	

Reading Selection # 2

Setting the Tone With Ice Breakers, Climate Setters and Energizers

What Typically Happens

In a traditional college classroom setting, the professor starts the first and all subsequent class sessions with a monologue of specialized information, hoping to generate interest, enthusiasm, and commitment to the topic being shared. Typically, students eagerly scamper into the classroom, find that one comfortable chair, and passively sit and wait to be bombarded with facts, data, and information pertinent to the subject matter.

What Can Happen

Things are somewhat different in an active learning classroom environment. The professor usually recognizes the critical importance of actively involving students, even from the first day of classes. Creating a safe environment that promotes two-way, relaxed communications and intermittent interaction is essential in an active learning classroom.

Bob Pike, president of Creative Thinking Techniques International and author of the Creative Training Techniques Handbook, has developed the 90/20/8 rule. This rule is based on recent brain research highlighted in Tony Buzan's book, *Using Both Sides Of Your Brain*. According to Buzan's estimates, the average adult can listen with understanding for 90 minutes, but with retention for only 20 minutes (Pike 19).

Pike's 90/20/8 rule states that no module should run more than 90 minutes; the pace of instruction should change every 20 minutes, and we should try to involve participants in content application every eight minutes. This simple rule, when applied to the college classroom, automatically transforms a passive learning environment into an active one.

Ice Breakers and Climate Setters

Ice breakers and climate setters are used at any given time during the class session; however, they are primarily used at the beginning of the class session and/or whenever new teams or groups are formed. Their primary purpose is to create a warm, relaxed environment so that participants can become familiar with each other. The three ice breakers/climate setters that are presented in this module are: (1) "My Favorite" (2) "False Colors" (3) "Let's Share." **(NOTE: all activities presented in this module have been named by this author. You, however, can feel free to rename the activities and/or revise them any way you so desire.)**

“MY FAVORITE”

Purpose: To create a fun and relaxing way for new students to get to know each other at the beginning of a semester or anytime when teams rotate to new members.

Time Required: Approximately 10-20 minutes (depending on number of participants.)

Materials Needed: Information sheet, provided by the Instructor, and pens.

Activity in Action: (Part I) Listed below are seven questions. Answer each question. (Part 2) Next to each line, find one other person in the room whose answer matches yours exactly. (Step 2) Put that person’s name on the blank line. Then ask the person to tell you something unique about him or herself. (Step 3) Jot it briefly on the last line. (Step 4) As time permits, each student reports one or as many names of students that he or she met and tells the uniqueness of each student. (NOTE) For my classes, I give a “reward” to the student(s) who completes all seven introductions the fastest (first and second place) winners. A reward might be an oral praise, a candy bar, special points, or anything that you feel the students will value. Also, feel free to revise or edit the list of questions and/or the procedure as you so desire.

****MY FAVORITE****

Part I:

1. My favorite color is _____
2. My favorite type of music is _____
3. My favorite month is _____
4. My favorite dessert is _____
5. My favorite sports team is _____
6. My favorite make of car is _____
7. My favorite type of movie is _____

Part II:

- | | |
|---------------|-------------|
| 1. Name _____ | Hobby _____ |
| 2. Name _____ | Hobby _____ |
| 3. Name _____ | Hobby _____ |
| 4. Name _____ | Hobby _____ |
| 5. Name _____ | Hobby _____ |
| 6. Name _____ | Hobby _____ |
| 7. Name _____ | Hobby _____ |

SOURCE: Linda Morable, Professor, Richland College

“False Colors”

Purpose: This activity is used as an Icebreaker / Introduction. It can also be used when teaching students about perception, diversity, and appreciating differences. The activity teaches us a lot about people in a short period of time. It also is used to help break some of the ‘preconceived notions or opinions’ we might have about others.

Time Required: Approximately 10-15 minutes (depends on the size of your groups.)

Materials Needed: 3 x 5 index cards, four different colors

Group Size: Four to seven members per group is preferred.

Activity in Action:

Part 1: On individual index cards, list four statements about yourself (one statement per index card---each index card is a different color). Three statements should be true and one should be false. List them in random order. For example: “I am the proud owner of four miniature poodles. OR “I have traveled to 12 countries since 1990.” OR “I am a skydiver who jumps twice a month.” Etc...

Part 2: (Step 1) Each member reads his or her statements aloud. (Step 2) After the statements have been read, the other group members write down the color of the card that contains the false statement. (Step 3) In round-robin fashion, each member tells which color he or she selected and explains why he or she thinks that particular statement was false. (Step 4) After hearing all group input, the individual then reveals the “false” color (the card containing the false statement.)

