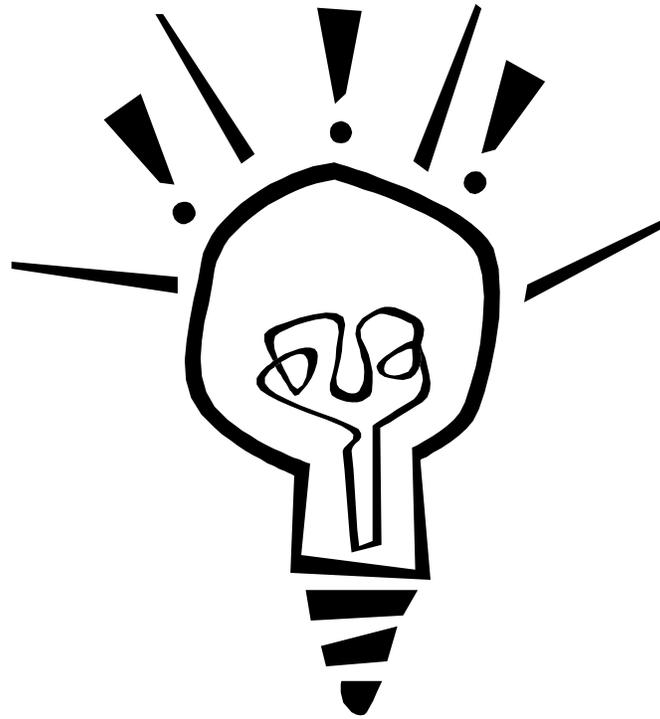


LEAVING CERTIFICATE APPLIED



***ACTIVE LEARNING
& TEACHING
METHODOLOGIES***

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Introduction

The promotion of the use of a broad range of teaching methodologies and participant centred learning is a key underlying principle in Leaving Certificate Applied. The programme is characterised by the use of teaching styles which actively involve the participants in locating and using relevant information, and which promote personal responsibility, initiative, independence, reflection, self-evaluation, self-confidence and co-operation.

In Leaving Certificate Applied each course consists of a number of modules. All these modules are outlined in the Leaving Certificate Applied Module Descriptor for the relevant course. Each module includes suggestions for the teaching approach under the heading "Teacher Guidelines".

This booklet contains practical examples of active methodologies that are useful across all course areas and aims to compliment teacher guidelines and student learning outcomes in all modules.

What is Active Learning?

Active Learning involves students directly and engages them actively in the learning process itself. Students are involved in all stages of planning, design, execution and evaluation.

Benefits:

- focus is on the learner and learning
- information retention
- communication skills
- higher level thinking skills
- teamwork
- motivation
- new learning resources
- variety of learning styles

Suggested Strategies:

- **students are involved in goal setting**
- **activities are problem- centred and student- driven**
- **teaching is developmental rather than directive**
- **teacher does less than 50% of talking and no more than 75% of the decision making**
- **positive feedback from teacher and student**

Why does it work?

