



Active Learning

Pupils have ownership, control and involvement in their learning.

Student engagement is the product of motivation and active learning. It is a product rather than a sum because it will not occur if either element is missing.
Elizabeth F. Barkley

How It Works

Active Learning is not just about being outside or moving around. It happens when pupils engage with their tasks *because* they've some ownership. In passive learning the teacher transmits information. In active, pupil and teacher co-create progress through dialogue, negotiation and collaboration. The teacher is still the expert, the guide, but she knows that her pupils will be more successful if they have some control and some input. It's 'done with' not 'done to'.

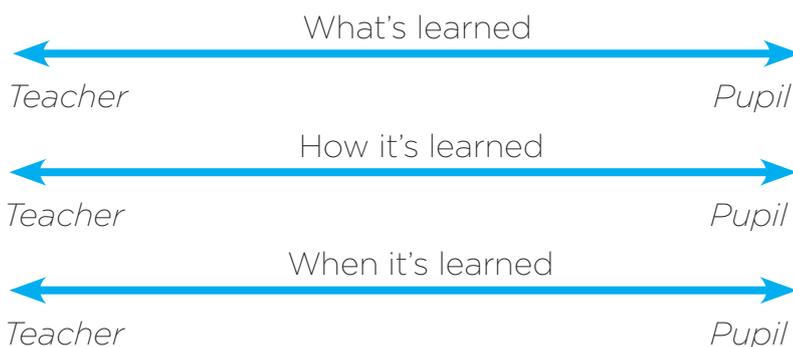
Tell me and I forget. Teach me and I remember. Involve me and I learn.
Benjamin Franklin

Knowledge, Skills & Attitudes

Active learning requires a pupil to be motivated, purposeful and willing to get things wrong. Independence, a level of antifragility and self-regulation are also needed. Pupils must be able to pose questions, make suggestions, choose, decide, negotiate and evaluate. The concept of Active Learning comprises most aspects of Thinking Skills, Metacognition and Learning Skills.

1. Loci of Control

Where should the control be set?



2. Clear Outcomes

Learning - passive or active - must have a clear direction, described in enough detail so that teacher and pupils both agree on what's happening. 'We are learning to ____, and when we've finished, you will see ____ as proof that we have.'

Applications

- Engagement with a new theme
- Motivation during difficult content
- Collaborative group work
- Teaching younger/older pupils
- Teaching parents/governors
- Reflecting on learning
- Metacognition, self-regulation

Some pupils can be highly successful in a passive role suited to school learning. But will this serve them well enough in the 21st C workplace?

Extensions, Adaptations, Variations

- Pupils set up their own mini lessons
- Pupils plan, teach and assess
- Pupils teach others via Skype/Zoom etc.
- Pupils create podcasts on learning to learn
- Pupils try to out-think and out-know the teacher

For younger learners, in a high quality EYFS provision, just carry on. You already do active learning better than anyone else.

Test It Out

Ask pupils what happens in the lessons they enjoy most (not the subject, the activities); and what knowledge they are most interested in. Ask them to design the best 30 minute lesson they can based on this thinking -

Further details and examples in the premium PowerPoint.

3. Choice

Ask pupils to choose their learning from several options (that are already part of the curriculum). Provide them with decision making tools in order to think through their choice. Pros/Cons, Ranking, Weighting etc.

4. MAP

Explicitly address **M**astery, **A**utonomy and **P**urpose with your pupils: *What do you want to master? How much freedom do you need? What's your purpose?* (or similar, age-appropriate prompts).

6. Core Skills

Embed these skills to support Active Learning:

- Communication
- Collaboration
- Collegiality
- Motivation/Purpose
- Metacognition