**Module III**

**Activating teaching/learning methods**

Topic 3.2

Methods of active teaching

<https://www.youtube.com/watch?v=qo3c0iHhyEw>

# Methods of active teaching

Activation should cover the entirety of the teacher's activities and be composed of such procedures and teaching methods that will make students more active when they are not yet showing it. Activating methods are a group of teaching methods characterized by the fact that they exceed the activity of the teacher subject in the process of educating the activity of the student subject. Activating methods are relatively young teaching methods developed mainly in the United States and Great Britain. These include all kinds of help and tips thanks to which the student broadens his knowledge, has the opportunity to deepen his interests, develop new ideas, create new ideas that he will communicate with other students without fear. Thanks to this, he naturally learns to discuss and argue on various topics. Activation methods are characterized by a great power stimulating the involvement of students and teachers, high efficiency and high attractiveness. They allow the student to arouse interest in the subject and test his knowledge in a given area. However, their undoubtedly main advantage is the improvement of skills useful during lessons and in everyday life, they include, for example, the ability to draw conclusions, analytical thinking, critical thinking, creating cause-effect relationships between facts. After all, activating methods build in the student the skills of proper behaviour in new situations, communicativeness and to a large extent stimulate his creativity.

    A student is active when:

* the goal is clear close to him
* his needs and interests are taken into account
* he feels safe
* he performs actions that arouse emotions
* participates in planning and decision making
* feels satisfaction with the completed tasks
* has self-esteem
* his work's input is noticed, not just the effect
* has the opportunity to implement their own ideas

The student becomes lazy when he receives the information given exactly as he should assimilate it. Instead of providing ready-made information, the teacher should encourage students to pose questions and seek answers, create conditions for being an explorer and experimenter. The source of student activity is their needs. Through their own activity, the student meets the needs (security, actions, feelings, communication) and accomplishes the resulting goals. The teacher should be aware of the fact that not only internal reasons can arouse the student's own activity, but also external reasons - outsourced tasks. The student will be stimulated to act when he considers the task to be "his own need". Students learn in the course of their own activity, it is all actions that will ensure the group's active involvement in the tasks. Thanks to this, they will acquire the necessary knowledge and skills in a lasting, effective and pleasant way.

     To do this:

1. *Limit the use of delivery methods for conveying ready-made messages.*
2. *Use activating methods and techniques, favouring the independence of thinking and acting, as well as shaping positive motivation to learn.*
3. *Organize work so that students have the opportunity to meet their needs (security, recognition, social contacts, communication, activity, self-fulfilment).*
4. *Make your classes more attractive by introducing the effect of surprise, curiosity, news and fun, because it increases students' involvement.*
5. *Use appropriately selected didactic aids during classes.*
6. *Create small groups that force the activity of all its participants and promote objective assessment and self-assessment.*
7. *Create situations in which students become experimenters and explorers.*
8. *Take care of the proper use of space in the hall and gather a rich workshop for the student.*(Drzewiecka, 2015)

Learning is effective when it engages the mind and emotions. Up until now, many methods have been created, that cause this, and this gives students the opportunity to be more creative than reproductive:

## **Discussion**

The effectiveness of adult education largely depends on the teacher creating a space within the curriculum. It is important to allow the group to share their experiences. A good way to do this is to initiate a discussion that, as an unstructured method, will allow participants to express their opinions, beliefs and thoughts. (Łaguna, 2008; Kozak, Łaguna, 2015)

Characteristics of the discussion:

* allows you to exchange thoughts and views on a given topic and share your own experiences,
* stimulates and develops thinking, teaches you to look critically at yourself and others,
* develops the ability to precisely formulate own thoughts and judgments,
* teaches you to listen carefully,
* teaches how to distinguish arguments from pseudo-arguments and how to assess one's own and someone else's statements,
* teaches you how to react and control your emotions,
* creates respect for other opinions and views, promotes the crystallization of one's own beliefs.

Types of discussions:

* “Bellicose discussion” (polemics) - is a kind of discussion in which discussion participants are divided into at least two opposing camps, each of which does not agree with the opponent's views and tries to convince with arguments and counterarguments about the validity of their position. For example, a warlike dispute between left and right.
* Up-building (deepening) discussion - this is a type of discussion in which the point is to find various arguments for the rightness of a certain thesis. Common reflection aims at taking a step forward, and thus, if possible, developing the topic more comprehensively than before, e.g. discussing the position of the family in society.
* Theoretical discussion - is a type of discussion in which participants tend to discover the truth in a given issue, its subjects are scientific, philosophical, ideological, religious, etc.
* Practical discussion - this is a type of discussion in which the participants aim to take certain actions.
* Exercise discussion - is a type of discussion conducted for training purposes, e.g. a discussion about an imaginary crime taking place in the student lawyers' club.

In all types of discussions, despite various forms, the final effect is important, expressed in a kind of judgment, determining the attitude of the debater to the discussed issue. They are not only about developing the skill of correct thinking, formulation of judgments as well as argumentation and counter-arguing in the clash with opponents.

Stages of discussion:

## **Brainstorm**

The activating method, a form of didactic discussion, aimed at improving group decisions and solving a specific problem.