SOURCE: Adapted from “Creative Training Techniques” Workshop

“Let’s Share”

Purpose: The purpose of this activity is multiple. It can be used as an introduction/ice breaker, as an energizer, or as a team-building or communication tool. The activity is designed to promote open discussion and encourage team interactions.

Time Required: Approximately 15 minutes (depending on the group size).

Materials Needed: Any item you want to use (i.e., paper clips, game chips, toothpicks, penny candy, marbles, cotton balls, etc.)

Group Size: Any size, but four to six is preferred.

Activity in Action:

(Step 1) Each individual is given 8 – 12 of the “materials” items (depending on how much time is available and how large the groups are). (Step 2) The first individual talks about something that he or she has done, but people may not be aware of it. (CAUTION students to only share information that they are willing for the public to know about). For example: “I once received a ticket for speeding.” OR “Once I was in a beauty pageant.” (Step 3) Everyone who has had the same experience then throws an item into the kitty (could be a basket, or some other container in the center if the group). Then the next person shares a statement about what he or she has done that others may not be aware of. Everyone who has also experienced that throws an item into the kitty. (Steps 2 and 3 are repeated until someone in the group has no more items to toss into the kitty.) (Step 4) OPTIONAL: The person who runs out of items first can receive some type of reward (because it shows that person’s willingness to disclose information about himself or herself)---ex: contents in the kitty, or special class points, etc. (Participants should not know in advance if you plan to reward the individuals---from each group---who run out of items first.)

SOURCE: Adapted from 101 More Games For Trainers

Energizers

Energizers are used anytime during the learning process, whenever there is a need to energize or motivate the group, or help the participants get refocused. Energizers can also be used to help the class transition their thoughts from one subject area to another. The two energizers presented in this module are: (1) “Top Ten” and (2) Brain Teasers.”

“ TOP TEN.....”

Purpose: This fun activity is designed to energize, have fun and positively reinforce any classroom/training environment. It can also be used as a team warm-up activity before moving into a more intensive team activity. Also, it can be used as a ‘team review’ activity to reinforce information students have already learned or material found in the textbook.

Time Required: Approximately 10 - 15 minutes (depending on the number of participants).

Materials Needed: Teams will need a sheet of paper and a pen. You will need an overhead projector and transparencies. (I reveal the answers on transparencies instead of handing the information out to each student because it’s reusable information.)

Group Size: Approximately 3 – 7 members per team.

Activity in Action: (Step 1) The professor asks each team to list the ‘top ten’ of any list. (Example: Since I teach management, marketing, and business courses, I ask students to list the top ten “most admired companies,” or the top ten “paid employee holidays,” or the top ten “customer service complaints,” or the top ten “reasons employees give for time off,” etc. The list is ENDLESS. I might even ask something unrelated to the topic such as “the top ten reasons that people get married.” A ‘top ten list’ can apply to ANY subject area. (Of course, it’s always important to have your reference information in order to verify your ‘top ten’ list. -- even if it comes from the ‘David Letterman’ Show or ANYWHERE. The purpose is to have fun, relax, and energize the group. ***You can even make up YOUR OWN top ten list from your specialized area of expertise. (Step 2) I tell the team members that they will get one check mark for each item that they ‘correctly list’ that is actually in the top ten AND one check mark for each item that they place in the ‘correct slot’ in the top ten listing. For example: If Austin, Texas is listed in the top ten of the “fastest growing Cities for Business Opportunities in this Country” and it is listed in the 4th place, then they will get a check mark if they even list ‘Austin Texas’ among “the top ten fastest growing cities for business opportunities in this country” and another check mark if they actually listed it as the 4th fastest growing city “ for business opportunities in this country.” NOTE: See sample ‘top ten’ lists on accompanying pages.

TOP 10 FRUIT CROPS IN THE WORLD

1. ORANGES
2. BANANAS
3. GRAPES
4. APPLES
5. WATERMELONS
6. COCONUTS
7. PLANTAINS
8. MANGOS
9. TANGERINES
10. PEARS

Source: Top Ten of Everything 1999.

Top Ten Movies of the 1990's

1. Titanic*	1997
2. Jurassic Park	1993
3. Independence Day	1996
4. The Lion King	1994
5. Forrest Gump*	1994
6. The Lost World: Jurassic Park	1997
7. Men In Black	1997
8. Home Alone	1990
9. Ghost	1990
10. Terminator 2: Judgment Day	1991

*Academy Award for "Best Picture"

SOURCE: Top Ten of Everything 1999.

Super Ideas For Action . . .

1.

2.

3.

4.

5.

“Brain Teasers”

Purpose: This activity is designed as an energizer and/or a creative problem solving strategy designed to help individuals realize how important it is to rely on ‘nontraditional’ ways of thinking in order to resolve problems and come up with creative solutions. Brain teasers are also great to use as ‘ice breakers’, stress relievers, and team builders. In addition, I often use them as a ‘warm-up’ activity to help get the groups focused before moving into a more detailed team activity.

