



University of Brighton

Brighton Business School

Active Learning

8th July 2016



The nature of the session today

- Leveraging what you already know about Active Learning
- Interactive (though limited by time today)
 - The more you contribute, the more you will gain
- Introduces a prototype Active Learning model
- Experimental: it may well not work as planned!



David Foster

- 1984-1994 Customer-facing & sales roles
- 1994-2007 Direct Experience marketing
 - 2001-2003 Executive MBA, London Business School
- 2007-> Consultant: People, Development & Change
 - 2009-> Working with Brighton Business School
 - 2013-> Delivering CA270, Creativity in Enterprise



Exercise 1 of 3 (individual)

Active Learning:

Write a list of important elements or considerations



Exercise 1 of 3 (individual)

Active Learning:

Write a list of important elements or considerations

Number the elements to create a logical sequence



Exercise 2 of 3 (pairs)

Compare the elements in your ordered list,
discussing similarities and differences



Exercise 3 of 3

Working as a group, rationalise your thoughts to devise a simple system to make sense of the elements



Learning

- Occurs when learners engage in appropriate cognitive processing:
 - *Selecting* information which is relevant to building new knowledge & skills
 - *Organising* new input into a coherent framework or mental model
 - *Integrating* new mental model into existing knowledge & experience



Enhancing Learning

- With humans limited working memory:
 - Reduce *extraneous cognitive processing* by limiting irrelevant distractions
 - Manage *essential cognitive processing* by careful division of content
 - Facilitate *generative cognitive processing...*
 - by supporting the *selecting, organising* and *integrating* process through the design of the teaching session



Active Learning

- Students are actively engaged in a process that creates multiple levels of learning
- Learner centred: doing things, thinking about the work done and the purpose behind it, to enhance higher order thinking processes
 - This might include listening, reading, writing, discussing, solving problems, reflecting on the insights gained and also reflecting about the process
- Places greater responsibility for preparing & learning on the learner
 - Whilst requiring that the teacher acts as a guide or facilitator



Why Active Learning

- Because it's easier for the learner to learn and understand if:
 - The process is cognitively engaging, with a mix of reflection, discussion, & activity, forcing deep thought
 - There is a value placed on what they already know, holistically
 - There is the opportunity to hear & discuss other perspectives
 - They can work with others to simplify or create a cognitive framework
 - There is an opportunity to safely present their nascent thoughts
 - Timely feedback confirms, clarifies or builds on their ideas



Pre-session

- Share learning goals
 - Including student engagement
- Guide to learning this subject
 - Share the key higher cognitive-level questions to ask
- Short, focused, flipped material
- Encourage cognitive engagement
 - Knowledge plus experience leads to understanding & insights



During session

- Create a safe space, psychologically and physically
 - Be cognisant of limits of focus
- Showcase civil discourse, conversational tone
- Situate learning in application context where possible
 - Also connect to students' own interests
- Use a mix of:
 - Individual reflection & thought capture
 - Discussions in pairs, small groups and as a class
 - Presentations which involve everyone
 - Fast feedback loops



Post-session

- Encourage general observation & reflection
 - For example using cue cards
- Encourage use of learning log and/or diary
- Reiterate fast feedback loop



i4PDF: a prototype Active Learning model

- i: Input
- P1: Post-it Notes
- P2: Pairs
- P3: Poses
- P4: Present
- D: Discuss
- F: Fast feedback loop



i4PDF: a prototype Active Learning model

- i: Input: Prior reading to create a base level of understanding
- P1: Post-it: Learners capture own thoughts on Post-it Notes
- P2: Pairs: Learners discuss their thoughts in pairs
- P3: Poses: Small teams sort & systemise their Post-its
- P4: Present: Each posse presents its system
- D: Discuss: The broader group discusses insights gained from discussions, presentations and process
- F: Fast-Feedback Loop: The facilitator reinforces the learning process with a simply-structured argument



Thoughts?

Please share what you've got from this session,
or what it's caused you to think about



Thank you
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