



**University of Brighton**

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Brighton Business School

# Active Learning: the i4PDF model

UoB Learning & Teaching conference

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# The nature of the session today

- Thinking about Active Learning
- Introducing the i4PDF model
- Take-away handout with further detail
- Experimental: it may well not work as planned!



# Think quietly for a moment

- If you had to make a learning session as *actively engaging* as possible for each individual, what elements (teaching approaches) might you use?
- Capture the elements so that someone else can read your notes
  - There are no wrong answers!



# Find a partner to work with

- Shake hands & exchange names quietly
- Then quietly compare & contrast the elements that you have captured
  - If there are any major differences, try to understand *why*



# In your pair, find another pair to work with

- Shake hands & briefly exchange names
- Simplify and categorise the different elements so that you have one list of *ingredients* that you could apply to the design of a learning session



# In your posse, find another posse to work with

- Shake hands & briefly exchange names
- Again, compare and reduce the ingredients to one list
- Imagine that you have 40 students coming to a 60 minute session
- Map out a sequence of elements, or ingredients, that is likely to engage students as fully as possible, given the time constraints; consider what the students will gain from the session
- Capture this to flip-chart paper for presentation



# In your teams

- Briefly share your approach with the rest of the class



What are your thoughts  
about the different ideas?

Discuss





# Active learning

- It's easier for a student to learn and understand if:
  - The process is cognitively engaging, with a mix of reflection, discussion, & activity, allowing deeper thought at an individual level
  - Anxiety is reduced in order to improve attention & working memory
    - This includes lowering barriers to communication between students
  - There is a value placed on what they already know, holistically
  - They can work with others to conceive & simplify a cognitive framework
  - There is an opportunity to safely share & present their nascent thoughts
  - There is the opportunity for them to hear & discuss other perspectives
  - Timely feedback confirms, clarifies or builds on their ideas



# i4PDF Active Learning method

- i: prior input (to increase the number of relevant ideas & reduce the load on working memory in session)
- P1: Post-it Notes (allows everyone to engage with the task)
- P2: Pairs (gets everyone sharing in a low-risk way, lowering barriers to communication in the process)
- P3: Posses (allows a range of different perspective & models to be discussed, considered & developed)
- P4: Presentation (allows group to compare different models)
- D: Discussion (allows people to share their further thoughts)
- F: Fast feedback loop (provides clarity, structure to subject)