

Is active learning key to student engagement?



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Outline of session

11:00 Welcome and introductions

11:05 Interactive discussion and presentation

- What is active learning?
- Tennis debate activity
- Discussion

11:55 Closing comments

12:00 Finish



The engage network is open to staff and students – You are ALL welcome

What is active learning?

“Any instructional method that engages students in the learning process ... [it] requires students to **do meaningful learning activities and think about what they are doing.**”

(Prince, 2004, p.233, citing Bonwell and Eison 1991)

At the University of Glasgow, we agree that AL seeks to enable learners to:

- Engage more deeply with the course material in the discipline
- Learn more effectively
- Perform better in assessment
- Develop more fully as critical thinkers

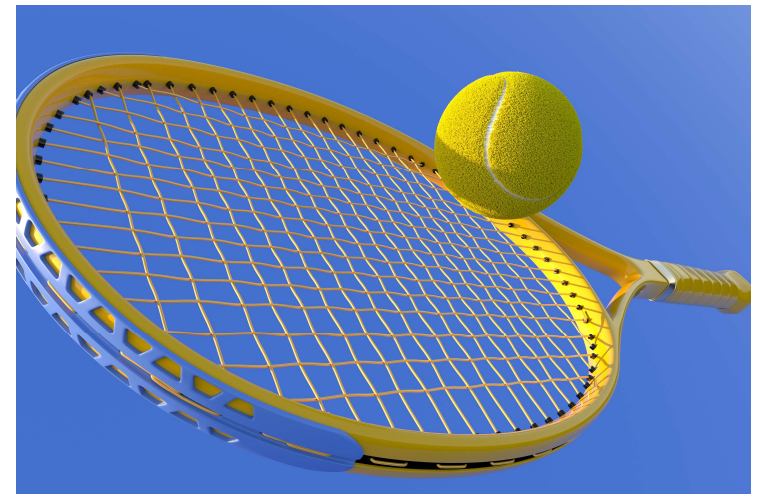
Tennis debate

Two teams:

- Team 01: find arguments against active learning
- Team 02: find arguments for active learning

One argument per team, then the other team responds until all arguments are heard

([Detailed instructions here](#))



20 minutes

- 10 minutes groupwork and information finding
- 10 minutes debate

Participant reflection

1. How did that activity go for you?
2. What did you learn?
3. Could you use the tennis debate in your own teaching or learning context?
4. What might be the pros and cons of this strategy?
5. Has anyone used any other forms of debate in class?

Active Learning Network

Community of practice for educators, academic developers, learning professionals: <https://activelearningnetwork.com/>

- Global Active Learning Festival (Spring)
- International Active Learning Conference (Summer)
- CPD sessions (Autumn)
- International buddy scheme
- Opportunity to contribute to collaborative publications



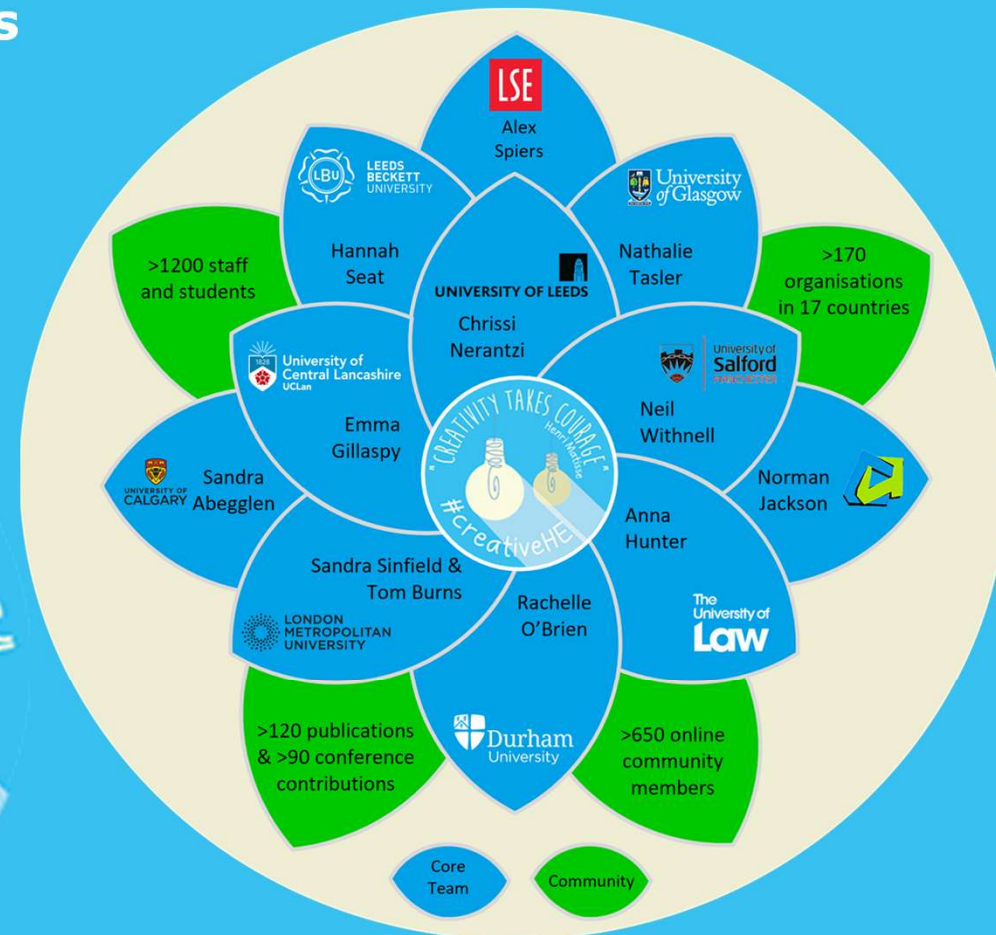
Betts, T. & Oprandi, P. (Eds.). (2022). [*100 Ideas for Active Learning*](#). OpenPress @ University of Sussex Library.

