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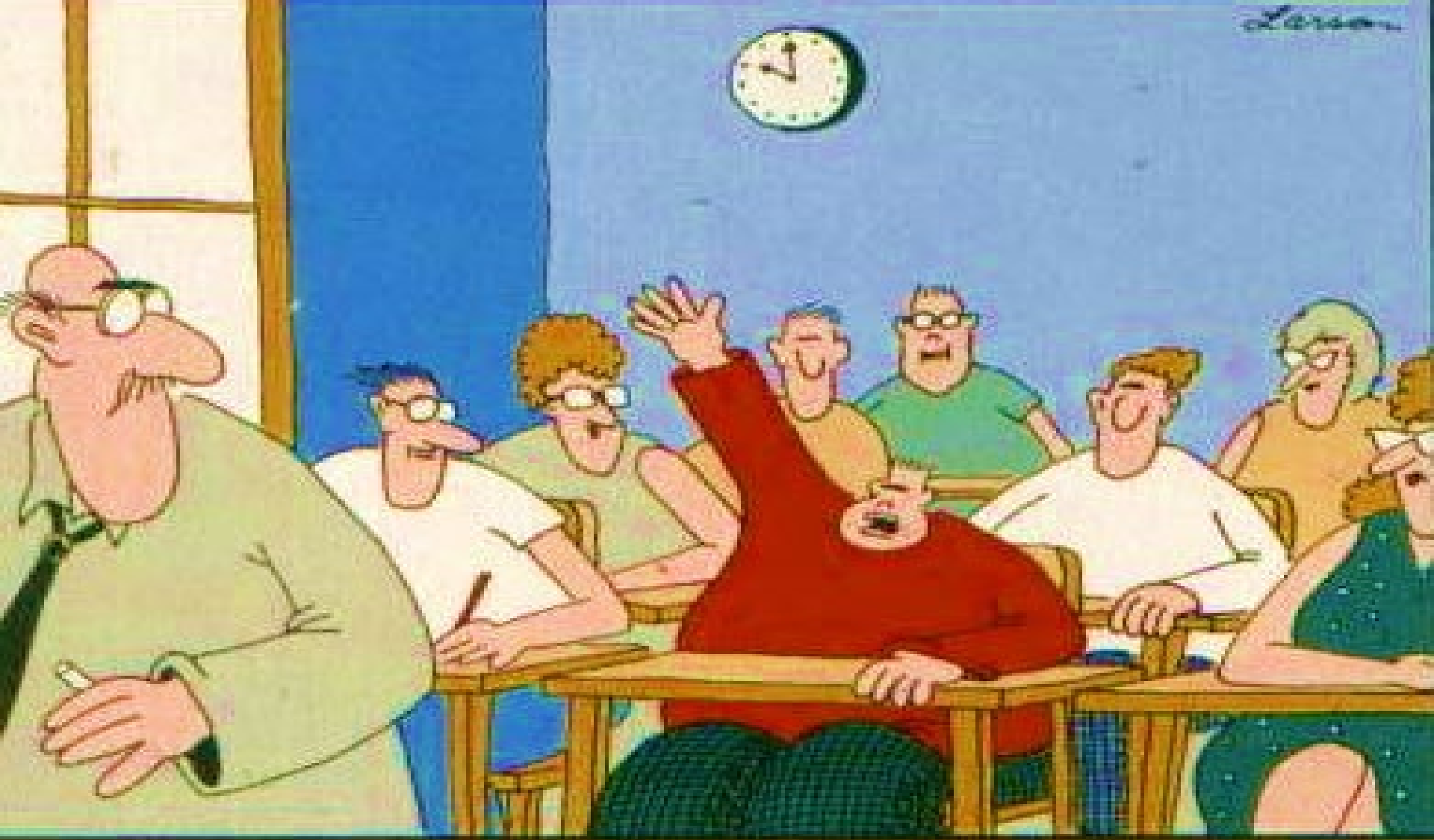
"Mr. Osborne, may I be excused? My brain is full."