Time Required: Approximately 8 – 12 minutes (depending on the size of the teams.)

Materials Needed: Paper and pens, overhead transparency, and project. (NOTE: I do not give the actual ‘brain teaser’ out as a handout because I use it with other classes).

Group Size: Varies....approximately 3 – 7 members per group.

Activity in Action:

(Step 1): Team members are shown a ‘brainteaser’ on an overhead projector. (Step 2) Each team is encouraged to identify as many correct answers as possible in the allotted time---usually 4 - 7 minutes. Each team is asked to jot their answers down on a separate sheet of paper. (Step 3) When time is up, the recorder for each team is asked to stop writing. (Step 4) The professor (on the overhead projector) then reveals answers. (Step 5) Teams with the most correct answers will receive some type of reward (depending on the class and the professor’s preferences).

Even More Games Trainers Play by John Newstrom

SELF-CHECK ACTIVITY #3

True/False Questions

Directions: Read the following statements. If the statement is true, mark with a "T." If the statement is false, mark "F."

1. In traditional college classrooms, most students are actively involved in the learning process. _____
2. According to the 90/20/8 rule, participants should be involved in content application every 20 minutes. _____
3. Ice breakers and climate setters can be used when new teams or groups are assigned to work together in the classroom. _____
4. The ice breaker called "False Colors" can also be used to teach students about perceptions, diversity, and appreciating differences. _____

ANSWERS TO SELF-CHECK ACTIVITY #3

1. False
2. False
3. True
4. True

SELF-CHECK ACTIVITY #4

Matching Questions

Directions: Read the descriptions in Section I. Find the word or phrase that matches it in Section II and write the letter as the answer.

SECTION I:

1. _____ The 90/20/8 rule was created by International Training Expert.

2. _____ are often used in a new learning environment to help participants become familiar with each other.
3. _____, author of *Using Both Sides of Your Brain*, estimates that the average person listens with understanding for 90 minutes.
4. In a traditional classroom _____ starts the session with a monologue of information.
5. _____ are excellent to use when there is a need to energize participants.

SECTION II:

- A. Ice breakers
- B. The professor
- C. Bob Pike
- D. Top Ten Lists
- E. Tony Buzan

ANSWERS TO SELF-CHECK ACTIVITY #4

1. C
2. A
3. E
4. B
5. D

SELF-CHECK ACTIVITY #5

Application Questions

Think about a class that you teach and answer the following questions:

List two ways that you would use each of the following ice breakers/climate setters:

1. "My Favorite": a. _____

b. _____

2. "False Colors": a. _____

b. _____

3. "Let's Share": a. _____

b. _____

LEARNING EXPERIENCE # 3

Performance Objective # 1: After reading Selection #3, complete Self-Check Activity #6 – True/False Questions. You will need to complete the activity with 80% accuracy without referring back to any material. If you don't reach 80% accuracy rate, reread Selection #3.

Performance Objective #2: After successfully completing Self-Check Activity #6, you will need to complete the Application Questions, which is Self-Check Activity #7. Because this activity asks you to apply the information you read to your classes, feel free to refer to Reading Selection #4 as needed. When you finish the activity, tear out the sheet and put it with your lesson plans as a reminder to try the strategies.

LEARNING ACTIVITY 3	ENRICHMENT ACTIVITY
<p>READ: Selection #3: <i>Creative Content Application Strategies.</i></p> <p>SELF-CHECK ACTIVITIES:</p> <ul style="list-style-type: none"> ❖ Checking for Recall Questions ❖ True/False Questions ❖ Application Questions 	

READING SELECTION # 3

Creative Content Application Strategies

Content application strategies are fun and enjoyable to use. Their primary purpose is to help students transfer the theories and concepts to real life, practical situations-- regardless of the subject matter being taught.

Two strategies to use to effectively help students transfer content are called the “Windows of Wisdom” and “My Relatives As Teachers” strategies.

“Windows of Wisdom”

Purpose: This activity is designed to help students transfer theories, concepts, and information taught in class to real life and practical situations.

Time Required: Approximately 10 – 20 minutes, depending on the size of the groups.

Materials Needed: Flip chart, newsprint, or drawing paper, and color markers (to draw the windowpanes), and ink pens (to fill in the windowpanes with their creative ideas).

Group Size: Approximately four to seven students.

