



Active learning

Cambridge Schools Conference



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South Africa
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Who are we?

Helen Morgan

- Education Consultant for English and Literacy
- 11 Years as secondary teacher, Senior Leader and Head teacher
- MEd. in English Education
- Trainer for Cambridge International Examinations.

Lin Whyte

- Educational Consultant for teaching, learning and leadership development
- Lead Facilitator for National College
- Former Head teacher in Cambridge, UK
- Trainer for Cambridge International Examinations

Housekeeping

- Fire alarms
- Washrooms
- Filming and photography



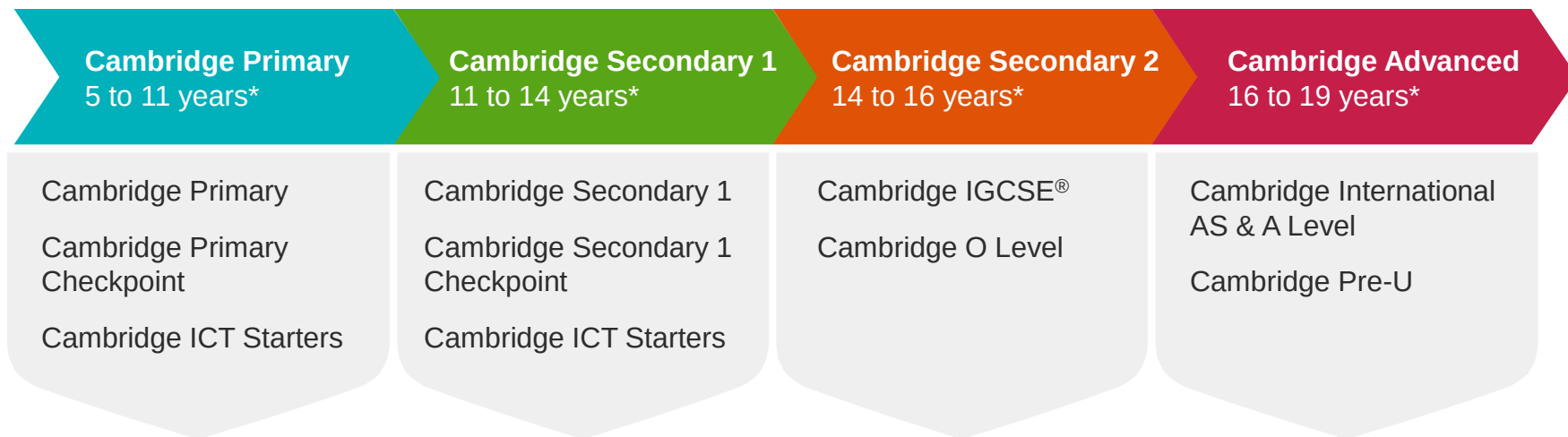
About us

Cambridge International Examinations prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.



What is the Cambridge programme?



- A global curriculum
- 21st century skills
- International perspective

Programme for the day

Session 1 09.30-10.30

Break 10.30-11.00

Session 2 11.00-12.30 (Subject groups)

Lunch 12.30-13.30

Session 3 13.30-15.00 (Subject groups)

Break 15.00-15.30

Session 4 15.30-16.30 (Mixed subject groups)

What is Active Learning?

You have 2 minutes on your table to agree a definition of 'active learning' of up to two sentences.

Write it on a large sheet of paper



What is Active Learning?

“Active learning is a process that has student learning at its centre. Active learning focuses on ‘how’ students learn not just on ‘what’ they learn.”

What is Active Learning?