http://teachingwithtech.lss.wisc.edu/m4w1.htm

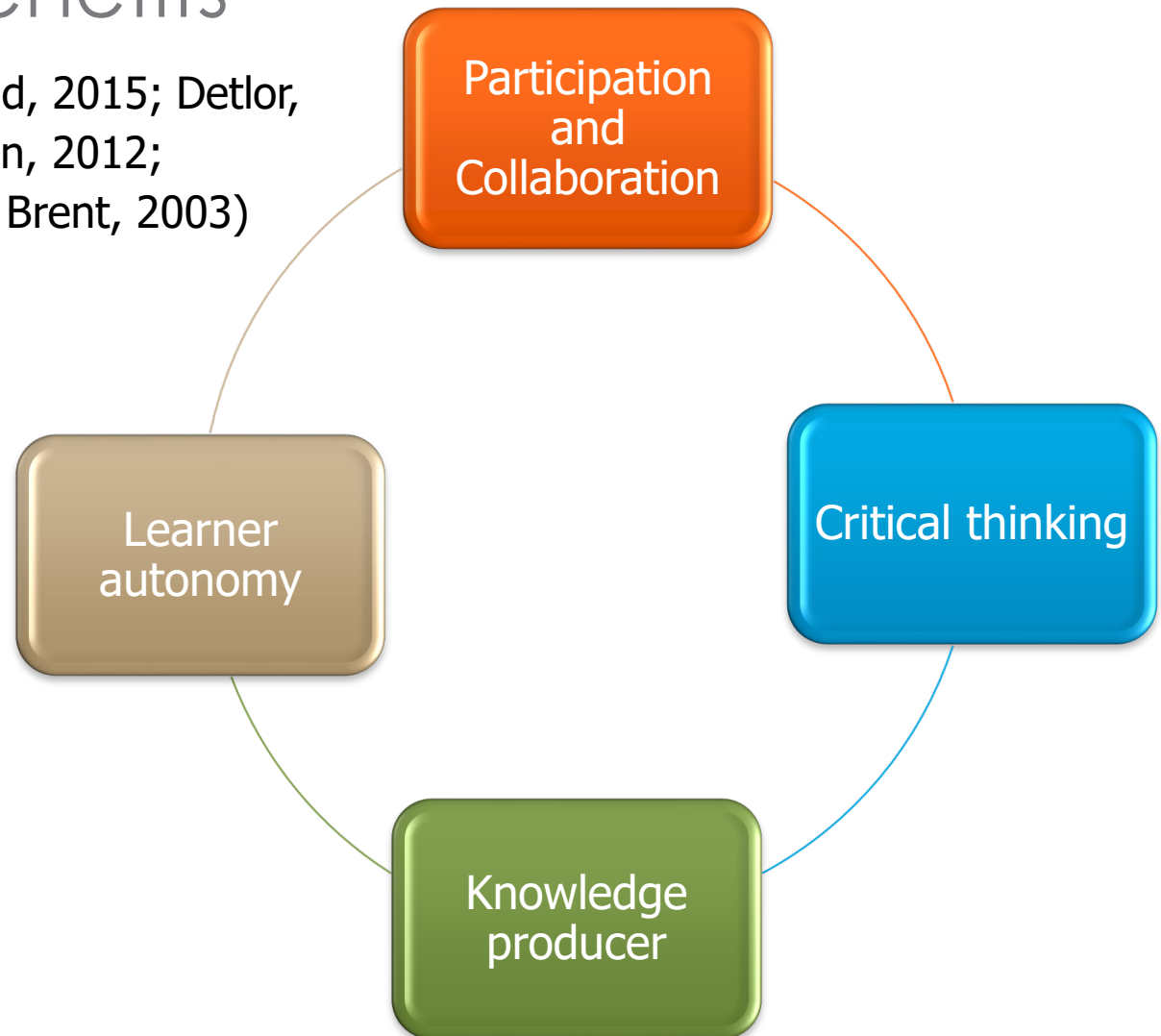# Encouraging Active Learning

iELT-Con 2017

Active learning

- Focus on learning, on meaningful activity, on thinking and discovery (Graaff & Christensen, 2004; Bonwell & Eison, 1991)