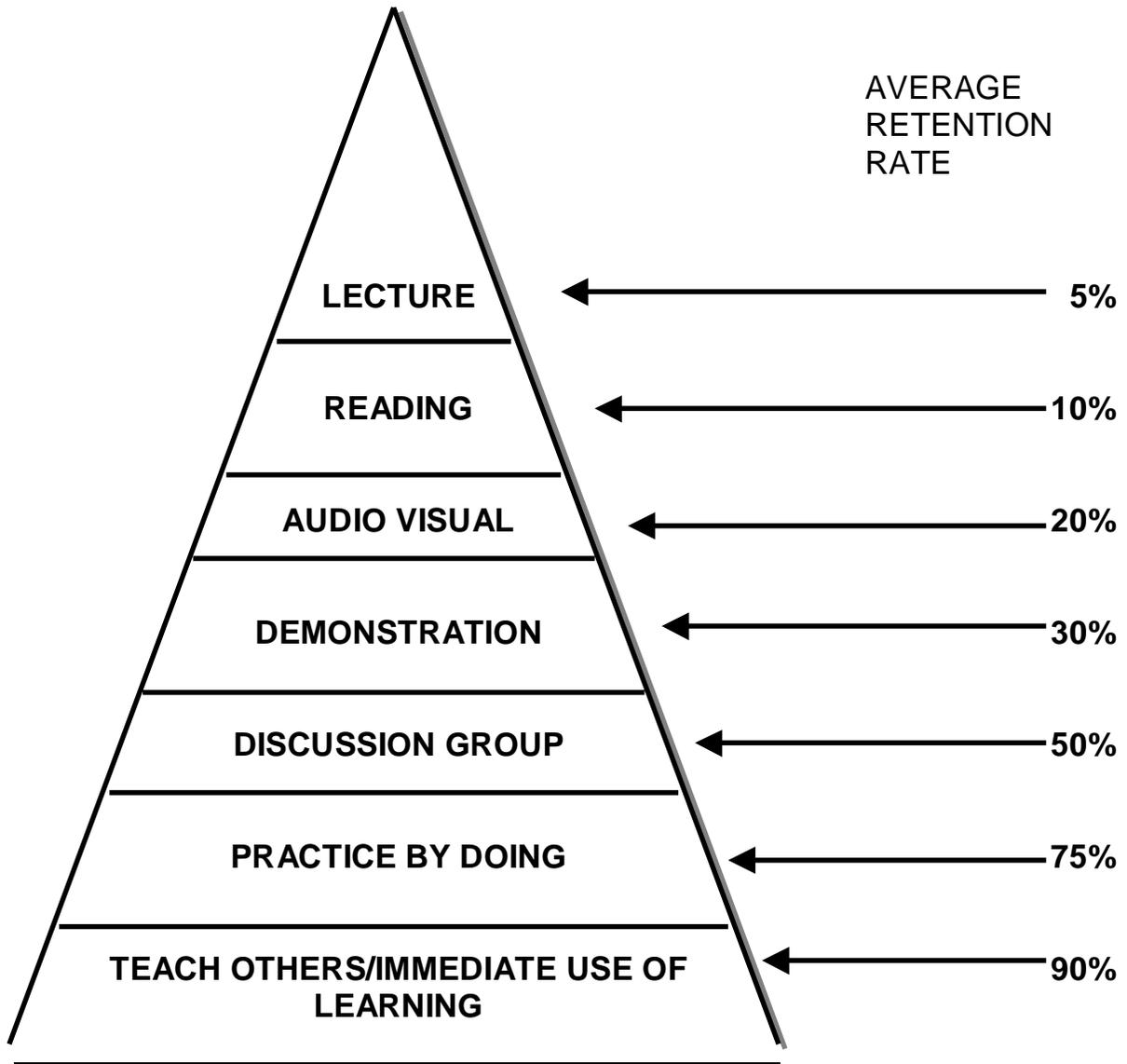
- **students are exposed to alternative problem solving strategies**
- **less intimidating generating answers in small groups**
- **individuals may quit – groups tend to stay going**
- **students learn best what they teach**

**I hear, and I forget
I see, and I remember
I do, and I
understand**

Chinese Proverb



WHAT IS THE LEARNING PYRAMID?



Active Teaching Methods Out of School	Active Teaching Methods in School
<p>Surveys Market research Questionnaire design Research material Observing locality – ordinance, map reading Vox pop Visits Institutions Exhibitions Work places Cultural Trade fairs Businesses Activity Centre – finding routes, looking for evidence e.g. looking for Irish signs in an area/audio taped tours Planning trips Visual recording Interview Research Monitoring Work Experience Work shadowing Competitions Outdoor pursuits Internet (cyber café) Broadcasting Community work/local issues Resource collecting Inter school debates and issues Giving directions in a foreign language/Irish Giving a performance Going to a performance and watching for certain key elements e.g. lighting/colour/costumes etc. Meeting another school group of LCA with a task. Students part-time work Local radio station Library Television Home Practical work Team involvement</p>	<p>Group projects Questionnaires School library Computer data bases Collage Practical work Periodicals Experimentation Class feedback 2's & 4's – planning Other staff members Individual interview Brainstorming Group discussion Case studies Sharing your own experiences Group work Role play Individual students – class presentation Visitor Posters/brochures Tape work Imagery – tree pyramids Vox pop Using the video Enterprise Running a 'radio station' Performance Diary keeping Surfing the net Exhibition Using equipment</p>

BRAINSTORMING

Brainstorming is a method used with a group to generate a large number of ideas quickly. It actively engages students in the learning process and encourages full participation as one person's ideas spark off ideas for another. Brainstorming is a valuable activity because it is unlikely that if students worked alone that they would come up with the same volume of ideas.