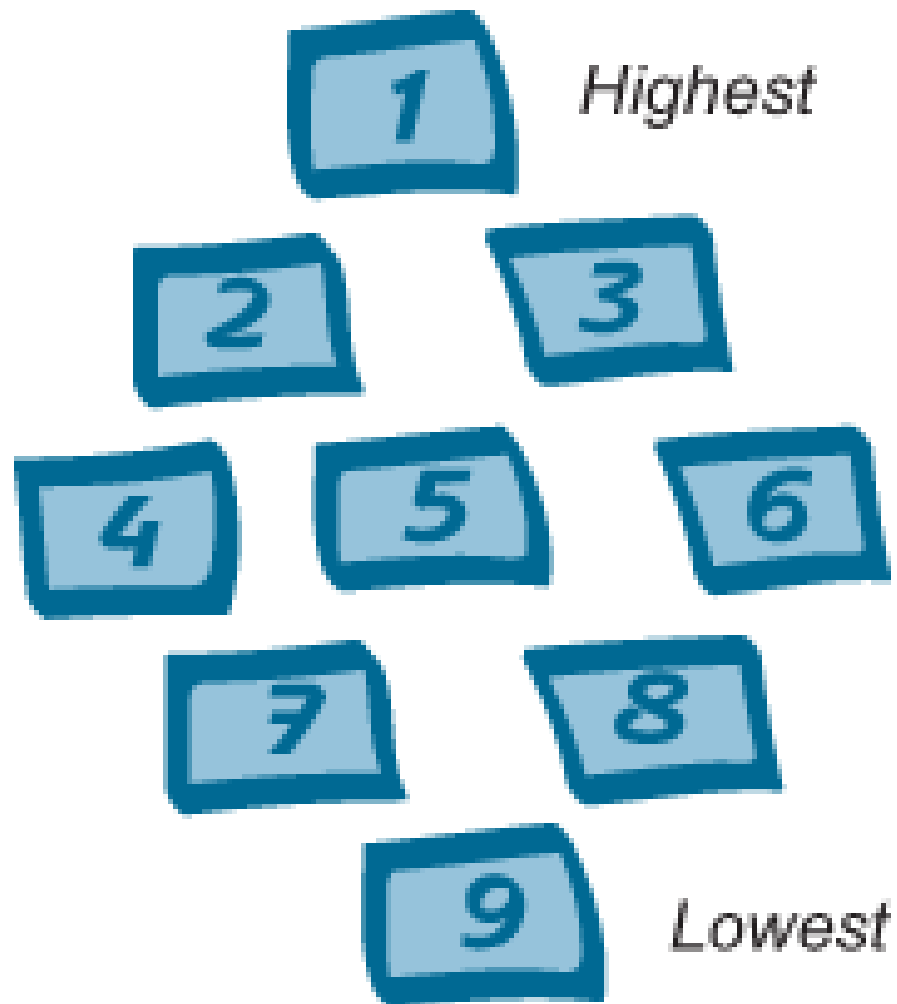
“Active Learning is not about a particular activity, but about getting students to think and think hard!”

It can promote success in examinations



On your desks... (15 -20 minutes)

- ...are descriptions of different teaching and learning activities.
- You need to...
 - Decide which you will discard
 - For the rest, split them into three groups – good, better, best
 - For the top 9, create a diamond shape, showing which is best, which are in the middle and which is at the bottom.
 - “a diamond nine”



Envoy top and bottom (10 minutes)

- Once you all have your diamond shapes
 - I will say ‘go’
 - Send two envoys to another group and listen to them justify the placement of the top piece of the diamond and the bottom piece of the diamond.
 - Your envoys should justify your own top and bottom pieces to that group.
 - The envoys should return, explain what you have heard to your own group, and change your diamond if you think it is appropriate.

Another challenge!

- You have up to five minutes to agree and write on separate post-its, six skills that are developed through Active Learning.
- This involves you reflecting on your experience so far this morning.
- As a group stand up when you have completed this task.

Back to original groups- revise and amend!

Following your learning from these activities:

- review your original definition of ‘active learning’
- make any amendments from your learning in this sessions or rewrite your definition
- Be prepared to share your definition and the thinking behind it!



What are the implications for learning from this quotation

“Give the pupils something to do,
not something to [rote] learn;
and if the doing is of such a nature
as to demand thinking,
learning naturally results.”

John Dewey

What are the implications for learning from this quotation?

“ If I ran a school, I’d give all the average grades to the ones who gave me all the right answers, for being good parrots. I’d give the top grades to those who made lots of mistakes and told me about them and then told me what they had learned from them.”

Buckminster Fuller, Inventor

Thank you