- Positive correlation with deep approach to learning (Felder & Brent, 2003; Trigwell, Prosser & Waterhouse, 1999)

- Learner activity and learner engagement essential to the learning process (Prince, 2004)

- Shift in roles:
  - Learners as discussion leaders, communicators
  - Teachers as facilitators, guides

http://mythos325.wordpress.com/2011/06/01/active-learning-some-notes/

Potential benefits

(Lumpkin, Achen & Dodd, 2015; Detlor, Booker, Serento, & Julien, 2012; Petress, 2008; Felder & Brent, 2003)

- Participation and Collaboration
- Critical thinking
- Knowledge producer
- Learner autonomy

Common active learning methods

- Questions
- Buzz groups
- Think-pair-share
- Jigsaw
- One-minute paper
- Case study
- Debate
- Role-play
- Presentation

My experiment
in a research writing class

Research Writing in the Social Sciences

- Course objective: To equip students with essential skills to write research reports

- Year 1, across disciplines in social sciences; project-based module; groups (4-5 members)

- Critical writing; parts of research report; writer credibility; academic voice

- Tutorial 5: Proposal presentation
  - Intended learning outcome: Peer feedback on proposals
  - Coverage: Introduction and Method
  - Opportunity for students to participate in the tutorial

My experiment: Poster presentation

- Objectives of poster activity
  - To promote active participation and collaboration
  - To encourage critical thinking
- Briefing on work distribution and poster information

INTERRACIAL DATING

Background
multiracialism
→ Chinese
→ Malay
→ Indian
→ Others

ASSIMILATION
physical &
social distance
is minimised

Singapore is an
easy place compared
to other Asian
societies for other
races to mix

The Chinese in
S'pore (Gen Y)
are highly
receptive towards
dating another
person of another
race

past 10 years

16.4% in 2007
were interracial

∝

8.9% in 1997
were interracial

insufficient research
in S'pore showing
the level of
acceptability of

BACKGROUND

OBJECTIVES

> To prove that violent tendencies are not always associated to the male species
> To dispel stereotypical notions of a "typical" man and woman in the context of violence.

SCOPE

The issue on violence has been studied extensively by social scientists, particularly the relationship between masculinity and violence. Both the article on Masculinity and Crime (Jewkes, 2005) and Masculinity and the relationship between masculinity and violence. The stronger the masculine traits materialise on the relationship between masculinity and violence, the more likely he is to commit violence. Although there might be a certain truth to a male passive, one has to take into consideration that the notion of masculinity is a social this relationship, one has to take into consideration that the notion of masculinity is a social construct and thus it is not to be taken for granted that violent acts are mostly committed by males.

Recently, there has been a gender shift of focus from male to female. In his article, Straus(2005) observed the underreporting f of violence committed by women against men and his study aims to dispel the notion of women using violence merely as an act of defense but it is important to note that 20-30% of violence are initiated by women. Furthermore, the issue of female delinquency has been investigated and questioned of the entrenched stereotypical notion of females as "biologically incapable" of committing certain violent acts (Asheka, 2012).

Therefore, there remains a need to not ignore the prevalence of female violence in our society as a social problem. Have the feminist rights given to women turned them into wielders of violence? Or does it allows them to be as aggressive as men and still hide behind the social construct of females as demure creatures to escape persecution? There are so many questions pertaining to this field of study and many scholars have concentrated on the notion of male violence which were not comprehensive in today's society as scant attention was diverted to women as the perpetrator of violence.

