

Use of Active Learning Models

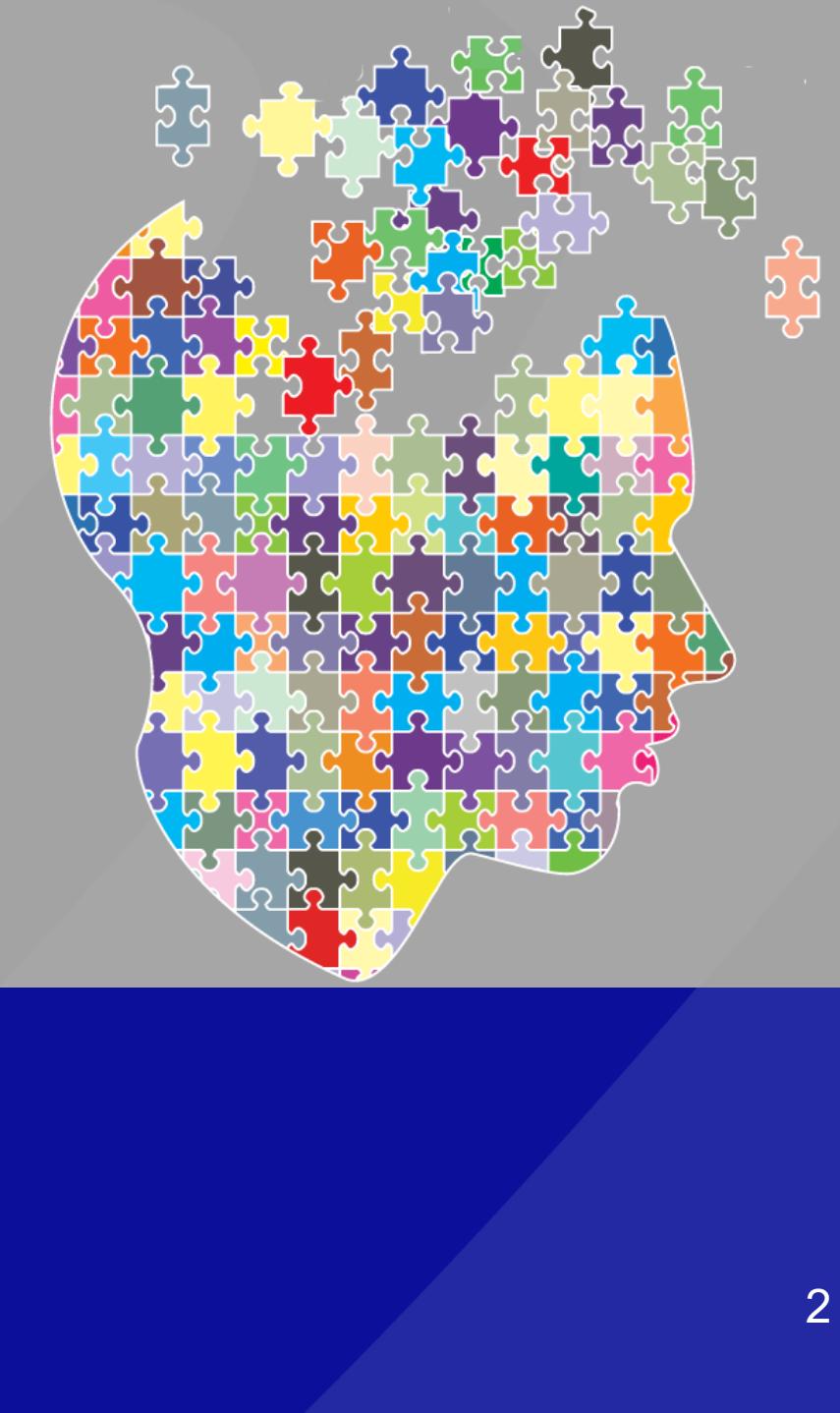
Methods Breakout

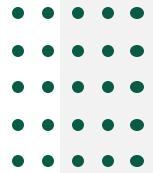


November 2025 Kathleen Barry, MD and Stacy Potts, MD, MEd

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?**

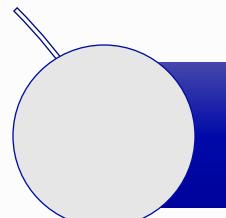