Activity in Action: (Step 1) Students are asked to draw a large window with 6, 9, 12 or 15 windowpanes (depending on how much time you have for this activity). The drawings should be large enough for the students to put their creative ideas in. (Step 2) Students are asked to brainstorm and identify as many specific applications to a concept, or as many ideas about how to apply a concept, or as many definitions of terms from a chapter, etc, as possible in the allotted time. (For example: I might use this technique in teaching the concept of ‘employee reward systems.’ After discussing the definition of, reasons for, benefits of, and examples of employee reward systems, I might do a team activity and ask the teams to identify as many creative ways as possible—in the allotted time--- that companies can reward their employees ---without repeating the examples we have already used in class discussions.) I might give the teams 5 – 7 minutes to fill in as many windowpanes as possible with their creative ideas. (Step 3) Team spokespersons then present the different ideas generated by each team. (NOTE: THE PROFESSOR IS ALWAYS THE ULTIMATE JUDGE. He or she determines how many ‘correct answers’ each team presents.) (Step 4: OPTIONAL): The team with the most ‘correct’ or ‘creative’ answers wins a prize. In my classes, that team wins what is called “special recognition,” which are ‘extra bonus points’ added up and applied toward their final grade.

SOURCE: Adapted from “Creative Training Techniques” Workshop

TEAL Compendium

Windows of Wisdom

The following were Super Action ideas shared by participants who attended the TEAL workshops. The bold texts represent the participants' disciplines. The texts following the disciplines indicate how they would integrate the Windows of Wisdom technique in their classes.

- 1) **Art Appreciation** – use in applying design elements of specific art work; use in applying design principles of specific art work
- 2) **Automotive** – use in diagnosis; system repair techniques; theory of operation; work experiences; help in taking notes; memory quiz; glossary terms; parts terminology; use for praise, i.e. recognizing the leader
- 3) **Biology** – use to list 6 biology-related professions; list 6 biology instruments; list 6 biologists; list 6 diseases; list 6 food groups
- 4) **Business and Professional Speech** – use to determine aspects of communication process
- 5) **Carpentry** – use to determine safety for power tools; to determine tools needed in work
- 6) **Chairology** – use to allocate responsibility; to determine common goals
- 7) **Child Development** – use to determine ways to affirm positive behaviors; techniques to encourage attachment; activities to foster physical development skills (social, cognitive, emotional); methods to create “this is a good place to be “children’s environment; use as a review; use as notes to give or take tests
- 8) **Computers** – use to introduce types of software; use components of computers in introduction; use terms/definitions in data communications; use to list administrator responsibilities
- 9) **Criminal Justice/Law Enforcement**– use to discuss the pros/cons of death penalty; privileges and punishments in corrections; accountability and conditions of conduct on probation/parole; community resources for juvenile delinquents; use to force options; to develop tactical maneuvers for answering crime-in-progress calls
- 10) **Curriculum Design** – write 12 verb-object combinations that relate to student learning activities in the class

- 11) **Developmental Reading** –use in the concept for reading -- ways to identify meaning of new vocabulary word from story; use to help determine what was learned about the main idea that the reader didn't know before; list as many novels with which the reader is familiar; list authors; determine what kinds of information the participant likes to read
- 12) **Developmental Studies** – in reading, use in the main idea/details; in writing, use for brainstorming ideas for papers; in lecture notes, use for best ideas; ten keys to being a successful student; top ten test taking strategies
- 13) **Drafting Technology** – use in the review of basic terms and commands; use in line usage examples; “draft the window”; inventors/inventions
- 14) **Economics** – use to determine top job skills; to determine top investment skills; to determine top teamwork skills; to determine budgeting techniques
- 15) **Electrical Utilities** – use to work on projects; teach elements as a team
- 16) **English** – use to find key passages or metaphors in a selected reading or key verbs, etc.; use to speculate on organization strategies for a particular essay; use for brainstorming on essay topics; to determine discussion topics; identifying student knowledge; collaborative learning; use in reading to determine character traits, symbols, actions, meanings, relevance; use for different things requiring a process (process analysis); to identify logical fallacies; use for different MLA documentation for various sources; to list different authors/novels/poems; to list nouns, verbs, adjectives, etc.; in reading, to list characters and plots of stories; review of content for tests; analysis of characters in literature; subjects to write about; types of successes and successful devices in writing; types of leadership in class
- 17) **ESOL** – this could be used as a discussion on the different ways to increase listening skills; writing and grammar – 12 creative ideas for argumentative essay topic; coming up with topics for writing a descriptive essay; 12 most creative sentences using verbs in the past perfect tense; use to teach the use of irregular verbs: ex: make a chart, fill in the blanks, then use to make sentences
- 18) **FHSV** – use in developing/application of customer service skills; use in applying concepts of team building
- 19) **French** – use for new vocals for words/expressions
- 20) **Government** – use the concept to get students to creatively deal with solutions to problems, such as campaign financing; use various magazines, videos; invite individuals to class; use the news – national and local; use slides
- 21) **Human Development** – use to minimize obstacles to being a good successful student; resources available to improve chances of success in school; ways knowing

individual learning style can make a student more successful; motivate employees; employee laws; recruitment ideas; in each window write one factor which provides human motivation