This study is focused on
> Single females
> Age 15-25 years old
> Both student and working populations

VIOLENCE IS NO LONGER A MALE PHENOMENON

RATIONALE

RESEARCH METHOD

Theoretical Perspectives

1. **Symbolic Interactionism**
   - Focuses on micro level analysis
   - Human behaviour is influenced by a set of definition and meanings that are created and maintained through symbolic interaction.
   - Analysis the social construction of violence in society

2. **Funtionalist**
   - Focuses on macro level of analysis
   - Examine the correlations between different social institutions, how each of it plays a functional part and influence one another in society
   - Gender construction in society

Research Methodology

> Qualitative analysis
  - Female personality traits
  - Survey Questionnaire
    - Sampling frame
    - Use of Likert Scaling Technique
> Qualitative analysis
  - Prevalence of female violence in different settings
    - school/workplace/public places
> Data collection
  - Self-administered questionnaire
    - Ensure confidentiality and anonymity of participants
    - Student network (Between ages 15-25 years old)
    - Keep the data collection questionnaire as short as p sure the information is what we needed and will be
    - Pilot testing
> Data analysis
  - Consolidation of data with statistical findings
  - Comparison with previous studies or trends

We recognized that there are female violence happening and were previously hiding behind the veil of the notion that they are gentle/passive/submissive.

> There is a need to investigate if female violence are substantive enough to constitute a social problem.

Roles and responsibilities

- Roles of group members
  - Speaker (1) – present proposal and answer questions
  - Scribe (1) – take notes of suggestions and questions from peers
  - Audience (2-3) – listen to other presentations; expected to ask questions and offer comments
- Time given: 50 minutes
- Teacher's role

Student feedback on the activity

- Learning about their own work

- Benefitting from hearing the 'outsider' perspective

- Appreciating the need to communicate clearly

- Being more willing to participate

- Learning to learn

Learning about their own work

➢ Listening to other groups' presentations, I now understand better what is expected of us and how to apply what I have learned when we write the report later.

➢ The notes and questions helped me see in our background section we need to give more information.

➢ The presentation helped me understand the importance of structure, to inform and increase ease of accessibility to readers.

Benefitting from hearing the 'outsider' perspective

➢ I like the discussions in the Q&A, which shows me more diverse opinions and interesting perspectives from my peers.

➢ From the questions that the others asked, I realise the importance of the introduction section and how comprehensive it should be. We definitely need to justify our ideas in the report. It's important to establish credibility.

➢ I like the question and answer part during the presentation. The other groups gave valuable suggestions to improve our project, like sampling and some of our survey questions.

Appreciating the need to communicate clearly

➢ I learned that considering the audience is important when trying to explain what we are doing, and why. I think it is the same when writing a report that is clear and easily understood by the target audience.

➢ The presentation has helped us communicate in a manner in line with the discourse and convention of our discipline to identify ourselves as someone worthy to be heard by others in the discipline.

Being more willing to participate

➢ I feel comfortable to share my views in a small group. I learned to speak up and not be afraid of being wrong.

➢ The session is engaging as it allows me to share our project idea. I like interacting with other group members and exchanging ideas with them.

➢ I enjoyed the interactions with other groups as well as the opportunity to give opinions and suggestions.

Learning to learn

➢ I listened to other groups' presentations and learned to be more objective and analyse information critically.

➢ From the different perspectives, I learn to be more open to suggestions and feedback.

My reflections

Were the learning outcome and lesson objectives achieved?

- Feedback on research proposals

- Active participation – maximum number of students; interaction and communication

- Collaboration – peer suggestions; refining or reshaping of research idea

- Critical thinking – analysis and application of knowledge; understanding of what is lacking and how to improve

Will a poster session work in a writing class? YES!

