

2. Was it effective?

Why?

# *Active Learning in the University Classroom*



**Scott L. Phillips, PhD**

# *Share:*

1. What was the learning activity?

2. Was it effective?

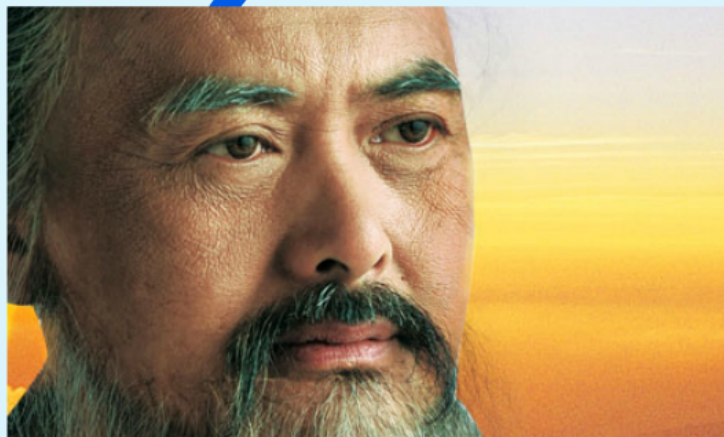
3. Why?

Sha

1. What was the learning activity?

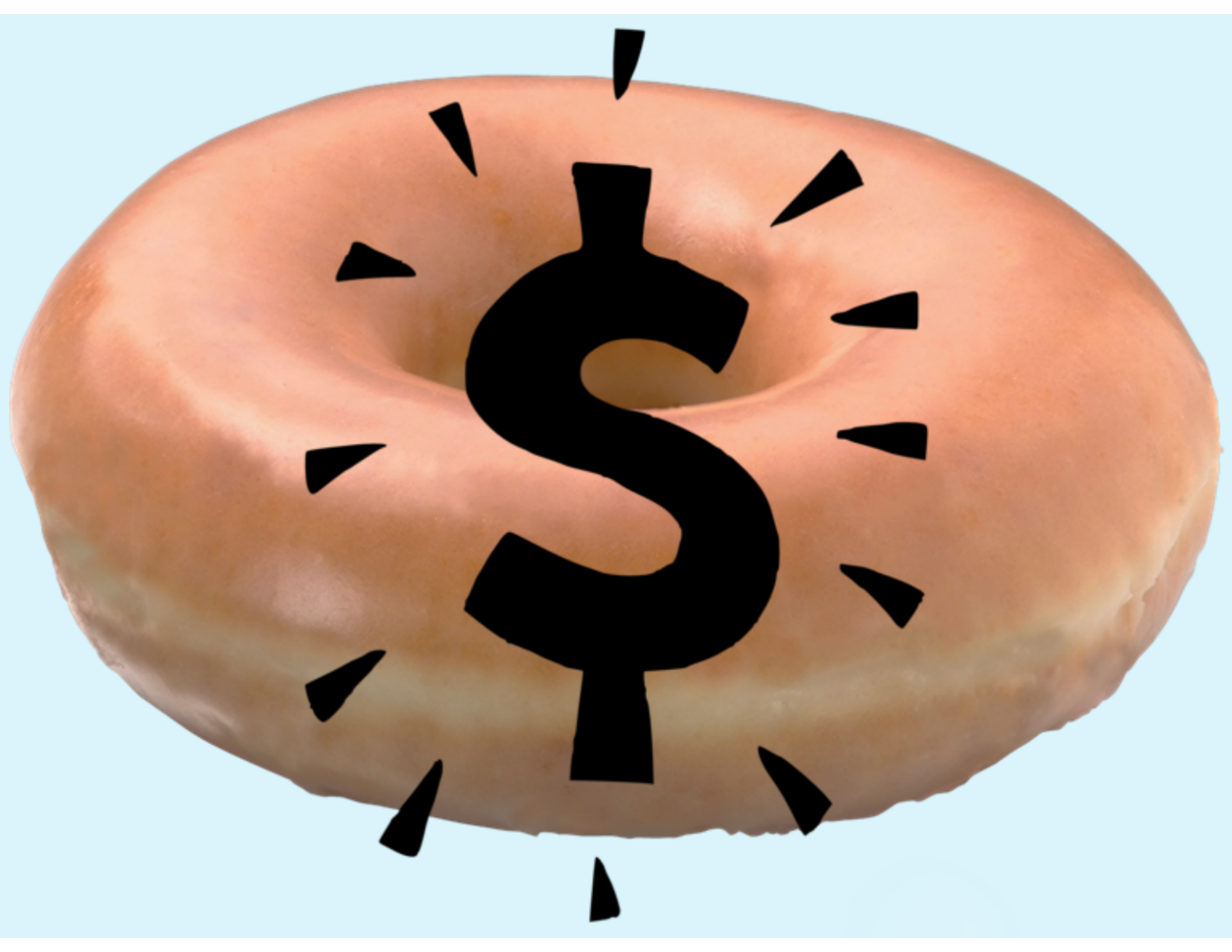
3. Wh

*Confucius said...*



I hear and I forget,  
I see and I remember,  
I do and I understand.