Passive

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

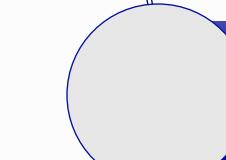
Active

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

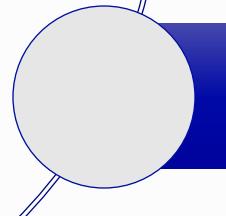
Active learning models



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

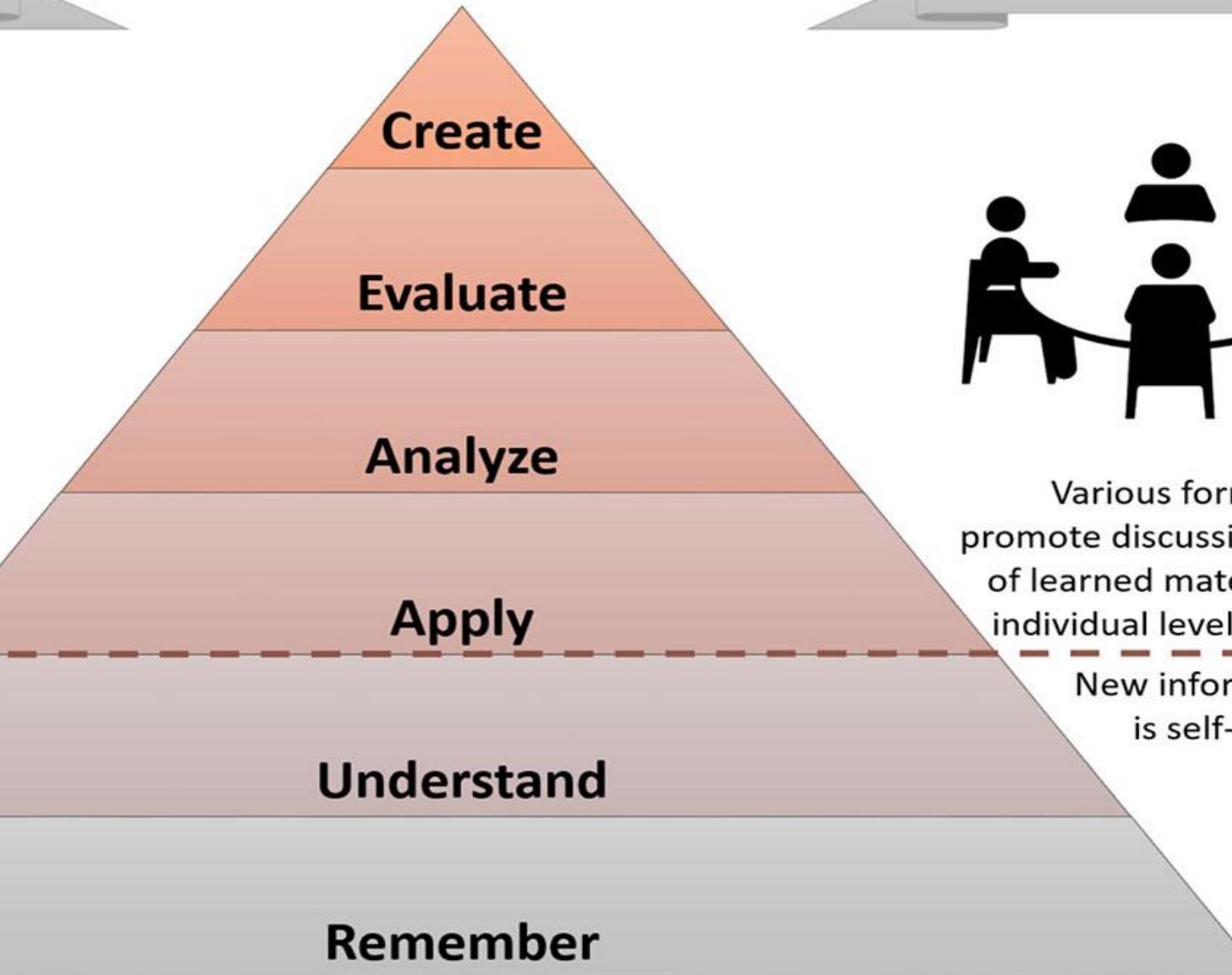


Active-learning Model

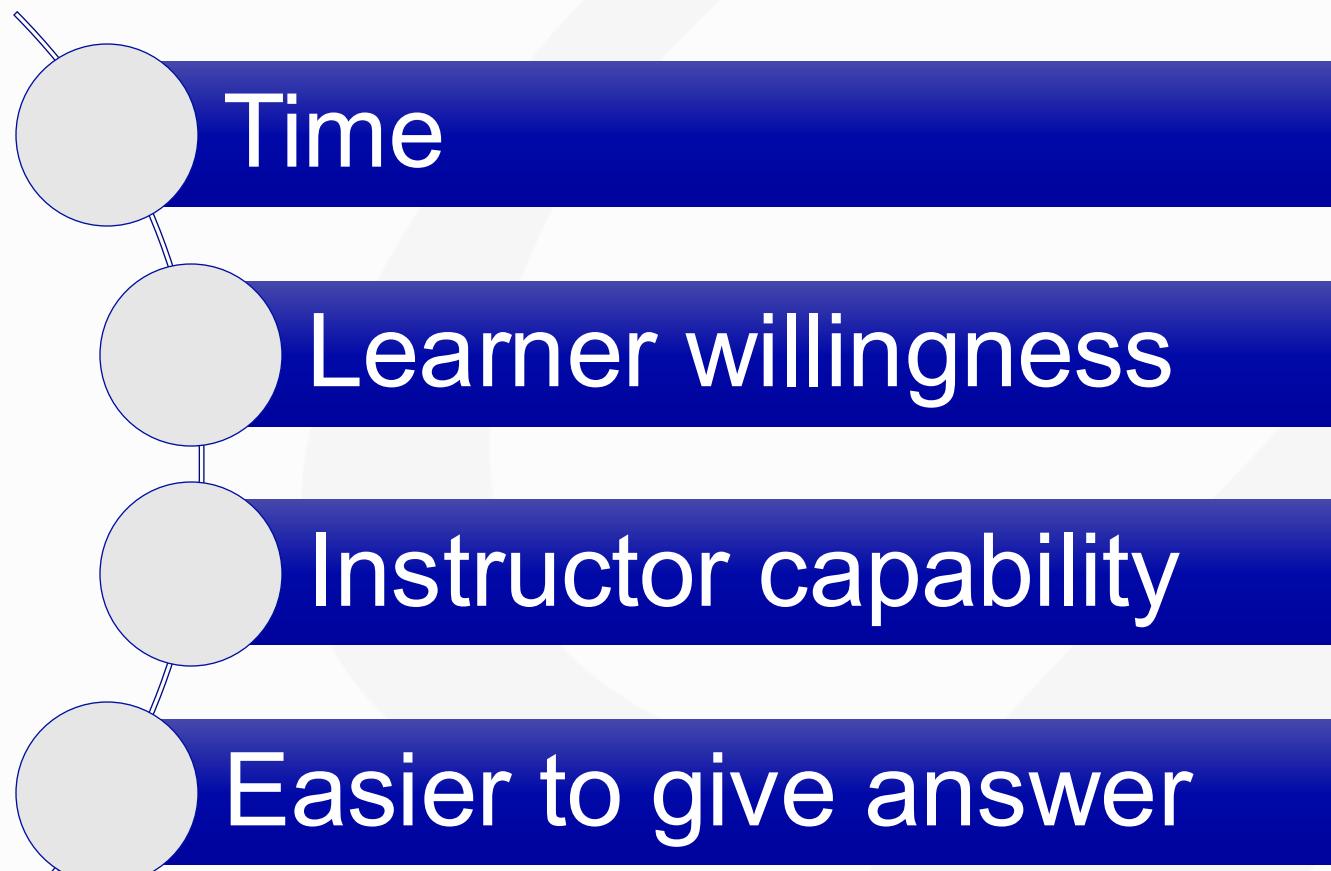


Various formats of interaction promote discussion and application of learned material, responsive to individual levels of understanding