The teacher needs to preselect the topic or issue and facilitate the session, limiting it in time to between 5-10 minutes.

Brainstorming has many uses e.g. it can be used to revise a topic, introduce a new topic or solve a problem.

The ground rules are

- All ideas are to be equally valued
- No criticism of contributions allowed
- No interruptions while contributions are being made
- No evaluation of contributions

Steps involved:

Method 1 – One topic or question posed to the whole group

1. The teacher initiates the process by asking all students in the class to tell him/her everything they know about a specific topic
2. All ideas are allowed. The object is to keep the ideas flowing.
3. Nobody should comment on, criticise or evaluate anyone else's ideas.
4. Points are recorded by the teacher on a flip chart, blackboard or overhead projector.
5. When the brainstorm is completed ideas generated can be organised into groups or categories.

Method 2 – Different topics or questions with a common theme are posed to sub groups within a larger group.

1. The teacher prepares a set of questions around a common theme e.g. 4-6 questions.
2. The larger group is divided into smaller groups and each group is given one of the questions to brainstorm.
3. Each group appoints one person to record their brainstorm and report back to the larger group at the end.
4. The ideas can if wished be recorded by each group on large sheets of card using thick markers. The card should be prepared by having the question already stated at the top. The card can then be held up at the end for everyone to see while the appointed person summarises the points.
5. This method of brainstorming is very useful where several angles of a topic need to be covered in a short period of time.
6. The teacher acts as a facilitator and moves from group to group while the brainstorms are taking place.

Prioritising ideas that have been brainstormed or generated through discussion

There are often times when a class needs to prioritise a set of ideas or select the 'best idea' e.g. the name of a Mini Enterprise.

The final decision can be particularly difficult as it is natural for everyone to feel that their idea is the best one. A consensus may not be possible without some agreed method.

The 5 point scoring system

- This method is used where one idea needs to be decided on e.g. the name of a Mini Enterprise
- Each person is given 5 points which they can award in any way they wish, except that they cannot award points to their own idea e.g. they could give all 5 points to one suggestion and none to the others or 3 points to one suggestion and 2 to another. They could even if they wanted give 1 point to each of 5 different suggestions. They must use up all of their 5 points.
- The points are added up and the idea with the most points is obviously the winner.
- In the case of a tie it can be put to a vote.

Prioritising where each person has produced a list of ideas and they need to combine and reduce to form a group list.

- The easiest way to do this is to make one long list combining all of the groups ideas. Each time an idea is repeated a tick is placed beside it.
- If you are looking for e.g. a total of 10 ideas you can start by placing on the list the idea that has the most ticks, the next closest and so on down.
- If you fail to complete a list of 10 you can use the five point scoring system as outlined above, on the list of ideas that remains.
- This should result in a final democratic list being formed.

QUESTIONNAIRES

What is a questionnaire and how does it work?

- A questionnaire is a list or set of questions that are written down with a space left after each question for an answer.
- It is a method that is used to get specific information from people
- It can be used e.g. when carrying out a survey
- The same set of questions are presented to several people.
- Each person gives you their answers and then you summarise their answers in the form of a report.

There are several different ways that you can present the questions to people e.g. you can use the questionnaire as a:

Face to face interview: people answer the questions on a one to one with you. You write down the answers as they give them to you. This can be done in a persons home, at a shopping centre, on the street, outside a cinema, record shop etc.

Telephone interview: you telephone several people, call out the questions and write down their responses to each question

Mail out: you post the questionnaire to several people, ask them to fill it in and post it back to you.

Internet survey: you post your questionnaire on a popular web site and wait for the responses to come in.

How is a questionnaire planned and designed?

1. Decide what you want to learn/find out (goals).
2. Decide who you are going to ask to fill in the questionnaire.
3. Decide how many people you need to complete the questionnaire.

4. Decide how you will get the questionnaire filled in e.g. face to face interview, mail out etc.
5. Decide what questions you will ask.
6. Decide how you might pre test the questionnaire to make sure it works.
7. Decide when you will start getting the questionnaires filled in and when they need to be completed by.
8. Decide what you are going to do with the questionnaires when you get them back. Decide how you are going to summaries the answers to the questions in a report.

Example of some types of questions:

Multiple choice: Which method of transport do you use to travel to school?

Bus Train Car
 Bike Other

Numeric open ended: How much pocket money do you get each week?

