PETE Candidates' Engagement in Active Learning Classroom Activities

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BACKGROUND

- Active learning, collaborative learning, flipped classrooms
  - Doyle & Zakrajsek (2013); Kuh (2003)

- Advanced preparation and supervised in-class application
  - Scenario building
  - Partner lesson plan development & assessment
  - Practice instructional activities

- Active learning aligns with practical applications in PETE

- Millennial & Gen Z learner characteristics good fit for active learning

METHODOLOGY

- Dual methodology examination of students' engagement on a daily and weekly basis

- N=43, 30% female, fall1:11d, spring: 10d, fall2: 18d

- Self reported data
    1. Daily Reflection questionnaires:
        - 5-item, Likert-type scale

    2. Weekly "So What?" journals:
        - 5 open-ended responses linking class content to course objectives and application in practical settings

DAILY REFLECTIONS

1. Did you complete the "homework" (readings, ppts, assignments, etc.) before class?   **Y/N**

Please use a **1 (low/little) to 10 (high/lots)** scale to rate the following items from today's class:

2. _____ Value of completing work <u>before</u> class to be successful <u>in</u> class today.

3. _____ Applicability of today's content to future professionals.

4. _____ How likely something from class will be used in a practical/clinical setting.

5. _____ How much information you **learned** from peers.

6. _____ How much information you **taught/explained to** peers.

Is there a different way to cover today's content that you think would be more useful to you than the activities we did?   **Y/N**

If yes, please share a **specific** alternative approach you think would have helped you learn today's content more easily and/or better:

WEEKLY "SO WHAT?" JOURNALS

Based on this week's content, please address the following using paragraph format:

1. Your understanding of how this content matters to you as a future professional.

2. How this information will improve your professional skill set.

3. How you applied this content in your practical placement.

4. If you did not apply this in your practical placement, can you imagine a time when this information will be useful to your professional practice? If so, when/how? If not, why not?

5. Is there anything else you wish to share about this week (content, activities, class, practicum/clinical rotation, etc.)?

FINDINGS: DAILY REFLECTIONS

- 39 class meetings, 529 post-lesson assessments
- Responses by item, no gender differences

  - Prepared before class (95%)

  - Value of pre-class prep (M=9.01, s=1.67, 86% rated 8-10)

  - Likely to use in practical setting (M=9.5, s=0.97 94% rated 8-10)

  - Learned from peers (M=7.9, s=1.96, 81% rated 7-10*)

  - Taught peers (M=7.1, s=2.29, 69% rated 7-10*)

*Clear break at 7

Understanding of content's relevance as future professional:

- No candidates reported content as "not important"
- Overwhelmingly, candidates described weekly content as "crucial," "vital," "necessary," "extremely important"

"This was useful because I think that it was a wakeup call to all of us, you cannot just expect to show up at a school and just do stuff half-butt and think it will go over well."

"Teaching at PCMS is great practice for us and it allows us to practice teaching and learn from our mistakes."

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How this information can improve professional skill set:

- Helped prepare learners for "real-world" applications, more confidence
- Improved professional skills which benefits candidates as well as their students

"It will improve my professional skill set by making me realize that teaching is not so easy if you are not prepared."

"…giving me practice in developing a lesson and unit and how you would modify the block plan and then lessons if the students are not where you had thought."

"…showing us how we can use the assessment tools in a practical teaching setting."

Application of content in practice:

- Limited application opportunities *right now*
- Better understanding of seeing mentors apply/use
- Majority saw direct links to future application of skills

"I really learned that you do not just watch the students play and be fine with whatever they are doing but rather help them play the game better, and help them improve their skills."

"In my practical placement I have been able to observe both the student and the teacher behaviors and how they work hand in hand."

Other:

- Comments related to "fun" Active Learning techniques

"I like that the PowerPoint is given as homework. This way we can have more of a classroom discussion than a lecture."

"I think that the discussions with classmates are very helpful. When we get into smaller groups it forces everyone to talk and understand everything that is going on so I like doing that how we have been."

"I think that the feedback at the end of the day is really beneficial, especially how you start off with asking, "What went well." This helps us thinking about the positives with the negatives in the back of our minds to make corrections, but to build on our experience instead of tear it down."

SUMMARY

Candidates reported high levels of engagement in active learning environments

Positive transfer from class content/active learning instructional activities to pre-intern placements

Using active learning instructional techniques in PETE courses can improve theory-to-practice applications

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