- 22) **Human Services (Interpersonal Dynamics)** – use to determine the top 10 communications blockers; communication styles; traits of positive self-esteem
- 23) **HVAC** – list 9 methods/techniques to insure that a customer doesn't call back with a repetitive complaint
- 24) **Instructional Business** – use to determine the expectations; to determine the rewards; to determine the activities or projects; to determine the areas of impact
- 25) **Machine Technology** – use for step-by-step on machine operations
- 26) **Math** – terms and vocabulary; order of operations; long division algorithm; use to ask students to list steps explaining how to arrive at a solution; use to prepare for a test – ask the student to list things needed to know how to do in order to succeed on the exam; list 9 ways math is used in the world around you; use in applications of exponential functions; use in factoring techniques; use in types of word problems; list math terms covered in the chapter, etc.; use for math rules; use in example problems of a concept; use to determine ways to set up or solve a problem; use in review for a test – i.e. steps to a problem; use in a quick review before class
- 27) **Nursing** – use to review and lecture; to help identify strengths and weaknesses; to help in planning for the next course; to help encourage praise for the student; role-play concepts; use technology (i.e. PowerPoint) to enhance learning and encourage participation; use as a case study to develop plan of care; use to determine treatment/diagnosis involving cases with complications; list preop injections, instructions for mylograms; list postop complications of hip operations; signs and symptoms of “x” disease condition; classifications of medication used in the treatment of “x.”
- 28) **Occupational Therapy Assistant** – can be used to determine signs and symptoms of a disease; for theories of OT; code of ethics and examples of situations; worker roles – performance components; names of muscles (O& I); name new activities for clients; given the group – set STG's; to teach transfer steps to each other in groups, i.e. – one group learns one technique and teaches the other groups
- 29) **Office Technology** – use to list 12 receptionist skills
- 30) **Organic Chemistry** – use in reaction mechanism theory – list as many ways as possible how to recognize or evaluate a reaction

- 31) **Psychology** – use to teach theories of motivation; use to identify the rewards of learning to be a better communicator; describe the various theories of psychology; senses; apply psychology to personal life; psychological dysfunction (pathologies)
- 32) **Philosophy** – use in a review to reinforce the theories of various philosophers
- 33) **Ranch and Field Operations** – use to list 12 ways to improve range conditions
- 34) **Reading** – use to determine 9 details in review; 9 strategies for reading; 9 fix-up techniques; 7 types of details
- 35) **Sociology** – use the concept to teach different cultures, ex: pick a culture other than their own and highlight various elements; use in the concept of the “Sociological Imagination” – to explain teenage pregnancy, juvenile crime, divorce in America, illiteracy, race relations, domestic violence, health care
- 36) **Spanish** – bonus for creating a story in SPA; determine what the most important phrases the student should be able to understand and/or say when visiting the doctor’s office
- 37) **Staff Development** – use in teaching techniques; classroom uses of technology; website ideas; hyperlinks for Internet classroom
- 38) **Surgical Technology** – use in review to learn different instruments
- 39) **Technology** – use to determine the uses of technology; the types of technology; the appropriate use guidelines; expectations – what is expected of the student in the lab; list attributes of a good employer; list problems print and good print reading prevent
- 40) **Travel** – use to determine areas of cruising; to determine things to see in a specific country
- 41) **Welding** – list welding symbols; 12 steps in a GMAW process; use to review text of welding; how to use a tool
- 42) **Workforce/Life Skills** – use in areas of personal budgeting – things to account for when planning a personal budget; use in basic skills for motivation

“MY RELATIVES AS TEACHERS”

Purpose: The purpose of this activity is to help students experience the power of ‘course content application’ in a personalized manner. This activity is useful in any learning environment that is designed to help participants creatively identify ways to apply the specific information that is being taught. (It could also be used as a review.) (I use this activity in teaching ‘customer service’ and other strategies in my Principles of Marketing and Introduction to Business courses.)

Time Required: Approximately 10 – 20 minutes (depending on the size of the group).

Materials Needed: Paper, pens, and flip chart paper or drawing paper.