Open ended: How could this school improve its facilities for students? _____

Rating questions: How would you rate the service provided by the school tuck shop?

Excellent Good
 Fair Poor

Scaling questions: On a scale of 1-5 where 5 is the greatest and 1 the lowest, rate your interest in each of the following subjects?

Irish	1	2	3	4	5
Maths	1	2	3	4	5
English	1	2	3	4	5

QUESTIONNAIRE ACTION PLAN

Student's Name: _____ Date: _____

1. Overall what do you hope to learn or find out from your questionnaire?

2. Who are you going to ask to fill in the questionnaire? e.g. age group, sex, employed, unemployed etc.

3. Why have you selected this particular group?

4. How many people are you going to get to complete the questionnaire?

5. Why have you selected this number?

6. What method are you going to use to get the questionnaire filled in? e.g. mail out, face to face, interview etc.

7. Why have you selected this method?

8. How many questions will be on your questionnaire?

9. What specific questions are you going to ask?

10. Which questions are open-ended questions are which questions are closed?

11. How will you pre-test the questionnaire?

12. When will you start to get the questionnaire filled in?

13. When is the deadline for the completion of questionnaires?

14. How are you going to summarise the answers to the questions when you get them back?

15. Are there any questions that might prove difficult to summarise?

16. If yes, rewrite the questions so that they are easier to summarise.

17. Any other comments about the questionnaire.

A VISITOR TO THE CLASSROOM

Purpose

A visitor can be invited to the classroom because of his/her expertise in a given area or to interact with the young people. It is advisable to brief the visitor about the class group e.g. what they are studying, how far they have gone with their course and topic, the age group etc. The visitor will want to know the format of the visit e.g. question and answer, presentation etc. A question and answer session is generally better for involving the students. The following are some of the points that students may want to discuss.

Planning

- Who do we invite and for what purpose?
- How do we issue the invitation – phone, letter etc.?
- Who is responsible for the invitation?
- Does the visitor require any prior information about the class e.g. how much they already know about the subject?
- Where do we meet – room?
- What time suits the class and the visitor?
- Who meets the visitor on entering the school?
- How do we arrange the seating in the room?
- Do we offer refreshments? If so, who is responsible?

During the Visit

- Who asks the questions? In what order?
- Can we make sure everyone says something, even the shy members? How do we help them do this?
- How do you prevent certain members dominating the occasion?
- Can we ask personal questions? Dare we ask about....?
- Do we make notes while the visitor is speaking?
- Do we record/video/audio the exchange?

Evaluation

- What did we learn from this activity?
- Did we get the information we were looking for?
- Did we follow-up on our questions?
- What worked well?
- Were there any difficulties?
- Did everyone participate actively?
- Are there other questions we could have asked?
- Is there anything we should remember for future activities?
- How do we record what we have learned?
- Who will issue the thank you letter/call?
- How do we apply what we have learned to our courses/modules/tasks?
- Do we need to do more research on the topic?

WORK-PLAN FOR A CLASSROOM VISITOR

Planning Stages	Points to consider	Action plan Who will do what?	When?	How?
Identify a visitor	Have you a clean topic in mind? Have you identified an appropriate person?			
Proposed time, date and length of visit	Does it fit in with your timetable? Will arrangements need to be made with another teacher?			
Invite the visitor to class	By telephone or by writing?			
Confirm the visit	In writing?			
Acquire some basic knowledge of topic and speaker	e.g. video, books, newspaper etc. Enough to help you prepare your questions.			
Prepare a set of questions to be asked on the day.	Decide: <ul style="list-style-type: none"> • How many questions? • Types of questions? • Who will ask questions? • Order of questions? • What happens if the visitor answers your question before you get to ask it? 			
Confirm the visit again with the visitor the day before.	<ul style="list-style-type: none"> • How? • By telephone? 			

