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Раджапова Д.Д., Гаппарова Д.А., Худайберганава Н.К. Методы обучения для активного обучения

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Teaching methods for active learning

Термин Метод обучение относится к общим принципам стратегии, педагогики и управления, используемых для обучения в классе. Ваш выбор метода обучения зависит от того, что подходит вам – вашей философии образования, класс демографические, предметной области (ы) и о миссии. В статье изучаются различные методы преподавания

Ключевые слова: метод, стратегия, принцип, преподавания, обучения, модель

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The term Teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you – your educational philosophy, classroom demographic, subject area(s) and school mission statement. This article studies different teaching methods

Key words: method, strategy, principle, teaching, learner, model, learning

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Active Learning – A student-centered learning model that allows students to experiment with ideas, to develop concepts, and to integrate concepts into systems. Active Learning Guidelines – discusses the benefits of active learning, as well as provides guidelines and sample activities that facilitate active learning. World Café Discussion Method – a summary of the method developed by the World Café for hosting and mediating discussion in large groups. Refer also to our Learning Environments pages for strategies and techniques to implement active learning in various class sizes and modalities:

Face-to-face small/seminar classes (under 25 students)

Face-to-face midsize classes (25-80 students)

Face-to-face large classes (more than 80 students)

Online classes

Case-based Learning – Studying a singular instance or event that has a message to tell regarding course content. The most motivating cases involve real people with real problems to solve. Studying multiple case studies focused on the same content allows students to formulate and test hypotheses. Used to strengthen critical thinking skills such as applying knowledge to a real setting, analyzing problems and developing solutions, evaluating reasoning processes or actions.

Collaborative Learning – Students working in small groups to complete a specific task or to work together over time to complete various assignments. The most productive collaborations involve a fair division of labor and relevant and complex projects that cannot be completed by an individual alone. Interdependence is required.

Implementation Suggestions: Making Group Activities Work and Group Work and Study Teams – practical tips for group work. Small Group Activities for Text Analysis or Problem Solving – general 26-minute script for a group session, with a description of the activity, materials needed, and expected outcomes.

Template for Team Writing – template of a faculty worksheet to organize the roles of group members when collaborating. See also Jungblut's adaptation of this template for the group workshop.

Whiteboard as a Brainstorming Tool – tips for utilizing the WhiteBoard for organizing information and disseminating responses.

Jigsaw: An Experiment in Cooperation – instructions for jigsaw activity, including preparation, step-by-step instructions, and strategies for reflection afterward. Sample Group Activity, Contract, and Presentation – Shari Hodgson, Sophia Kowalski, and Peter Telep created these materials for group work, including a script of activities, a contract for group members to sign, and assignment guidelines for group presentations.

Active Listening/Reading Template – template for a handout that allows students to chart their listening/reading habits.

Alternative Methods for a Learner-Centered Curriculum – provides faculty with a lengthy list of learner-centered teaching strategies as a supplement to the faculty's repertoire.

Problem-Based Learning – strategies for engaging students in active learning, to "involve students in an active, hands-on approach to problem-solving."

Classroom Response Systems – Sometimes known as audience polling technology (or even just "clickers"), classroom response systems promise numerous benefits in classes, including improved student engagement, enhanced formative feedback for instructors, easy quizzing tools, even a means to take attendance. Instructors can employ the systems to gather individual responses from students or to gather anonymous feedback. Reports are typically exported to Excel for upload to the instructor's grade book. Demonstration – Faculty show how a skill should be performed or students are observed as they perform a skill. Discussion – Formal or informal discourse on topics usually primed by leading and/or open-ended questions.

Class discussion: The faculty member serves as facilitator, prompting and probing to ensure the discussion remains focused and objectives are met.

Discussion Panel: Students or experts focus on one issue and varying views or aspects are raised.

Gaming – Competitive activity based on course content. Moderate competition enhances performance. Often used for content reinforcement and skill practice. Can also be used to strengthen critical thinking in games where strategies must be developed to solve problems.

Graphic Organizers – Clarify relationships with diagrams or graphs. Clarify processes with flow charts.

Immersive Environments – Students are placed within a setting or situation in which they exclude all else from their experiences. If they are immersed in a language, they speak, hear, write, and read only that language. If they are immersed in a work setting and assigned a role there, they become that role and their communications and actions comply with that role.

Interactive Teaching – a list of over one hundred interactive teaching techniques that can enable student learning and provide feedback to both instructors and learners.

Lecture – Active lectures blend 10-15 minute presentation segments with interactive experiences such as asking provocative questions and class or small group discussions. Using visual aids such as graphic organizers, video clips, or a few PowerPoint slides to emphasize main points and an engaging voice improve results.

Implementation Suggestions:

Ask students. Give out evaluations to your class. Do this early, and do it often!

Ask peers. When others visit your class, they frequently offer a helpful perspective different from your own.

Voice projection. Your voice is probably the most important element of a teacher's "presence" in the classroom. You should be able to speak loudly enough, and project your voice far enough, that everyone in the classroom can hear you. You must also speak clearly, which may mean slowing down if you speak with an accent. At the same time, be aware of the unintended effects of your voice. If you have to speak loudly, does it make you sound irritated? If you slow down your speech, does it come across as helpful or condescending?

Tone of Voice. Some effects of your voice are not obvious to the speaker. Even if you are making an effort to keep your voice neutral, often your internal mood can filter through your tone of voice. Strive to maintain that supportive, interested, and patient tonality you associate with the good teachers you've witnessed yourself. And pay attention to even more hidden effects of your voice. Some students tune out if instructors speak in monotones or otherwise come across as boring.

Posture. Like your voice, your posture signals your attitude toward students quite independently of the words coming out of your mouth. Teaching is sometimes compared to being "on stage" because all aspects of your performance, not just the knowledge contained in your words, affect student learning. The best way to ensure a supportive and fostering posture is to carry into the classroom a supportive and fostering attitude – the two are inextricably related.

Список используемых источников:

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