

# Use of Active Learning Models

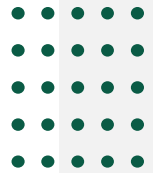
Methods Breakout



**November 18, 2023 Kathleen Barry, MD and Stacy Potts, MD, MEd**

# Objectives

- Participants will be able to:
  - Understand benefits of active learning models
  - List active learning models
  - Apply active learning models



# What are **ACTIVE LEARNING MODELS?**

## Passive

- Lectures
- Students receive information from teacher
- Greatest responsibility on teacher

## Active

- Role play, case studies, discussion, group problem solving
- Teacher guides students in their learning
- Develops higher order understanding - application, synthesis, analysis

# Active learning models

- Experiential
- Learner Centered
- Holds learners responsible

## Traditional Model



Students are expected to achieve these levels on their own outside of the classroom

New information is conveyed through passive didactics

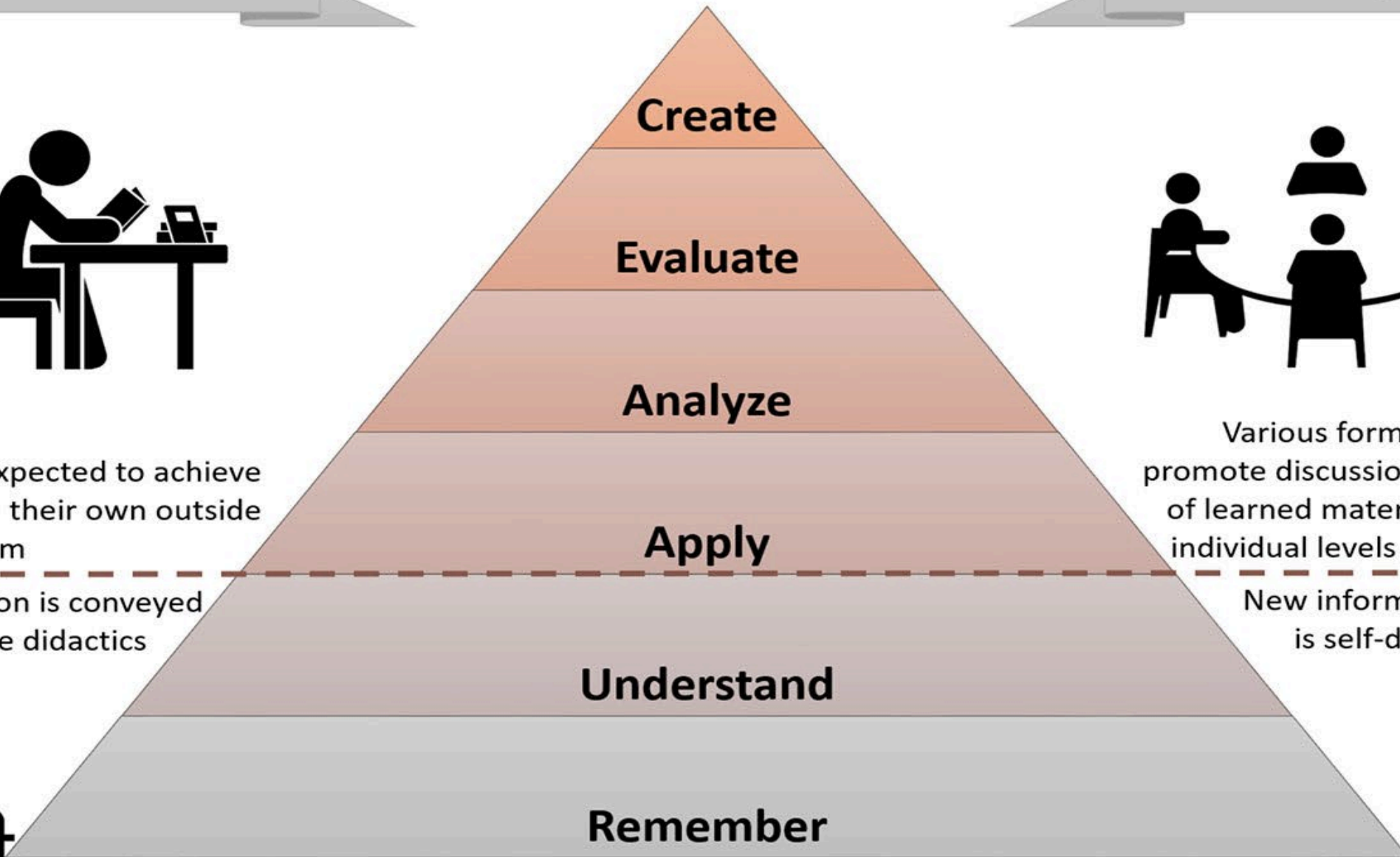


## Active-learning Model



Various formats of interaction promote discussion and application of learned material, responsive to individual levels of understanding

New information acquisition is self-directed, with aids



# Barriers to Using Active Learning Models

Time

Learner willingness

Instructor capability

Easier to give answer



*“What I hear, I forget;  
What I see, I remember;  
What I do, I understand.”*

*—Confucius*



People generally  
remember...  
(learning activities)