Meet the visitor at the main school entrance	<ul style="list-style-type: none"> • How will you recognise the visitor? • Prepare a few words of greetings. 			
Introduce the visitor to the group.	<p>e.g. prepare in advance:</p> <ul style="list-style-type: none"> • name of visitor. • Who they represent. • Topic they will answer questions on. • Thanks for coming. • How will you decide who will make the introduction? 			
Record the content of the visit.	<p>e.g. by cassette tape, video or in written format.</p>			
Thank the visitor at the end of the session.	<ul style="list-style-type: none"> • Prepare a few words of thanks in advance. • Try to mention one of two interesting points that came up during the talk. • Will you make a small token presentation to the visitor e.g. flowers, book token etc.? 			
Accompany the visitor to the main entrance after the talk.	<p>Prepare a few words.</p>			
Write up a summary of the visit and its content.	<p>What were the key points made by the visitor?</p>			

Identify the highlights of the visit.	e.g. <ul style="list-style-type: none"> • list everything that went well and why. • Identify what you know as a result of the visit. • list skills that you used. 			
Identify anything that could be improved the next time a visitor is invited to class.	Keep a list of points on file.			
Thank visitor after visit.	Write a letter.			

PERSONAL INTERVIEW

The Personal Interview is a technique used by students when researching information.

It is generally used where in depth knowledge is required from a small number of participants.

The student will need to consider the following stages:

Preparation

- What information do I require?
- Is a personal interview the best way to get information?
- Who could supply me with this information?

The student will need to:

- Make an appointment with the interviewee either personally or by phone etc. arranging the time, venue, date.
- Write out the questions to be asked, but also be prepared to allow for non-planned questions.
- Decide how to record the interview, by written notes or tape recorder.
- Rehearse the questions with another person in advance.

Conducting the Interview

The student must:

- Arrive punctually.
- Greet the interviewee pleasantly.
- Ask prepared questions.
- Allow the conversation to develop naturally.
- Record the interview with the prior permission of the interviewee.
- Finish at the agreed time.
- Thank the interviewee.

Evaluation

The student must:

Write up the notes or transcribe tape from interview.

Decide how to use the information

- Tell the story
- Use quotations
- Refer to the person by name.

Ask themselves what worked well:

- Did I get the information I wanted?
- Did I ask the right questions?
- Could I have done anything better?
- Did I feel comfortable during the interview?
- Did the interviewee feel comfortable?
- How do I use this information for my courses, tasks etc.

Learning Logs/Diaries

Learning Logs/Diaries enable students to:

- **Express what they are understanding**
- **Identify points they are unsure about**
- **Become aware of their own learning style strengths and weaknesses**
- **Evaluate their performance**
- **Provide the opportunity for personal reflection**
- **Offer a starting point to undertake future actions to improve learning**

Learning Logs/Diaries create greater learner involvement in the learning process

Learning Logs/Diaries enable teachers to:

- **Identify student weaknesses**
- **Identify how well a teaching methodology worked**

When to use Learning Logs/Diaries

At the end of each class students might:

- **Respond to a set of questions**
- **Freewrite about key words relating to the topic**
- **Explain how they perform an operation**
- **State the important points from a class discussion**
- **Describe areas of confusion**

At the end of each week students might:

- **React to class presentations or discussions**
- **Relate class activities to personal experience**

After some significant event students might:

- **Reflect on how it affected them**
- **Write down how they might approach it the next time**

The learning log/diary should not merely be a record of what the student did.

It should focus on the learning. It is not a personal diary or a place to keep course notes.

Students can gain advantage by revisiting their Learning Log/Diary regularly.

What form should the Learning Log/Diary take?

- **A loose leaf folder into which sheets could be inserted**
- **Structured worksheet consisting of leading questions such as:**
 - **What was the activity?**
 - **What did you learn from it?**
 - **What did you like/dislike?**
 - **How did you perform in the activity?**
 - **Will you change anything the next time?**
 - **Freewrite about the following key words**
- **Informal review of activity/event describing both the process and how they felt?**

How should it be monitored?

- **If subject based, it can be collected at regular intervals (weekly, to begin with, fortnightly as its use becomes effective.**
- **If course based, it can be collected less regularly.**

Non critical assistance should be offered where necessary

Who can use Learning Logs/Diaries?

- **Any subject teacher**
- **Any course co-ordinator**
- **Any teacher anchoring a task for Leaving Certificate Applied**

VOX POP

Vox pop is a shortened version of the Latin word 'vox populi' which means 'voice of the people'.

It is a method that is used to collect the opinions of a cross section of the public on a particular subject. This is done by posing the same question to several people and taping their answers/responses. The finished length of a vox pop tape should be 1-2 minutes maximum. On the finished tape the question is only posed once at the beginning. The opinions then flow one after the other without the question being posed again each time. If you want ten opinions of good quality on the final tape you will probably have to interview double that number and edit the tape to remove opinions of poor quality or poor sound. If you have editing facilities in school this can be done when you get back to base. Otherwise you will have to edit on the spot by playing back each response after you have taped it and deciding whether you will keep it or tape the next response over it.

