



Education

**NOT ANOTHER BORING LECTURE: ENGAGING LEARNERS WITH ACTIVE
LEARNING TECHNIQUES**

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DISCUSSION

Techniques To Increase Active Learning During Lectures

Get students to reflect on their own learning. For example, ask students to write down three things they learned in the lecture. This can be done at the end of the lecture or during a break. Another technique is to ask students to identify a concept they found difficult to understand and then discuss it with a partner or in a small group.

Incorporate pause procedures. During a lecture, pause periodically to allow students to reflect on what they have just learned. One effective technique is the One-Minute Paper, where students write down one thing they learned and one question they have. This can be done at the end of the lecture or during a break. Another technique is to ask students to identify a concept they found difficult to understand and then discuss it with a partner or in a small group. This is often referred to as the Muddiest Point (8).

Turn a large didactic session into small group sessions. Small group sessions are a great way to increase student engagement and active learning. This can be done by dividing the class into small groups and assigning each group a topic to discuss. This can be done at the end of the lecture or during a break. Another technique is to ask students to identify a concept they found difficult to understand and then discuss it with a partner or in a small group. This is often referred to as the Muddiest Point (8,9). Another technique is to ask students to identify a concept they found difficult to understand and then discuss it with a partner or in a small group. This is often referred to as the Muddiest Point (8).

Flipped Classroom Method Alternatives to Standard
Lecture Didactics

T xt .G f .G .G t at G
f ta ar aG .T a r
t .G .G tft fl .Ga r .G rta t a
.G r a .Ga r ar "fl ." I tr.G a
.G t t r t t .Ga r .G t f rG
f " r- ar " r rt t .Ga , a t
t .G t ta t a
.Pr- ar .Ga t f rG f a
a .G , .Ga tr .Ga t, rW -a t ar .

a a a r t x r a r u r a a a r t f
 t (49). D r t x , a r r a r
 ff r t a r a t t a t r r t a ff r t
 a f a r a r a r r t E a " a t"
 a r r t t r f a ff r t t a a r
 (r t, a t t , r , a t t), f a r t a t t r -
 t t a a t t t (. . , t t t a t r ,
 t a r & a t , r , r t ,
 t ,) , r ff r t t a r a r
 (t t t a t , f r a t , a t a , r f l a t ,
 a r a t). W a t f r a a a r t
 a a . M r f t a r r t
 r r t a f f r t t a a r t
 a t a r a t r t t f r a
 t a t a ' t r t x .

CONCLUSIONS

W a r r a r a a a r r a r
 t , a t t a x t r a a .
 T t t a t t r r a n t
 t a r a t a r . E a f t t
 a r n t ff r t a r t t a a
 a r t f a r r .

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ARTICLE SUMMARY

1. What is the main point?

Mr.
r, r, rta a r tna t a r
ut . Uf t at , ar r rta r tt f
att ar r a ar ft a t a
att ar r.

2. What does the author think?

T r r t. t at t -
ra rt t a fa tat tnf rt
r at t.