New information acquisition is self-directed, with aids



Barriers to Using Active Learning Models



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

—Confucius



People generally remember...
(learning activities)

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

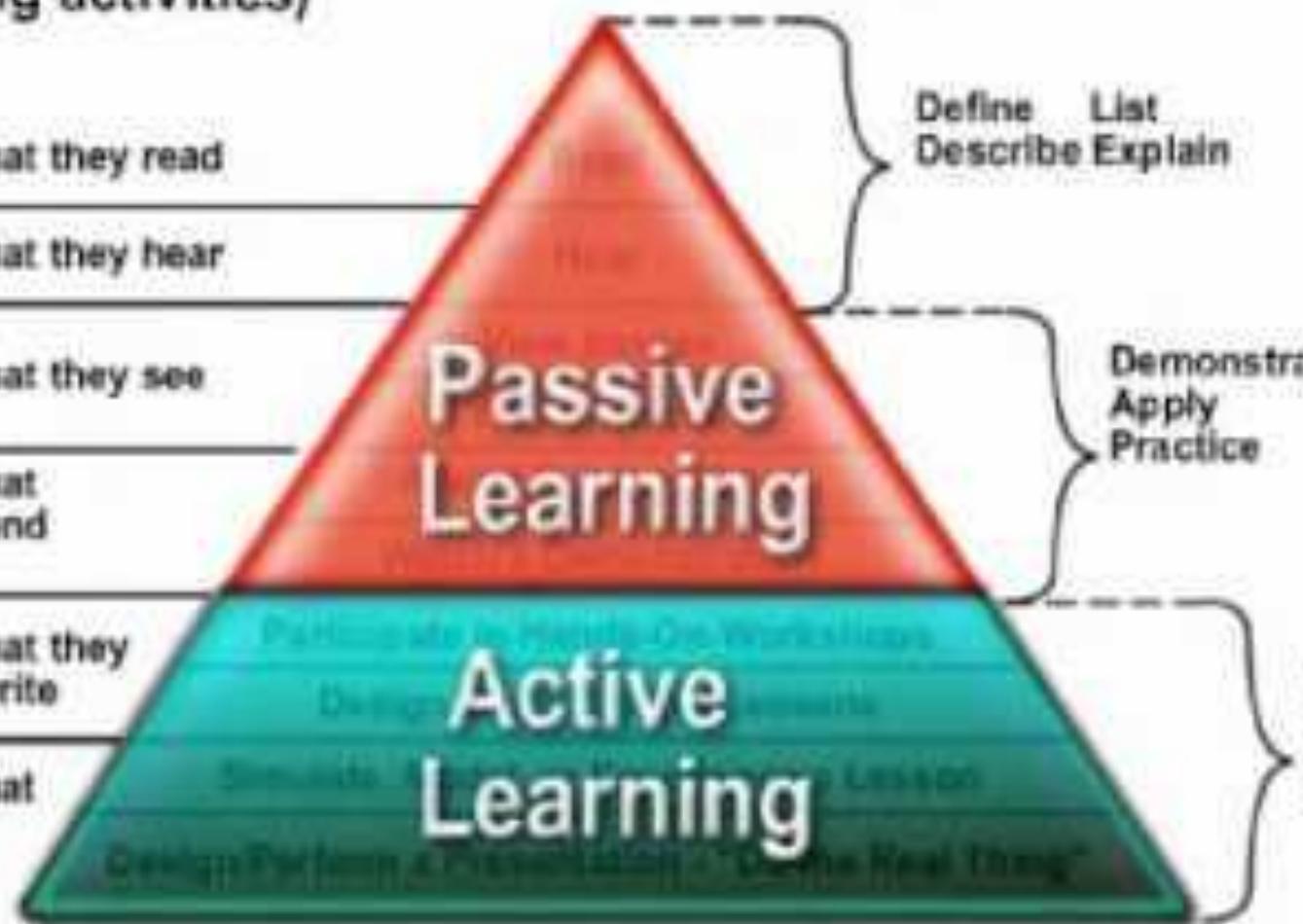
90% of what they do.