Advantages of the method:

⮚Gathering a large number of different solutions in a short time

⮚Stimulating students to think creatively

⮚Developing active listening skills

⮚No criticism

⮚Short preparation time for the activation method

What is important in brainstorming?:

⮚Planning (What? Who? When?)

⮚Problem / issue determination

⮚Venue selection

⮚10-12 people group / optimally /

⮚Collecting all ideas, without evaluation

⮚Justification of ideas,

⮚Analysis and selection (participants choose e.g. 3 best solutions)

Predicting threats in the implementation of brainstorming, e.g.

* presence of a very strong personality
* hyperactivity of some people
* little openness to new ideas by experts evaluating ideas
* fear of participants of expressing their opinions

## **Role play**

The role-playing method is mainly used for learning skills and new behaviours (e.g. acquiring the skills of refusal, praise, criticism, accepting complaints, etc.). The student reads the description of his role, then plays it, and his behaviour is analysed and feedback is provided. During the role play, the video can be recorded and played back for objective analysis. This prevents conflicts and errors. The role-playing method plays an important role in the process of changing attitudes and beliefs. This applies especially to situations where the participants play the role of the so-called on the other hand, e.g. teacher as a parent. This way of discussion allows you to verify your opinions and beliefs faster and with less resistance.

threats:

⮚For participants, the role playing method is very emotionally engaging.

⮚It should be introduced gradually when participants feel safe with each other and are able to provide constructive feedback.

⮚The beginning of the group collaboration is not the right moment to apply this technique.

When implementing this method, the teacher should:

⮚explain to students what their work is and show the benefits of the exercise

⮚make sure that all participants understand their role (clarifying who and in what order will take part in the exercise)

⮚prepare relevant texts

⮚make sure that each person or group has an observer

⮚control exercise time

⮚take care of emotional state of participants who may feel fear of failure or public speaking

⮚teach participants to provide constructive feedback in an honest, open but respectful way

⮚if there is a student who refuses to participate in the exercise, do not force him - it is worth remembering that you can also learn by observing (Łaguna, 2008)

##

## **Case study**

A case study - an analysis of the particular case (detailed description of the actual situation usually allows to draw conclusions as to the causes and results of its course). Case study is based on the use of knowledge and theoretical concepts in practice, in relation to a specific situation. The goal of the case study is to show concepts worth copying as well as potential mistakes that should be avoided. Students sholud analyse the situation coinciding with their experiences, unconsciously identifying with the characters of the actors from the described situation. This builds their emotional commitment. The case study is a very safe method. Its genius is that it doesn't refer directly to the experiences of specific participants. The teacher's task is to develop a text that will be used during classes so that they have control over the content on which students work. When developing a case study, make sure that it is described as simply and briefly as possible. Then the participants will have no problem understanding the situation and remembering it. Case studies should end with tasks for participants, which may take the form of instructions or questions.

When developing a case study, the teacher should refer to:

* problems diagnosed and reported by participants or the client
* information obtained during the needs analysis
* participants' experiences
* own experience and knowledge
* existing descriptions from experts in the field

Human activity, including the student, should have a specific direction, which is determined by the goal to which its course is subordinated. The more attractive and interesting the goal is, the more motivated and interested student become. Therefore, the basic procedure that the teacher should perform, is to make students aware of the purpose of their actions, along with justifying the need to achieve it regardless of which of the activation methods they adopt.

The effects of using activating methods lead to establishing a partner relationship between the teacher and learning are partners, and both sides are equally involved in the teaching process and responsible for its results. Together, the team decides how to verify the results. This requires the teacher and student to take on new roles and tasks, and then the teacher ceases to be all-knowing authority and becomes an advisor, coordinator. In turn, the student from a passive recipient becomes an active participant in the planning, organization and assessment of their own work. In order for such a role change to be possible, it is necessary for both parties to articulate their needs, so that it is possible to adjust the appropriate methodological support. The school's task is to prepare the student for independent work, so from an early age he needs tips on how to organize his own workshop. Learns the sense of rational time planning and the use of various forms of independent work: at home, in the implementation of projects, during individual work in the lessons. Activating methods activate the inner potential of both the teacher and the student who, instead of using ready-made solutions, start working on examples, based on impulses, experiments and various other methods of obtaining knowledge.

**Bibliography:**

Bryła R., Wybrane metody aktywizujące i ich zastosowanie w praktyce szkolnej, Edukacja, 2000 nr 3;

Grądziel, E., Talik, W. (2016). Metody aktywnego nauczania. PROGRESS

Kowalewska A., Metody aktywizujące – dlaczego warto je stosować?, Lider, 2000 nr 10;

Kozak, A., Łaguna, M. (2015). Metody prowadzenia szkoleń. Gdańsk: GWP

Silberman, M. (2006). Szkolenia. Jak je prowadzić, by…, Sopot, GWP

Taraszkiewicz M., Jak uczyć lepiej? czyli refleksyjny praktyk w działaniu, Warszawa 1998.

<https://szkolnictwo.pl/index.php?id=PU9254>

<https://forum.egzaminzawodowy.info/tematy120/dyskusja-i-jej-rodzaje-vt2084.html>

<http://www.westpomerania.pl/spory-i-dyskusje/podzial-dyskusji>