# *Active Learning*



Students engaged in Active Learning



## *Higher-order Thinking*



Analysis, Synthesis, Evaluation



*Some Active Learning Exercises:*  
**Discussions**  
**Learning by Teaching**  
**Working in Collaborative Groups**  
**Writing Exercises**  
**Debates**  
**Games**  
**Simulations**  
**Think-pair-share**







YouTube

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Scott L. Phillips, PhD



# Your Turn

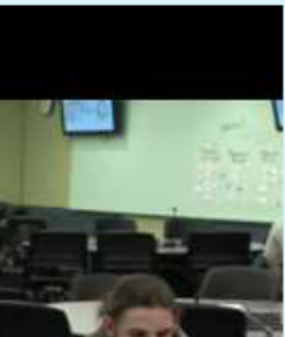
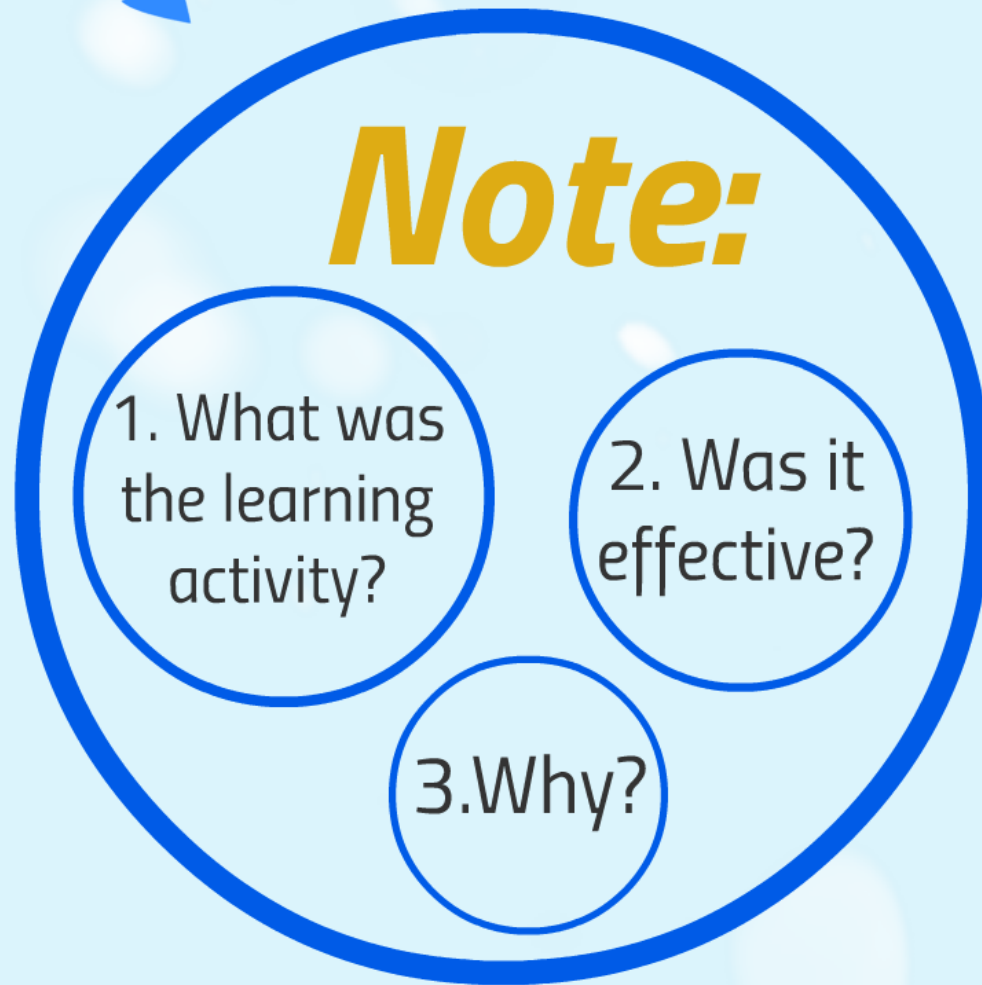
Think -pair-share

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1. What  
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# *Share:*

1. What was the learning activity?

2. Was it effective?

3. Why?



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meaning.  
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isk?



**Group A**

**Group B**

**Group C**

**Share:**

it was



### *Some Final Thoughts...*

Teaching is work.  
Students must construct meaning.  
Active Learning, very effective,  
(if done well).

**Great** teachers...

Why did I take the **risk**?

**"Share of Mind"**



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