Abstract:
An increasing body of research has shown that students taught using active learning strategies achieve better learning outcomes compared to those taught using traditional methods. However, even though they learn more, students actively engaged in the classroom feel like they learn less compared to when taught using a traditional lecture style. In this talk, I will present results that quantify this disconnect between students’ feeling of learning and actual learning in response to being actively engaged in the classroom. I will provide suggestions on how instructors can intervene to address this mismatch and thereby improve students’ attitudes towards active learning techniques. Strategies from recent studies on how instructors can increase the effectiveness of homework assignments and online video summaries will also be discussed.