Join the Creativity for learning in HE community!

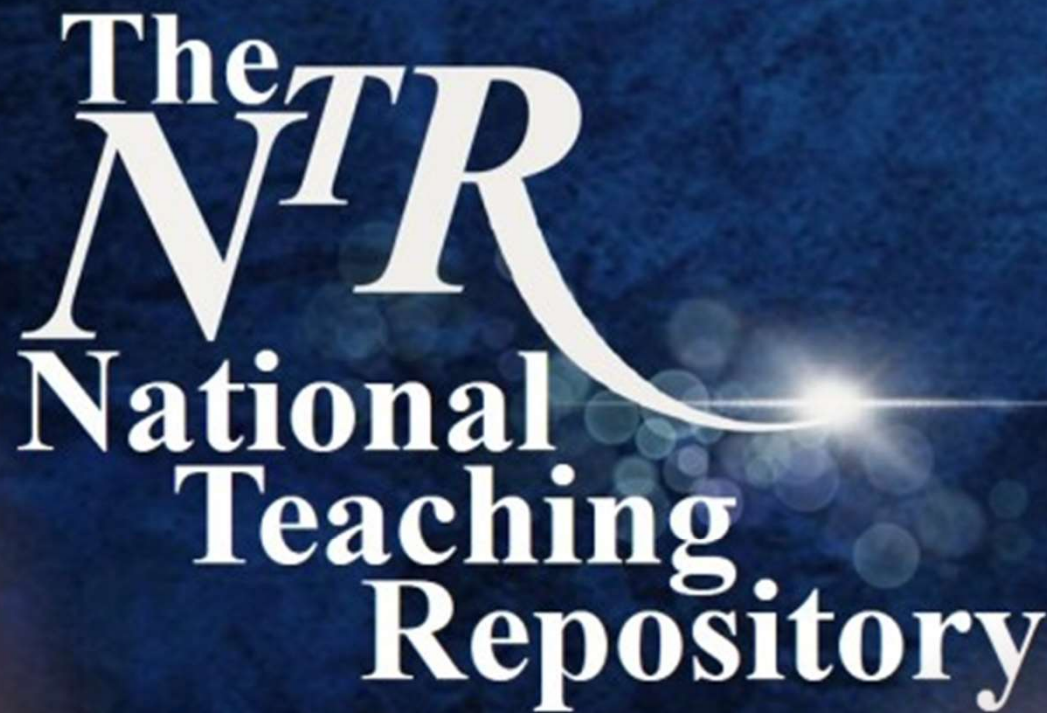
A hub for like-minded and other-minded pedagogic experimenters and innovators

You are all warmly invited!

<https://creativehecommunity.wordpress.com/>
<https://www.linkedin.com/groups/12889007/>



<https://creativehecommunity.wordpress.com>

The logo for The NTR National Teaching Repository is displayed on a dark blue, textured background. The text 'The NTR' is in a large, white, serif font, with 'The' in a smaller size above 'NTR'. Below this, the words 'National Teaching Repository' are written in a smaller, white, serif font, stacked in three lines. A bright, horizontal light flare is positioned behind the text, adding a dynamic element to the design.

The NTR National Teaching Repository

- Open access searchable database of learning and teaching strategies
- Get a DOI for your material
- Linked to ORCID and Almetric
- <https://ntrepository.com/home/>
- <https://www.advance-he.ac.uk/news-and-views/national-teaching-repository-global-reach-and-impact>
- Content hosted in [Figshare](#)

References and further reading

1. Ang, R. X., Chew, Q. H., Sum, M. Y., Sengupta, S., & Sim, K. (2019). Systematic review of the use of debates in health professions education - does it work? *GMS J Med Educ*, 36(4), Doc37. <https://doi.org/10.3205/zma001245>
2. Bonwell, C. C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom*. 1991 ASHE-ERIC higher education reports. ERIC.
3. DeSantis, J. (2023). Accelerating student engagement with asynchronous online debates. *College Teaching*, 71(2), 103-111. <https://doi.org/10.1080/87567555.2022.2027857>
4. Kennedy, R. (2007). In-class debates: Fertile ground for active learning and the cultivation of critical thinking and oral communication skills. *International Journal of Teaching & Learning in Higher Education*, 19(2).
5. Oros, A. L. (2007). Let's debate: Active Learning encourages student participation and critical thinking. *Journal of Political Science Education*, 3(3), 293-311. <https://doi.org/10.1080/15512160701558273>
6. Peasah, S. K., & Marshall, L. L. (2017). The use of debates as an active learning tool in a college of pharmacy healthcare delivery course. *Currents in Pharmacy Teaching and Learning*, 9(3), 433-440. <https://doi.org/10.1016/j.cptl.2017.01.012>
7. Prince, M. (2004). Does Active learning work? A Review of the research. *Journal of Engineering Education*, 93(3), 223-231. <https://doi.org/10.1002/j.2168-9830.2004.tb00809.x>
8. Scannapieco, F. A. (1997). Formal debate: an active learning strategy. *Journal of Dental Education*, 61, 955-961 .



Next engage event



Thursday, 7th December 2023 16.00-17.00 Online

What role do virtual simulations play in engaging students?

Paul Driver, Director of Simulated Learning, Anglia Ruskin University