Steps involved:

1. Select a partner to work with you. A vox pop is best done in twos.
2. Decide on a question. One question is all that is required.
3. Make sure it is an open ended question e.g. What do you think of?
Avoid a question that can be answered with yes or no. Keep the question simple and easy to understand as you will be directing it at someone with whom you have had no opportunity to 'warm up'.
4. Remember that you are going to ask everyone the same question.
5. Collect the equipment you need - note pad, pen, cassette player, microphone and spare tapes. Make sure batteries are charged. Bring spares with you if necessary.
6. Do a trial run before you leave the school to make sure everything is working properly.
7. Decide where you will carry out the vox pop. Make sure that the location you choose is free from loud noise e.g. heavy traffic, chiming bells and clocks etc. It will be impossible to hear the opinions of people if background noise is interfering. Do a trial run on location. Check the quality of the recording.
8. When out on location explain to each person you stop to interview - who you are and what you are doing. Put the question to each person and record the answer they give. Remember some people may be nervous.

At the end of the day you are looking for a variety of spontaneous comments. A little humour won't hurt either.

Alternative Ideas

Written vox pop

The vox pop can be conducted in the same way as already outlined. However, the tape does not have to be edited on the spot. When you get back to base you only extract from the tape and write up the opinions you want to keep. The pressure is removed to have a high quality recording. The tape just has to be clear enough for you to be able to hear the opinions and write them down.

You present the vox pop with the question posed at the top of the page and the opinions written one after the other underneath. A space is left in between each opinion.

Alternatively you can ask a multiple choice question followed by an opinion. The answers to the multiple choice section would be presented as a % total followed by opinions listed one after the other.

It might look something like this.....

Question posed to each person

Which conveys more emotion	music		W
	Poetry	and	H
	Fiction		Y
	All of the above		?
	None of the above		

Summary of answers as percentages

Music 60% Poetry 10% Fiction 10% All of the above 10%
None of the above 10%

Opinions

'Music is more emotional. Poetry or prose are an intellectual activity because you don't often understand a word but you can feel a note'.

'Fiction because you can absorb it better. You enter into the story and become part of it. You get a much more detailed description of what the subject is about. It is explained. Poetry is not always easy to understand'.

Written vox pop with profile of individuals who give opinions

The vox pop is written up in the same way as above except some additional information is given to the reader e.g. a photograph of the person who gives the opinion, their name, age, occupation and where they come from.

Students using this method should bring a pocket camera with them and ensure that they have permission to both take and use the photograph. The sequence of the photographs needs to be carefully noted so that they can be matched with the opinions on the tape afterwards. It is often a good idea to say a few words into the microphone which describe each person before they give their opinion e.g. lady with short hair and grey anorak jacket. This ensures a correct match of photographs and opinions.

Evaluation of vox pop

When completing an evaluation of your vox pop consider commenting on some of the following:

1. When doing the vox pop the most important skill I learned was
2. The parts of the vox pop I most enjoyed were
3. The things I did best were
4. Other things I learned about myself were
5. The main problems I encountered with the vox pop were
6. If I was doing it again I would do the following things differently because
7. My partner and I worked together/didn't work well together in the following areas.....
8. The location we chose was suitable/unsuitable because.....
9. The vox pop method was suitable/unsuitable for what we needed to achieve because
10. The people we interviewed were co-operative/uncooperative because
11. Overall we were well prepared/badly prepared because

Out of School Visits

Out of school visits give students first-hand experience of the world of work, enterprise, voluntary organisations, etc. All visits need careful planning and preparation. Students should be encouraged to take as much responsibility as appropriate for all stages of the visit.

Visits need to have a clear focus relevant to the content of course/s.

Preparation Guidelines:

Important issues include:

- **seeking permission from the Principal or Director**
- **initial contact and briefing of the selected company, industry, organisation re. purpose of visit**
- **time, date and duration**
- **insurance cover**
- **mode of transport**
- **co-operation with colleagues**

Guidelines for Students:

Before the visit:

- **set clear aims and objectives**
- **gather relevant information prior to visit**
- **brainstorm on key questions**
- **decide on who will ask questions and record answers**
- **divide into teams with individual roles**
- **bring note book, lunch, money. etc.**

During the visit:

- **be well-mannered and well-behaved**
- **follow all health and safety instructions**
- **listen carefully and ask relevant questions**
- **record answers and observations**
- **remain with the group**

After the visit:

- **de-brief and discussion of what was learned and observed**
- **evaluation of all aspects of visit**
- **reports/log entries/presentations prepared by students**
- **letter of thanks sent to contact person**

An out of school visit is an appropriate and relevant follow-on from the Visitor in the Classroom exercise.