Activity in Action: (Step 1) Each team member makes a list of the first names of one to three loved ones (ex. Hattie, Tanika, Chris, Beverly, Earl, etc.) (Step 2) Each loved one’s first name should be written vertically on a separate sheet of paper. (Step 3) The team then identifies strategies (customer service strategies, English strategies, biology strategies, computer strategies, etc.) that can be used to reflect each letter in each name---using an action phrase----for each member. For example:

- H (ear ever customer’s complaint).
- A (sk specific questions to get to the problem fast).
- T (ell customer you understand their concern.)
- T (ry to demonstrate empathy as much as possible.)
- I (dentify way to help resolve the problem.)
- E (liminate judgmental attitudes about a customer.)

NOTE: Encourage participants to be as creative as possible in identifying solutions to the problem, or ideas discussed in class. (Step 4) After the allotted time, have teams report their findings. **REMEMBER:** They are to come up with creative answers for one or more names that **EACH TEAM MEMBER** submits.)
OPTIONAL: (When I give “special recognition” points to the teams with the most answers, I make sure that I **DO NOT** give points for the same answers that might show up in different names from team members on the same team.)

SOURCE: Linda Morable, Professor, Richland College

TEAL Compendium

Relatives as Teachers

The following were Super Action ideas shared by participants who attended the TEAL workshops. The bold texts represent the participants' disciplines. The texts following the disciplines indicate how they would integrate the Relatives as Teachers technique in their classes.

- 1) **Art** – use to review vocabulary art terms; use to recognize and reinforce artists' names
- 2) **Auto Tech** – use to determine and learn glossary terms; to list parts, diagnosis, skill
- 3) **Biology** – use to list lab techniques for identification of specimen; use to list metric system units; use to list plant names used in lab studies
- 4) **Business and Professional Speech** – use in conflict resolution
- 5) **Carpentry** – can be used to determine the characteristics of a good carpenter; also to determine the characteristics of a good crew leader/foreman; also to determine ways to work safely
- 6) **Child Development** – use to determine teacher behaviors/attributes; theory descriptives; activity ideas; techniques (guidance); characteristics of quality child care; to determine effective teachers
- 7) **College Success** – to determine traits of a successful student
- 8) **Computers** – can be used to review terms for tests; can also have them define terms when they repeat
- 9) **Criminal Justice** – help to list and determine characteristics of probation officers; help to determine the characteristics or signs of delinquents (gang members, riots in prison); types of community service
- 10) **Developmental Reading** – use for concepts in reading main idea, inference, conclusions
- 11) **Developmental Studies** – can be used to name characteristics of a successful student
- 12) **Economics** – felt the concept was fun, but might not be effective in an analytical field

- 13) **English** – use relative name to identify principles of romantic poetry; use as an icebreaker; use to describe the qualities of a character, author, or poet; use as a vocabulary builder; use the “name game” to describe character traits and attributes; list adjectives and then write a descriptive paragraph with those adjectives; determine the qualities of a good essay; use as a means of evaluating sources; use to review information; use as memory keys; use to determine themes in a great novel, play, etc.; use to brainstorm for ideas in a theme (essay); use to brainstorm for character traits for a novel, play, etc.
- 14) **ESL** – use for writing an essay. Leadership, professional, good learner, good listener, good student--these are all qualities of a well-written essay
- 15) **FHSV** – to list culinary terms
- 16) **General Chemistry** – name a sub-atomic particle and use the name to trigger review of atomic structure
- 17) **Government** – identify concepts of democracy; use to help in memory of names and dates
- 18) **Health/Human Services** – identify those qualities necessary to demonstrate compassion
- 19) **Human Development** – determine characteristics of a good student, teach technical vocabulary; use in subject review; for use in reinforcement; introduction to a new topic; helps determine qualities of good communication; helps determine qualities of healthy self-esteem
- 20) **Human Resources** – use to help in subject review; as reinforcement; to introduce a new topic; teach technical vocabulary; human relations skills; use to determine leadership skills
- 21) **International Business** – to help in topic reviews, such as country names, environmental forces, currencies
- 22) **Law Enforcement** – use to determine qualities expected from a supervisor; what makes a good officer
- 23) **Life Skills** – use to identify factors an employer looks for in a new employee
- 24) **Math** – vocabulary, steps in algorithm, study techniques; to identify variables used in problem solving activities; used to determine words or phrases depicting integration strategies; develop acronyms for a problem-solving process; name a relative or two, the use the first letter of their names to list qualities of a good math student; can be used to identify steps for solving an application problem; can be used to identify

expectations or qualities students should expect in a teacher; to name math terms; use at the start of the semester (class) to determine what the student expects to gain from the class