People are able to...  
(learning outcomes)

10% of what they read

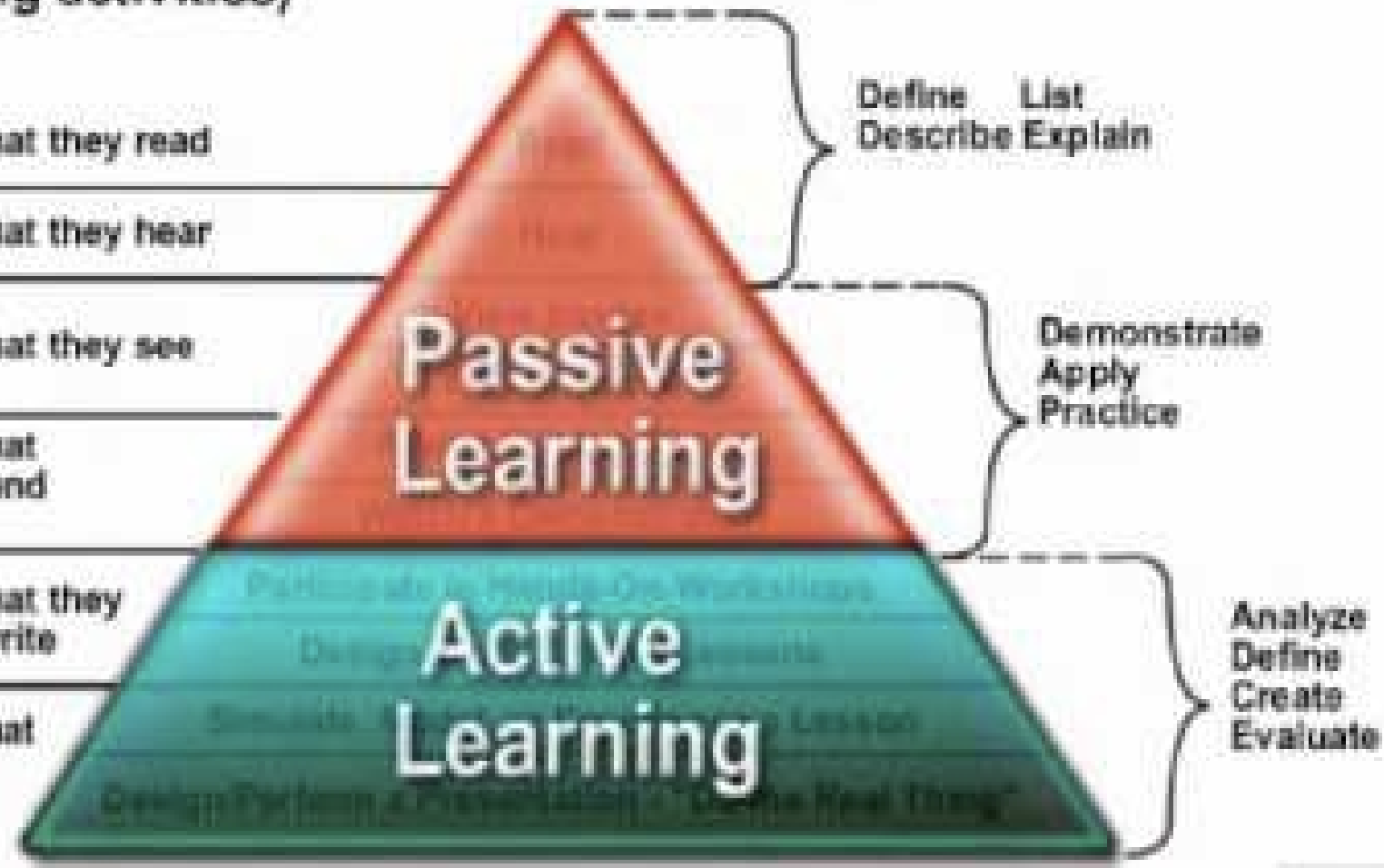
20% of what they hear

30% of what they see

50% of what  
they see and  
hear

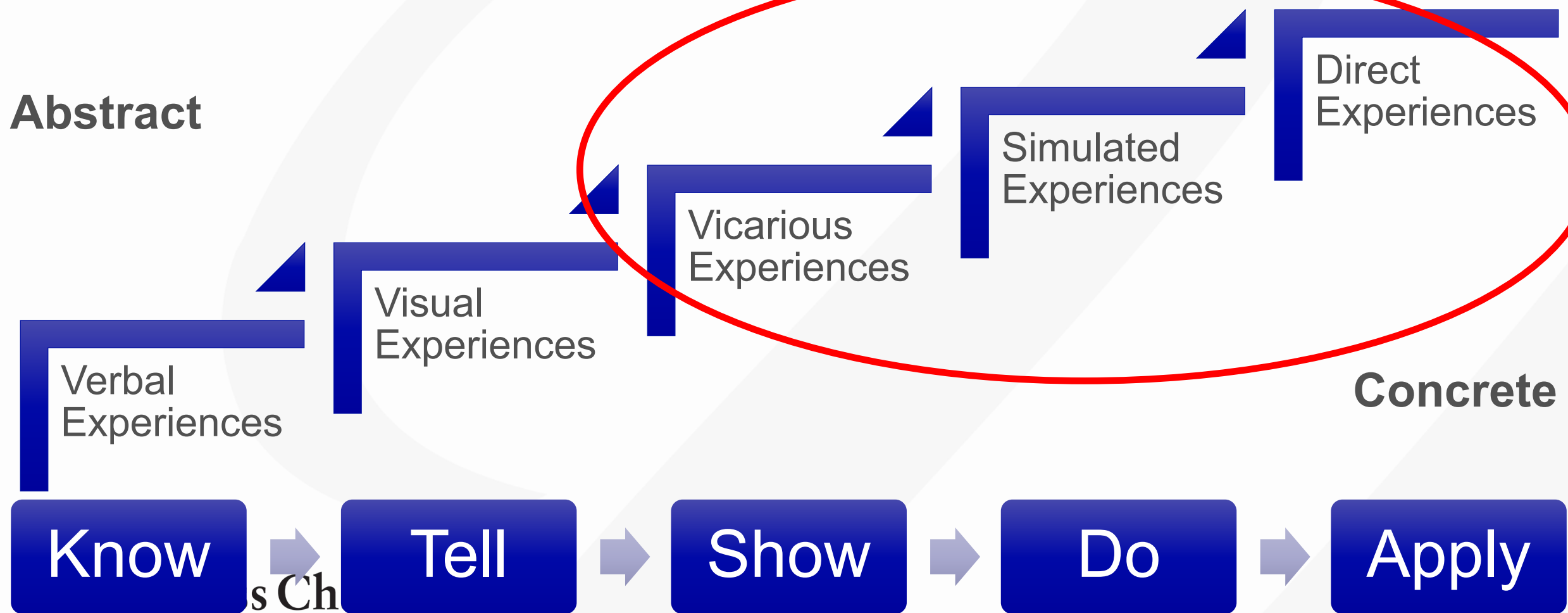
70% of what they  
say and write

90% of what  
they do.





# Learning Experiences Ladder



# Strategies to move from PASSIVE to ACTIVE models

## Gain comfort with a few easy models

- Think-Pair-Share
- Case studies: jot down actual cases as you see them
- Post-It Parade
- Teach back
- Role Play



# Flipped Classroom

## Barriers/Risks

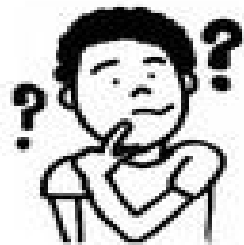
- Relies on learner motivation
- Changes teachers model
  - Less control

## Benefits

- Learner centered
- Deeper learning

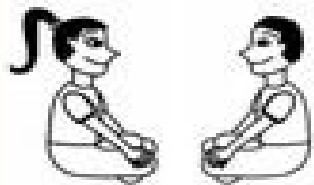
# Think- Pair - Share

## Think - Pair - Share



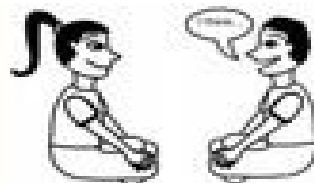
### Think

Quietly think about how you will answer the question.



### Pair

Sit crisscross applesauce.  
Face your partner.



### Share

Share your thinking with your partner. Only 1 person talks at a time.

## Think - Pair - Share



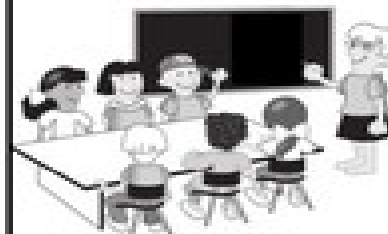
### Think

Quietly think about how you will answer the question.



### Pair

Face your partner and compare ideas. Only 1 person talks at a time.



### Share

Share your responses with the class. The teacher selects the speaker.

# Clinical Teaching – Promoting Active Learning

## Before

- Medical Knowledge Check
- Procedural Knowledge Check
- Preparation
- Orientation
- Priming

**Learner Self Reflection**  
**Needs Assessment**

## During

- Comprehension Monitoring
  - Monitor/Observe
  - Facilitate
- Model

**Active Learning**  
**Clear Objectives**

## After

- Memory Matrix
  - Application
  - Reflection
- Additional Resources
  - Reading

**Learner Self Reflection**  
**Next Steps**

# Paired Clinical Experiences

Use of Student  
Nurse Dyads  
Creates a  
Supportive  
Learning  
Environment



Meeting  
Clinical  
Learning  
Objectives

# Practice

## Core Lecture

- You are a faculty member in the department and are asked to give a lecture on a core topic that you are quite familiar with.
- You are scheduled for 4pm on Friday.
- What active learning techniques would you use?
- 20 participants, by zoom

## Procedure

- You are a faculty member and you are asked to teach a group of learners a common procedure.
- What active learning techniques would you use?
- 10 participants, in person

# Your upcoming teaching opportunities

**Needs Assessment**

**Objectives**

**Methods**