People are able to...
(learning outcomes)

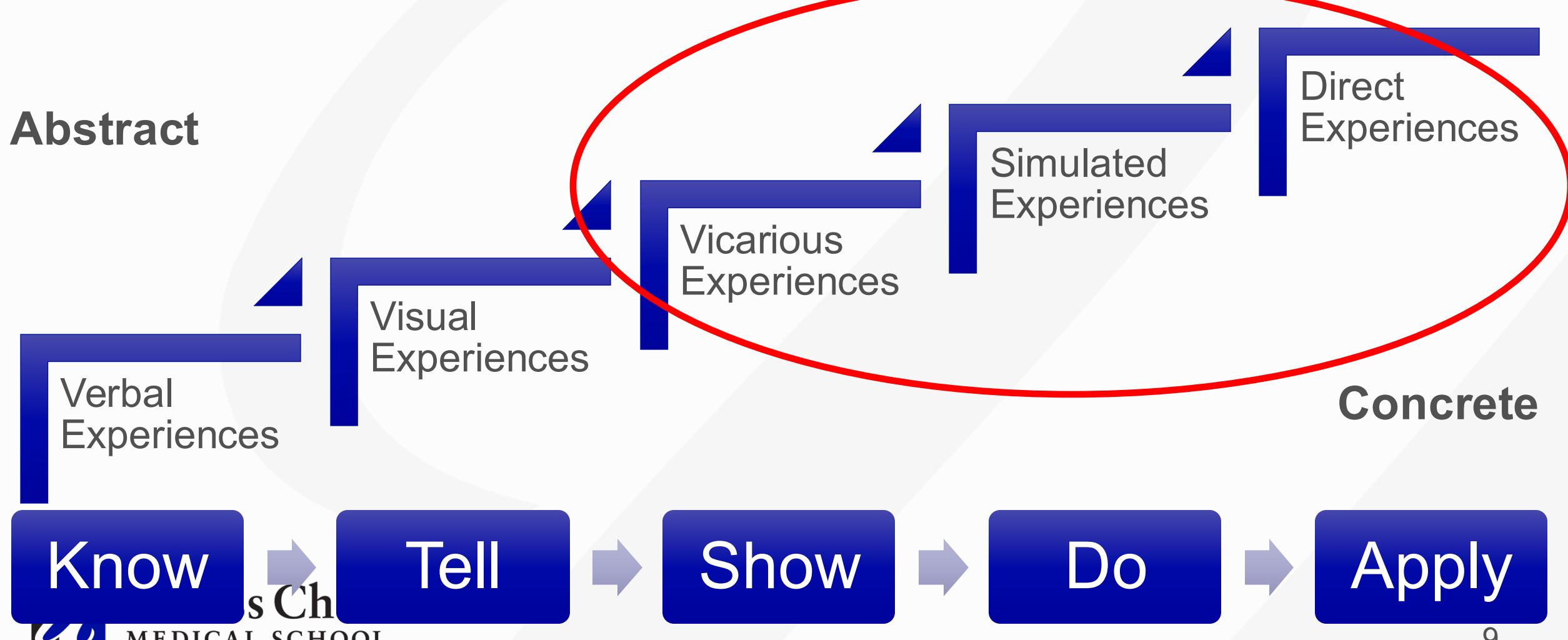
Define List
Describe Explain

Demonstrate
Apply
Practice

Analyze
Define
Create
Evaluate



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

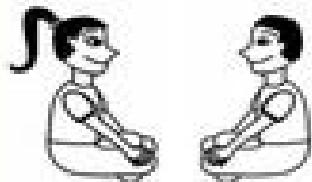
Think- Pair - Share

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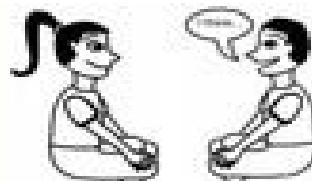
Think

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



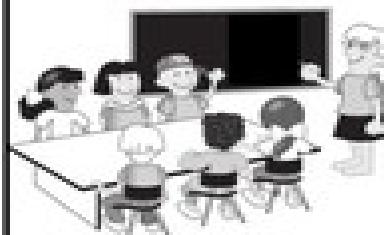
Think

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