Visit Checklist

- **number of students**
- **when?**
- **how long?**
- **purpose and type of information required**
- **contact and confirmation**
- **brainstorming and preparation of questions**
- **format for activity**
- **arrangements for visit: entrance, meeting place, code of behaviour, recording of information**

Report Writing

A report is a means of communication. The purpose of every report is to record actions and events by LCA students across all their course areas. Most LCA students will need to write summary reports at various times throughout the two-years of leaving Certificate Applied.

Students need to be encouraged to:

- plan their reports before they start writing
- keep reports short and to the point
- use simple language and explain any technical terms
- keep sentences short
- include their own personal evaluation
- ensure that written reports have a title and are well structured with headings/paragraphs and include a name

Student Guidelines:

1. Title: *A Visitor to our Classroom (e.g. Ms. J. Daly, Chairperson, Tourism Ireland)*
2. Objectives: *(e.g. What you hope to achieve/convey in the report)*
3. Author's name:
4. Who the report is addressed to: *(e.g. To the Leaving Certificate Applied Co-ordinator)*
5. Date of completion
6. Body of Report:

Describe how you prepared for and carried out the activity/event
Summarise what you learned
Your own knowledge
Notes you've taken, etc.

7. Evaluation

Describe what you thought of the activity

Analyse what value it was to you and/or the class

Suggest recommendations for carrying out similar activities and events in the future

Report writing is a skill which all students require in school/centre, further education and the workplace.

Making a Presentation

Many people (not just students) find it difficult to speak in front of a group of people. However, with guidelines and practice you will become a good presenter and communicator.

Preparation for presentation:

- **know your aim, time, audience**
- **gather the information you need (notes you've taken on a visit, diary entries for work experience, etc.)**
- **structure your presentation into a beginning, middle and end**
- **decide if you need any aids e.g. flipchart, overhead projector and slides, power point presentation using a computer, etc.**
- **prepare what you need and forget what you decide you don't need**
- **keep it short and simple**

Making the Presentation:

- **use some notes on cards**
- **do not read from a script or overheads**
- **if using overheads, be sure not to block your audience's view**
- **make eye contact with your audience as often as possible**
- **speak clearly and slowly**
- **avoid slang or jargon**
- **stand comfortably in front of your audience and do not lean on a desk, table, chair**
- **use your hands as you would normally and do not put them in your pockets**
- **believe that you can do this**

After the Presentation:

- **if you are asked questions listen carefully and give yourself time to think of an answer**
- **thank everyone for their questions and interest**
- **if you don't understand a question, ask the person to repeat or rephrase it**

Case Studies

Most Leaving Certificate Applied students enjoy case studies. Essentially a case study is a scenario, real or imaginary, which describes an event, situation, experience, etc. which students are required to read, assimilate, analyse, devise and answer questions based on the case study.

Case studies used by teachers should be relevant to the course content and relatively easy to understand.

Sample case studies:

1. Read the following and devise relevant questions and answers:

Johnny is unhappy in his work experience placement. He hopes to get an apprenticeship as a mechanic when he finishes Leaving Certificate Applied. He chose this work placement in Ryan's Garage to get what he thought would be valuable work experience. He was really looking forward to this placement and he is going to spend two weeks there. On his first morning he arrived early and was excited. He approached the owner, Mr. Ryan, who was busy and didn't give Johnny any time. He told him to start to wash cars. He didn't give Johnny any guidelines on how to use the car wash. As a result, Johnny found it difficult to get the foam and suds off the first three cars he washed because, without realising it, he had given double quantities of foam. The customers were unhappy and one complained Johnny to Mr. Ryan. Johnny asked a member of staff for help but he said he was too busy doing a service on a car and he'd talk to Johnny later. The whole fortnight was much the same and Johnny now feels that he will not try to get an apprenticeship. However, one mechanic gave him some time one day and showed him how to drain oil from a car. Johnny loved it but it was the only bright spot in the two weeks.