- 25) **Medical Lab** – use to help identify departments’ specific tests; use to help name personnel in hospitals; use to identify vocabulary terms; use to identify methodologies
- 26) **Nursing** – use for content review; as a reinforcement tool; as a problem-solving tool; use as an icebreaker; to discern new terms in nursing; nursing actions for care plans; list attributes of a caring nurse; list qualities of an effective team member; list qualities of a poor team member; list characteristics of the ideal professional nurse; list the roles of professional nurses
- 27) **Occupational Therapy** – use to help in such things as naming muscles; identify ethical concepts; help determine the characteristics of a good occupational therapist; use to determine the types of activities used to correct deformity; list congenital diseases; use for learning uniform terminology for occupational therapy
- 28) **Office Technology** – use in personality development skills
- 29) **Philosophy** – use to help reinforce the names and positions of the various philosophers
- 30) **Piano Composition** – use for letters form for theme for a piece (music)
- 31) **Psychology** – ‘personal relations and interactions’ - identify the name of a relative and with each letter identify a type of communication or interaction that would improve personal relations; use relatives as teachers to teach parts of the brain; use to list and determine the characteristics of a mature person; list and determine the characteristics of a leader, counselor, parent
- 32) **Reading** – use to list the characteristics of a novel; to describe a specific skill; to identify reading strengths; to teach adjectives; reading strategies
- 33) **Sociology** – determine family characteristics; use to review the characteristics of different types of leaders and leadership styles, i.e. authoritarian, democratic, socioemotional, laissez faire, etc.
- 34) **Spanish** – use for words for foods
- 35) **Surgical Technology** – use in anatomy
- 36) **Travel** – use to list reasons to sell a tour; use to remember things about a country

- 37) **VOE/Tech** – use to list the advantages of carbide tooling; use to list things that would make a job attractive
- 38) **Welding** – use to determine characteristics of a good welder; use to determine safety tips; use to determine procedures

SELF-CHECK ACTIVITY # 6

True/False Questions

Directions: Read the following statements. If the statement is true, mark “T.” If the statement is false, mark “F.”

1. Content application questions are used primarily to review new information.

2. In the “Windows of Wisdom” exercise, participants are required to work independently and provide their own answers. _____
3. “My Relatives as Teachers” exercise is designed for students who are education majors. _____
4. Content application exercises can be used to apply any concept of theory to real life practical situations. _____

ANSWERS TO SELF-CHECK ACTIVITY # 6

1. False
2. False
3. False
4. True

SELF-CHECK ACTIVITY #7

Application Questions

Think about a class that you teach and answer the following questions.

List two ways that you would use each of the following Creative Content Application Strategies:

1. "Windows of Wisdom": a. _____

b. _____

2. "My Relatives As Teachers": a. _____

b. _____

LEARNING EXPERIENCE # 4

Creative Content Reviewers

Performance Objective # 1: After reading Selection #4, complete Self-Check Activity #8 – True/False Questions. You will need to complete the activity with 80% accuracy without referring back to any material. If you don't reach the 80% accuracy rate, reread Selection #4.

Performance Objective #2: After successfully completing Self-Check Activity #8, you will need to complete the Application Question, which is Self-Check Activity #9. Because this activity asks you to apply the information you read to your classes, feel free to refer to Reading Selection #4 as needed. When you finish the activity, tear out the sheet and put it with your lesson plans as a reminder to try the strategies.

LEARNING ACTIVITY 4	ENRICHMENT ACTIVITY
<p>READ: Selection #4: <i>Creative Content Reviewers</i>.</p> <p>SELF-CHECK ACTIVITIES:</p> <ul style="list-style-type: none"> ❖ Checking for Recall Questions ❖ True/False Questions ❖ Application Questions ❖ Do/Don't List 	

READING SELECTION # 4

Creative Content Reviewers

Content Review Activities can be used whenever the professor wants to reinforce or review information. The activities are beneficial to students because through their participation they are sharing information with others in a fun, enjoyable way without realizing that they are actually participating in a review session.

One key element used in one of the review exercises is based on the concept of mindmapping. In her book, *MindMapping*, author Joyce Wycoff explains that this concept is based on recent brain/mind research that shows that the mind's attention span is extremely short – perhaps between five and seven minutes – depending on the subject matter. Mindmapping takes advantage of the tendency of the mind to work in short, intense “mind bursts” by allowing you to “dump” your ideas and thoughts onto paper in just a few minutes (40).

A spin-off of mindmapping that is used in this Active Learning Strategies module is called “Tree Branching.” The other strategy that is used to review content is called “Name That Term.”

“Name that Term”

(a spin-off from the old TV show “Name that Tune”)

Purpose: This activity is designed to provide a content review session to the participants without using the word “review”.

Time Required: 12 – 20 minutes, depending on the size of the class.

Materials Needed: Colored 3 x 5 index cards, pens (A different color is used for each team).

