Active learning: Crafting Engaging Learning Environments

Universities are expected to educate skilled graduates who possess great problem-solving skills. This is possible when appropriate methods of teaching are chosen and students are active and involved in the teaching-learning process. Many years of research proves that students should do more in class than just listen. They should read, write, discuss and engage in problem-solving activities. Most importantly, to be actively engaged, students need to undertake higher-order thinking tasks such as analysis, synthesis and evaluation. Thanks to active learning, not only do we improve students' participation in class, but also develop their core transversal competencies.

During the workshop we will attempt to answer the following questions:
- What is active learning? What are its advantages and disadvantages?
- How can I activate my students during a lecture/seminar?
- What teaching strategies promote active learning? How to use them effectively?

If you have asked yourself the exact same questions or you just struggle with implementing active learning in your class, register for the workshop and let us explore this topic together.

Terms:

The course has already taken place in the current semester, but you can express your interest in participating below. We will take your interest into account when planning the next semester.

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Learning outcomes:
- Participants define the principles of active learning and apply these concepts to reflect on and enhance their own teaching practices.
- Participants analyze both the positive and negative impacts of active learning on students and teachers, using real-world examples and case studies.
- Participants evaluate and select appropriate active learning strategies for different group sizes, emphasizing practical approaches for both small and large classes.
- Participants critically evaluate the advantages and disadvantages of active learning strategies such as problem-based learning, cooperative learning, Eric Mazur's peer instruction, and the Flipped Classroom model.
- Participants distinguish between low- and high-order thinking skills as per Bloom's Taxonomy, and learn to incorporate these insights into the design and implementation of active learning activities in their teaching.

Competences developed in the course:

The course develops competences falling under Pillar 1 (Learning and teaching planning and design) and Pillar 2 (Managing the learning and teaching process) of the Framework for Effective Teaching at CU . In particular, it focuses on the following competences falling under Pillar 2:
- The teacher utilizes a variety of strategies that promote student active learning.
- The teacher guides students to take responsibility for their own learning.

The course is designed for those with English language proficiency **at B2 level or above.**

Lecturer:
Mgr. Bartłomiej Wróblewski
He graduated from Kazimierz Wielki University (Bydgoszcz, Poland) with a master's degree in English Philology and a postgraduate degree in Pedagogy. He currently works as an educational developer at Charles University in Prague and is the vice-chair of the Paedagogium platform. He is involved in the development and coordination of the training system for academic staff and PhD students in the field of pedagogical competences. He contributes to improving the quality of academic teaching at Charles University through his involvement in various projects. He is responsible for coordinating

the establishment of Teaching and Learning Centres at Charles University. He is also the co-author of the Framework for Effective Teaching at Charles University.

Participation in the course is free of charge.
Should you have any questions, please do not hesitate to contact us at: cczv@ruk.cuni.cz