Students work on the case study individually or in small groups, brainstorm on their questions and analyse responses. They should be encouraged to 'be Johnny' as in to role play the experience. Students who have had a positive experience in a similar work placement should be encouraged to give their responses.

Case Studies can be used across all course areas and afford students the opportunity to be realistic, imaginative, creative and practical.

Group Work/ Team work/ Discussion groups

Adapted from 'Cooperation in the Classroom' Johnson, Johnson & Holubec.

- Students do not instinctively know how to interact with each other.
- Students who have not been taught to work effectively with others cannot be automatically expected to do so.
- Many teachers encounter difficulties when they ask their students to collaborate together because:
 - social skills are often lacking
 - students do not know how to behave
 - students do not know what is expected of them.
- The social skills of communicating, behaving and taking on different roles in a group should be ideally taught and are a prerequisite to effective learning.

Discuss:

1. The various roles that individuals play within groups.
2. The various skills that are required in order to take part in a discussion group.

Group Skills

Having identified the skills needed to function in a group students need to understand:

What each skill is

i.e.

How to perform it

This could be done using a T.Chart e.g.

Encouraging Participation

Looks Like

Sounds Like

Smiles
Eye contact
Thumbs Up
Nodding head
Pat on back

What is your idea?
Awesome!
Great idea
Cool!
That sounds interesting

ROLE CARDS

<p><u>Reader</u></p> <p>Reads the problem aloud to the group</p>	<p><u>Encourager</u></p> <p>Watches to make sure everyone is participating and invites everyone to join in</p>	<p><i><u>Time Keeper</u></i></p> <p>Keeps an eye on the time allocated. Reminds group of time so that all work allocated gets done</p>
<p><u>Recorder</u></p> <p>Records the notes from the discussion</p>	<p><u>Reporter</u></p> <p>Shares the ideas generated with other groups</p>	<p><u>Observer</u></p> <p>Records the actions of each group member. Does not participate in discussion.</p>

LEARNING CENTRES

Learning Centres can be created very simply in a classroom situation by designing a series of activities, presenting them on large sheets of card and displaying them like posters on the walls of the classroom.

Usually the learning centres for a given day would follow a theme and cover several learning outcomes from a unit within a module.

Each learning centre/poster should have pasted to it a visual stimulus e.g. photograph, magazine cutting etc. and an enlarged exercise/worksheet. Each poster should also be numbered for reference.

An expanding file is created to contain numbered A4 size worksheets to correspond with the worksheets on each poster.

Steps involved:

As the students works his/her way around the learning centres within the classroom.....

1. they should check the number on the learning centre/poster they want to complete
2. take the corresponding worksheet from the expanding file that holds all the worksheets
3. complete the worksheet
4. discuss it with the teacher who keeps a record of the worksheets that the student has completed
5. place it in their folder and move on to another learning centre/poster.

The advantages of using this approach are that.....

- Each student can work at their own pace – some students need to take more time at each learning centre while others move around the room more quickly. No one feels held back, the class or that they themselves are holding back others. Students can if they wish work in pairs and support each other through the activities.
- Several learning outcomes can be contained within the learning centres enabling a lot of learning and material to be covered in just a few classes.
- Students are responsible for their own learning and can select independently the order that they work through the learning centres.

Designing a learning centre/poster

- It should be made of card.
- A1 or A2 size or even bigger.
- For easy storage sheets that fit into an artists portfolio are ideal.
- Lamination ensures that the learning centres/posters will last for a long time.
- A learning centre/poster should ideally contain some sort of visual stimulus e.g. photograph, picture from a magazine, drawing, chart, map, booklet/leaflet etc.
- A learning centre/poster should also include an activity based worksheet designed around the stimulus e.g.
 - a worksheet asking questions about the photograph
 - a worksheet asking for missing words to be filled in
 - a crossword
 - an anagram
 - a case study with questions
 - a poem with questions
 - questions based on a booklet attached to the poster where the student has to look up information
 - etc.

When the learning centres have been completed they can be stored until the next time they are needed. While they take time and resources to prepare, they are very effective as an activity based learning method and will last for years if they are properly stored and cared for.

Graphics to go in here

This sheet may be used to evaluate any of the methodologies.

NAME OF ACTIVE METHODOLOGY



Describe the process involved



How did it go? Did it work well?



Anything you would do differently if
you were doing it again?