My reflections

Challenges for the teacher

- Time management – process-oriented activity

- Loss of control – from 'sage on the stage' to 'guide on the side'

- Student passivity and resistance (Machemer & Crawford, 2007; Felder & Brent, 1996)

  - examination-oriented mindset

  - students not ready for this teaching approach
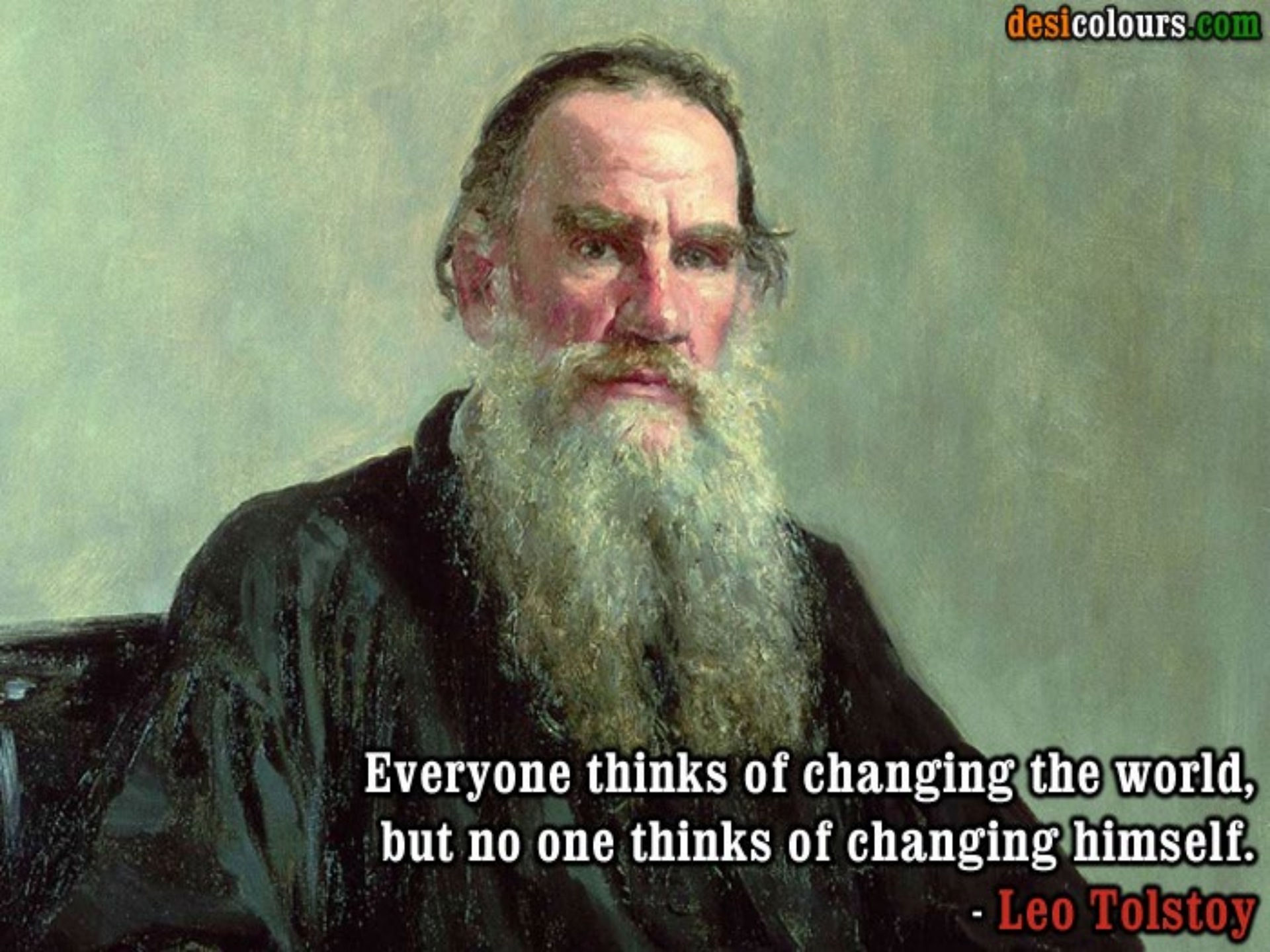
Everyone thinks of changing the world,
but no one thinks of changing himself.

- Leo Tolstoy

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