

ENHANCE DIGITAL TEACHING PLATFORM

Pathway: Making classroom activity more effective for learners

INTRODUCTION

Face-to-face teaching and learning contact time is both restricted in time and carefully scheduled.

This pathway develops three pedagogical themes that address how teachers can design learning and activity to support continuous access to learning activity.

Being together with learners as a group in the same physical space provides learning opportunities and encounters that are difficult to replicate online or through unsupervised activity at home or in the workplace.

The modules offer at least two separate pathways around making better use of the time spent face to face with learners in a teaching space such as a classroom:

1. Better planning and classroom management of learning through an understanding of the pedagogical application of cognitive theory. This is addressed in a separate pathway called **'Adapting teaching practice to the knowledge agenda'**.
2. Adopting more active learning approaches to improve learner engagement and outcomes, which this pathway deals with.

This pathway looks at:

- ▶ What is different about face-to-face teaching and learning
- ▶ How to make the most of the limited time available to deliver stimulating, engaging and effective learning experiences
- ▶ Some tools and techniques to support you.



WHAT IS DIFFERENT ABOUT FACE-TO-FACE TEACHING AND LEARNING?

The first two modules in the pathway present a simple model of face-to-face interactions with learners, what makes this different from other forms of interaction. They give you a way to think about and classify the technology you use in this context.



Module 1

Face-to-face learning 1: The four Ms

[Discover module >](#)



Module 2

Face-to-face learning 2: Using class technology

[Discover module >](#)

MAKE EFFECTIVE USE OF LIMITED TIME

The flipped classroom model is now well known to most of us. By moving knowledge gathering and exchange out of the classroom, it frees up face-to-face working for higher level skills and understanding. It is a keystone of modern approaches and the essential element in making more effective use of contact time.

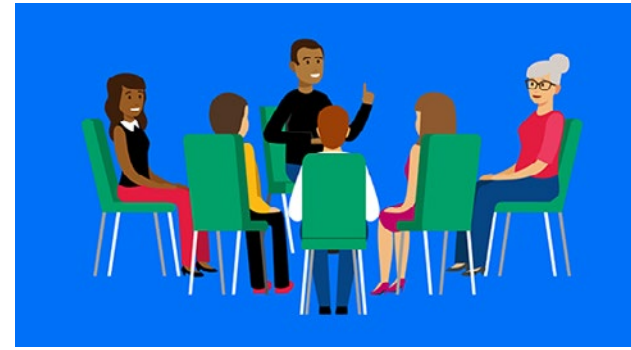


Module 1 The Flipped Classroom

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TOOLS AND TECHNIQUES

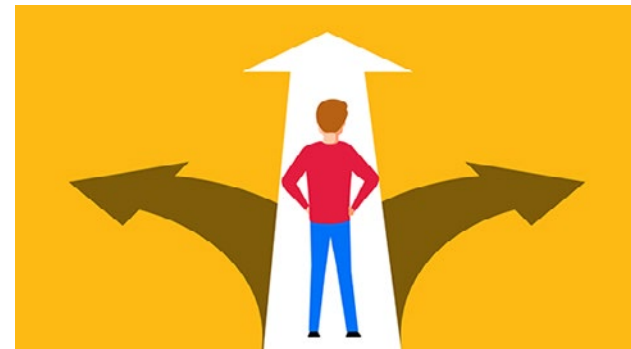
Active learning shifts the focus away from teacher-led tasks and onto engaged, learner-led activity. The next three modules look at how active learning demands a rethinking of physical space and layout, how it works in practice and how to design learning activity to make the most of the possibilities.



Module 1

Active learning spaces

[Discover module >](#)



Module 2

Active learning: experience and outcomes

[Discover module >](#)



Module 3

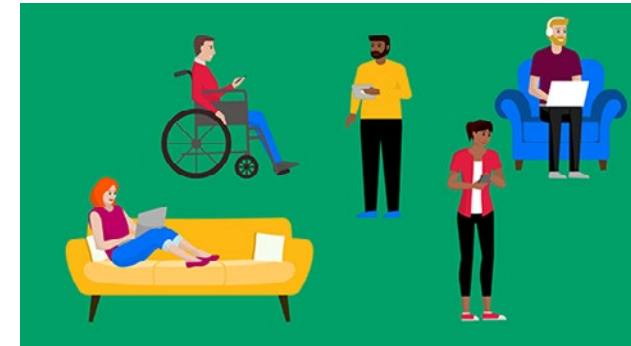
Using classroom response systems or online polling

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TOOLS AND TECHNIQUES

Two modules around the use of games, gamification and playful learning follow. They work in either order. You may want to start with Playful Learning if you know nothing about the core gaming concept and its pedagogical implications before moving to a more practical level with Games and Gamification.

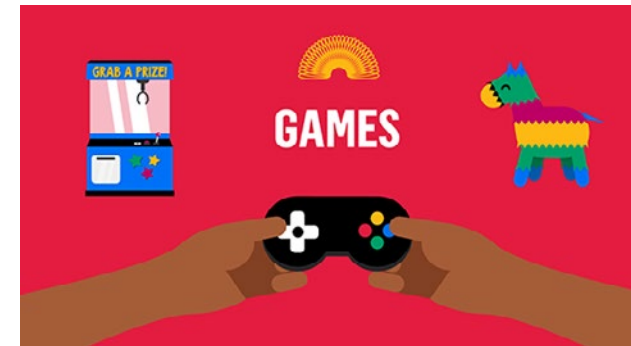
The final two modules look at the active use of quizzes and polling software as tools for active engagement.



Module 4

Design for active learning

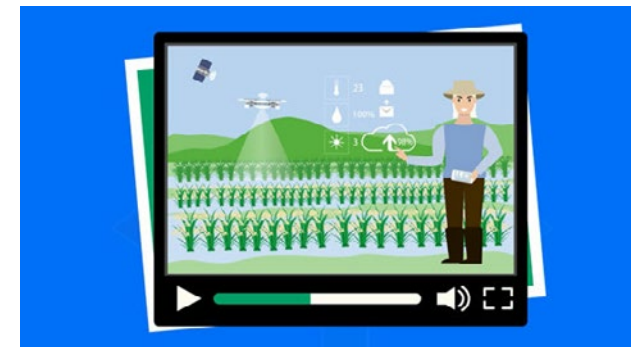
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Module 5

Using games for learning

[Discover module >](#)



Module 6

Formative assessment using quizzes

[Discover module >](#)



Module 7

Playful learning

[Discover module >](#)

REFLECTION

As you go through the pathway you may want to consider the following questions:

1. How does this differ from my current practice?
2. In what three areas of curriculum OR for which three groups of learners could I apply these concepts to improve the learner experience or outcomes?
3. What would be the barriers to making these changes (if any)?
4. What additional information do I need before making a change?

