

Integrating Active Learning

In order to receive accreditation from many CPD organizations the person responsible for educational planning must demonstrate that the program devotes at least 25% of the allotted time to interaction.

Steps to integrate active learning into your teaching

Active learning requires planning – it is important to ask:

1. In choosing an active learning technique – ask “what do I want them to do?”
2. What is the purpose of the chosen activity? Knowledge, skills, or attitudes?
3. Given the domain, which teaching method is most appropriate?
4. How much time do I have?
5. Getting down to brass tacks - What are the precise instructions I need to give to the learner?
6. What physical set up is required if any?
7. What technology is needed if any (assuming the interaction is not face-to-face)?

Examples of learning techniques for increasing active learning

While there are many ways to encourage active learning, below are a few examples of techniques that we have found to be useful. These can be interwoven with or used instead of the traditional didactic lecture style of teaching.

Active Learning Technique	Examples
Asking the audience questions	<ul style="list-style-type: none"> • Straightforward questions • Rhetorical questions • Brainstorming • Surveying the audience/taking a vote • Short, surprise quiz
Breaking the session into small groups	<ul style="list-style-type: none"> • Think. Pair-share • Buzz groups • Pyramid groups • Helping trios
Using audience responses	<ul style="list-style-type: none"> • Quizzes • Touch pad technology – i-clickers, web-based polling • Voting
Presenting a case	<ul style="list-style-type: none"> • Live interviews • Written cases • Videotaped vignettes • Incremental cases • Audience brings in own cases

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Using written materials	<ul style="list-style-type: none"> • Handouts and lecture notes • Diagrams and figures • Study guides • Selected readings
Writing	<ul style="list-style-type: none"> • One minute paper • Pop quiz
Flipped classroom	<ul style="list-style-type: none"> • Print, audio/video-based material distributed prior to the lecture; use time in class to apply abstract knowledge.
Debate and panels	
Role play and simulations	<ul style="list-style-type: none"> • Standardized patients • Task-trainers • High fidelity simulators • Virtual online

References and Further Reading

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<https://www.cpd.utoronto.ca/wp-content/uploads/2018/10/Choosing-Instructional-Methods-and-Integrating-Active-Learning-parts-1-and-2.pdf>