

Use of Active Learning Models

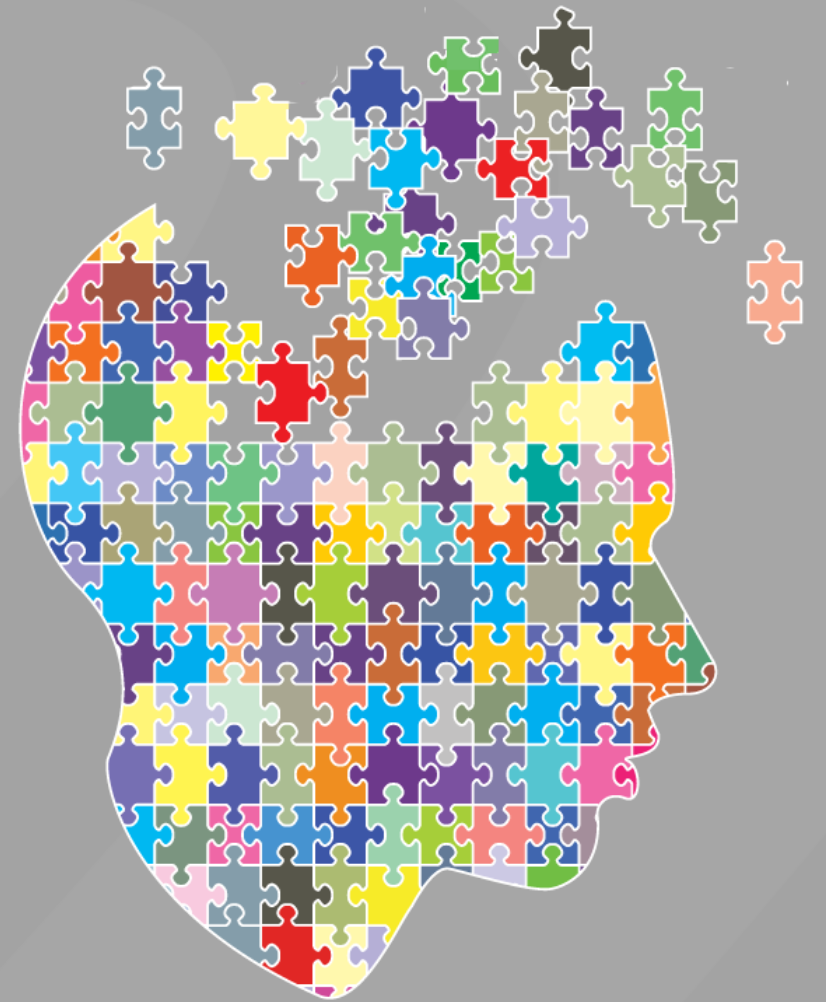
Methods Breakout

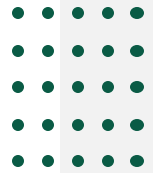


November 2025 Kathleen Barry, MD and Stacy Potts, MD, MEd

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

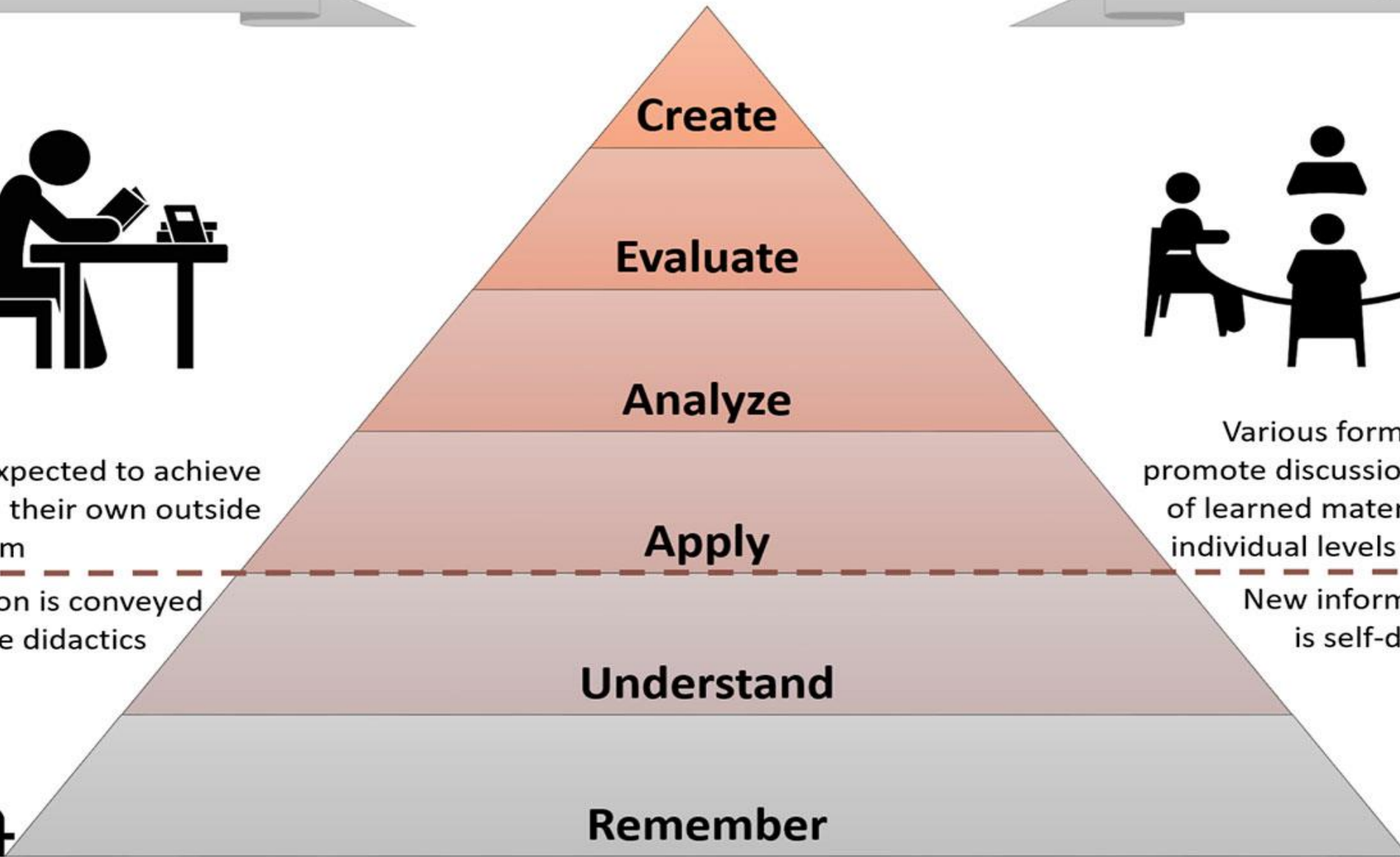


Active-learning Model



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

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

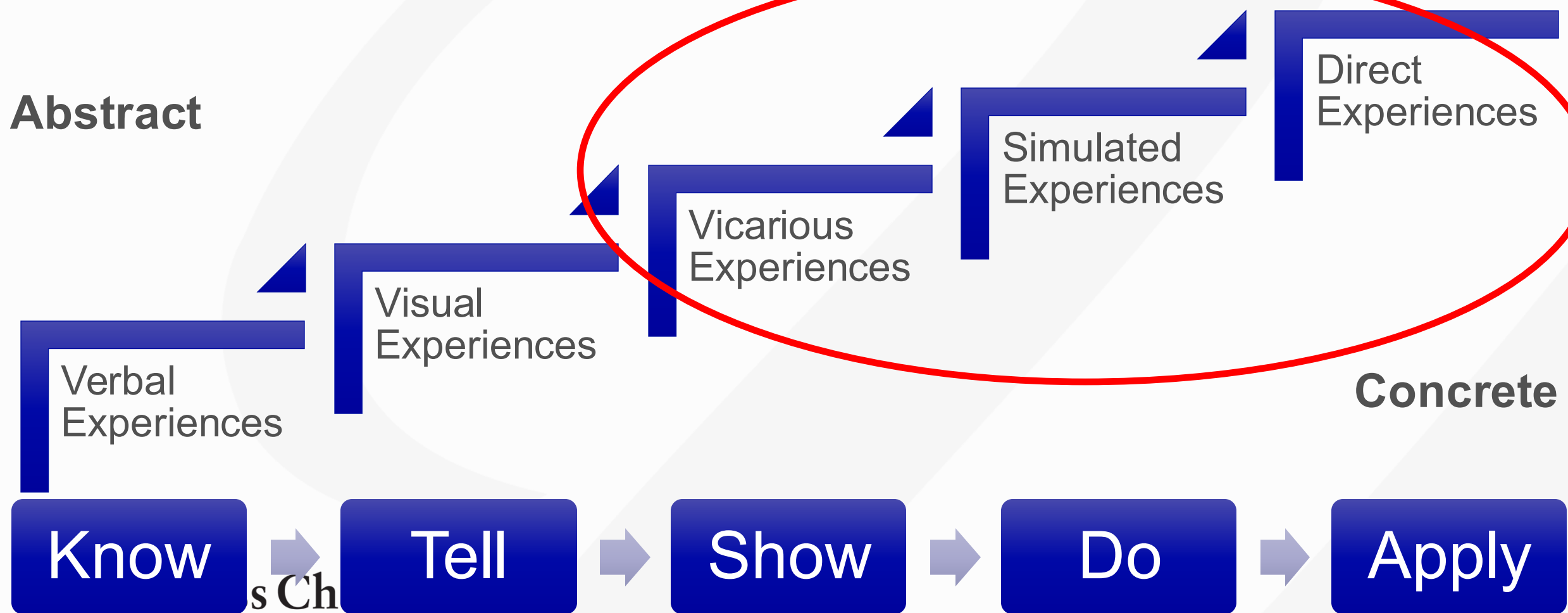


People generally
remember...
(learning activities)

People are able to...
(learning outcomes)



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