Activity in Action: (Step 1) Following a specific chapter or content discussion, the class divides into teams of 4 – 6 people. (Step 2) Each team is given 3 – 4 index cards of the same color (each team has a different color card). (Step 3) Each team should write their definitions (not verbatim from the textbook, but in their own words) of specific terms, concepts, topics, skills, etc. that were taught during that particular class session or within a specific module. (Note: Students are NOT allowed to use their books. They have to rely on each other’s knowledge and memory.) Each definition will be listed on a separate index card. (Step 4) The color-coded index cards are then all placed in a basket. The basket of questions is then passed around so that each team selects several index cards (the number of index cards selected by each team will be same number of index cards that each team submitted. Ex. Three questions per team submitted---three index cards with different questions selected by each team). NOTE: The teams will NOT select their own COLOR—although they can select another color or several other colors. (Step 5) *Here’s a switch:* Each team earns one point for each definition or answer that the other team is NOT ABLE to identify the correct term or concept for. *In other words, they get a point every time another team is not able to “name that term”.* (Step 6 OPTIONAL) The team that wins the most points at the end of the activity will receive some type of reward----AGAIN---In my classes, the reward that students prefer is extra credit in the form of “Special Recognition Points.”

SOURCE: Linda Morable, Professor, Richland College

Super Ideas For Action . . .

1.

2.

3.

4.

5.

“Tree Branching”

Purpose: This activity is designed to help students to work together and build on each other’s knowledge during a review session. (NOTE: I do not use the term ‘review’. I simply let students know that it is time to do another ‘class activity’.)

Time Required: 12 – 20 minutes, depending on the size of the class.

Materials Needed: Flip-chart paper or drawing paper, markers or pens.

Activity in Action: This activity is a spin-off of ‘mind-mapping theory’. It is designed to promote creative review through active word association. (Step 1) Students are divided into teams of four to seven. (Step 2) Each team is asked to creatively “tree branch” a certain topic. (For example, in a Principles of Marketing class, I give them a topic, such as ‘product life cycle’. This becomes the main ‘trunk of the tree’.) (Step 3) Each group then begins to create branches, and mini-branches that relate to this particular topic. (the branches are comprised of ‘sub-categories’ under the main topic, and the mini-branches are comprised of information related to each ‘sub-category’.) (Step 4) I usually designate a specific time period to “branch the tree”, such as 7 – 9 minutes. When that time is over, we look at each team’s tree. (Step 5) A spokesperson from each team explains the ‘tree’. (OPTIONAL) If you desire, you can give some type of a reward to the team with the most extensive ‘tree’. A TWIST: If multiple topics are being ‘tree branched’, I allow teams approximately two minutes on that “tree” and then they rotate to the next “tree” and add branches. That way, all teams have an opportunity to give input on all topics.

SOURCE: Linda Morable, Professor, Richland College

SELF-CHECK ACTIVITY # 8

True/False Questions

Directions: Read the following statements. If the statement is true, mark “T.” If the statement is false, mark “F.”

1. Creative content reviewers can be used to review any new information or concept.
_____.
2. One benefit of creative content reviewers is that they allow students to work together in small groups and share information. _____
3. The tree branching activity is a spin-off of the old TV show “Name That Tune.”

4. Mindmapping is defined as “using the mind to help set goals and map out one’s future plans.” _____
5. Mindmapping should only be used to teach psychology classes. _____

ANSWERS TO SELF-CHECK ACTIVITY # 8

1. True
2. True
3. False
4. False
5. False

SELF-CHECK ACTIVITY # 9

Application Questions

Think about a class that you teach and answer the following questions.

List two ways that you would use each of the following Creative Content Reviewers:

1. "Tree Branching": a. _____

b. _____

2. "Name That Term": a. _____

b. _____

DO/DON'T LIST

Do the following list without referring to the readings or any of the information provided. Listed below are behaviors that either do or don't describe a professor's activities when he/she is using active learning strategies in the classroom.

1. _____ Show enthusiasm so students will want to participate.
2. _____ Remember the 90/20/8 rule when planning classroom activities.
3. _____ Feel free to use punishment and threats to motivate students to participate.
4. _____ Use "Mindmapping" as an energizer or icebreaker.
5. _____ Consider using variety in the classroom so that students are attentive.
6. _____ Use the "My Favorite" activity as an ice breaker and climate setter.
7. _____ Use brain teasers to review content.
8. _____ Feel free to use "Tree Branching" to review various concepts.
9. _____ Discourage students from having fun while participating in the learning process.
10. _____ Feel free to change the names of any of the nine active learning strategies and /or revise them as needed in order to meet the specific needs of your students.

ANSWERS TO DO/DON'T QUESTIONS

1. Do
2. Do
3. Don't
4. Don't
5. Do
6. Do
7. Don't
8. Do
9. Don't
10. Do

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