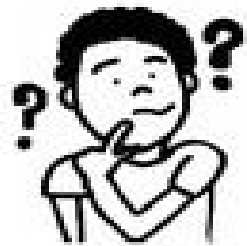
- Relies on learner motivation
- Changes teachers model
 - Less control

Benefits

- Learner centered
- Deeper learning

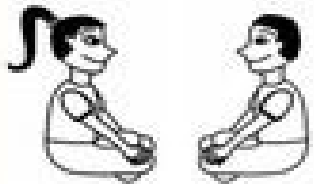
Think- Pair - Share

Think - Pair - Share



Think

Quietly think about how you will answer the question.



Pair

Sit crisscross applesauce.
Face your partner.



Share

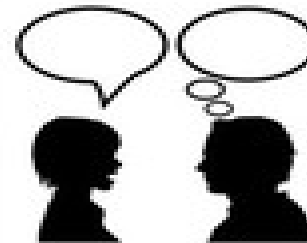
Share your thinking with your partner. Only 1 person talks at a time.

Think - Pair - Share



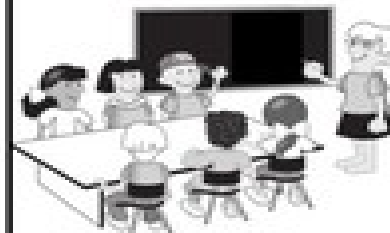
Think

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