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St. Louis, Missouri

Quality Matters Quality Talk Session

Which Active Learning Methods Do Student's Perceive to Increase Their Active Learning and Satisfaction

Presented by Forbes School of Business & Technology Professors Bill Davis, MA, CM, CDM, Dr. William Wood, PhD, and Dr. Murad Abel, DBA

❖ *Special thanks to Dr. Rick N. Reed, EdD, MA, for his contributions to this presentation*

Hypothesis / Research Question

- **H1:** We believe active learning theory offers effective methods to further student learning and educational satisfaction.
- **R1:** The question we look to answer: Which active learning methods do students perceive to increase their learning and satisfaction?



Agenda

- Welcome
- Presenter Bios
- Active Learning Theory
- Active Learning Strategy and Methods
- Research and Results
- Summary and Conclusions
- Next Steps – Future Research
- Q&A
- Thank You

About Today's Presenters



Bill Davis, is a Core Faculty / Assistant Professor and faculty senator in the Forbes School of Business & Technology. Bill has extensive experience in distance education, adult learning and development, management, leadership, planning, project management, professional selling, marketing, strategic management, P&L management, and organizational change. A skilled educator and administrator with over 14 years of higher education experience, and over 30 years of progressive beverage industry management experience. Bill is a former executive within the PepsiCo system, a Fortune 500 company. Bill has taught over 200 + courses in accelerated education (onground and online teaching modalities). A servant and transformational style leader who has a unique teaching style, Bill applies methods that bridge the gap of understanding between theory and practice. Bill is a passionate educator and his goal is to provide the very best classroom experience for his students. He works to increase student learning and understanding to further real world application. Bill is the recipient of numerous sales and marketing awards and local and national excellence in teaching and service awards

About Today's Presenters



Dr. William G. Woods holds a PhD in Organization and Management specializing in Leadership. He is a Professor in the Forbes School of Business and Technology. He serves as Faculty Senate Chair at Ashford University. He is an Executive Board member for the Bridgepoint Education Political Action Committee. In January, 2018 he was awarded the Martin Luther King Jr Peace and Justice Award. In 2017 he authored the State of Iowa Peace Week Proclamation. He was awarded the City of Clinton, IA 2012 Human Rights Award. He serves on the Council of Advisors for Golden Key International Honour Society.

About Today's Presenters



Dr. Murad Abel lives in San Diego, CA and is originally from Michigan. He holds his Doctor of Business Administration from the University of Phoenix, an MBA in Human Resources Management from Davenport University, and his BA in Science from Central Michigan University. His previous experience includes business consulting, contract negotiations, professional writing, special projects, and organizational development. Prior to joining Ashford University, he was a manager of the labor relations department and training and development department within a Detroit casino.

About Active Learning

Creating Excitement in the Classroom

Active Learning:
Creating Excitement in the Classroom

by Charles C. Bonwell and James A. Eison

ASHE-ERIC Higher Education Report No. 1, 1991

Prepared by



Clearinghouse on Higher Education
The George Washington University

In cooperation with



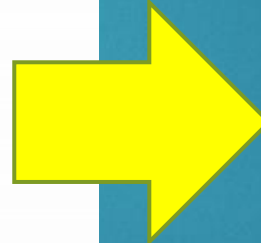
Association for the Study
of Higher Education

Published by



School of Education and Human Development
The George Washington University

Jonathan D. Fife, Series Editor



Bonwell and Eison (1991) describing active learning:

- Involve students in doing things
- Have students think about things they are doing
- Active learning requires “intellectual effort, higher order thinking and a means to assimilate, apply, and retain learning.”

About Active Learning

- Popularized in the 1990s by Bonwell & Eison 1991
- Appeared on ASHE (Association for the Study of Higher Education)
- Diverse range of alternatives for active learning. Most literature describing active learning says students must do more than just listen, they need to read, write, discuss and be engaged as problem solving.

What is Active Learning?

Dialogue with Self: This happens when a learner thinks reflectively about a topic. For example, they ask themselves what they think or should think what they feel about a topic. This is “thinking about my own thinking,” but it addresses a broader array of questions than just cognitive concerns.

Dialogue with Others: This happens when a learner reads a textbook or listens to a lecture, they are listening to another person. This is viewed as “partial dialogue” and is limited because there is no back-and-forth exchange.

Observing: This occurs whenever a learner watches or listens to some else “doing” something that is related to what they are learning about. This might be such things as observing one’s own teacher, supervisor, other professionals do something. A direct observation means the learner is observing the real action directly.

Doing: This refers to any learning activity where the learner actually does something, for example like designing and giving a sales presentation, teaching a part of the workshop or experience managing part of a program.

How Do You Describe Active Learning?

- Participatory
- Involved
- “Hands On” with Reflection
- Non-Isolated
- Communal
- Engaging
- Connecting between known & unknown



Review of Learning Styles

AUDITORY LEARNERS (“I Hear”) – learn best through hearing, using their ears and their voices as the primary way to learn.

VISUAL LEARNERS (“I see”) learn best through seeing. Visual learners use their eyes as the primary sense when learning.

KINESTHETIC LEARNERS (“I do”) learn best through touch, using their hands as the primary way to learn.

➤ *ACTIVE LEARNING METHODS (Hartmann, & Gardina, 2004)*

Review of Learning Styles

MBTI Learning Preferences –How Learners Learn and Process

(Meyers Briggs, 2015)

- Extraverts
- Introverts
- Sensors
- Intuitive
- Thinkers
- Feelers
- Judgers
- Perceiving Preference



➤ **ACTIVE LEARNING METHODS (Hartmann, & Gardina, 2004)**

Examples - Connecting Active Learning with Students



Apply Active Learning Activities

- Advance Organizer
- Team Teaching
- Think-Pair-Share
- Two Minute Paper
- Journals
- Bookends
- Games
- Group Projects
- Group Test Taking
- Ice Breaker
- Interactive Lecture and Discussion



[Gamelearn video games](#)

[CU Game Site for Students](#)

Active Learning – Definitions and Rationale

Repeating

Definition: Emphasizing a concept by explaining it in alternative terms.

Rationale: To allow for efficient encoding and storage of information, and to increase the meaningfulness of new information, so it can be understood, retained and retrieved.

Identifying Relevance

Definition: Specifying features of a concept along a continuum of least-to-most important.

Rationale: To allow for efficient encoding and storage of information, and to lessen the burden on working memory.

Activating Prior Knowledge

Definition: Bringing an abstract knowledge structure into working memory.

Rationale: To increase the meaningfulness of new information, so it can be understood, retained or retrieved.

Active Learning – Definitions and Rationale

Directing Attention

Definition: Helping others to perceive specific stimuli.

Rationale: To focus mental energy on ideas or objects, so they can be assigned meaning.

Elaborating

Definition: Connecting new information to prior knowledge.

Rationale: To increase the meaningfulness of new information, so it can be understood, retained, and retrieved.

Chunking

Definition: Grouping individual pieces (“bits”) of information into larger, more meaningful units (“chunks”)

Rationale: To allow for efficient encoding and storage of information, and to lessen the burden on working memory.

Organizing

Definition: Categorizing information according to a common cultural pattern.

Rationale: To allow for efficient encoding and storage of information, and to lessen the burden on working memory.

An Instructors Point of View – What is Active Learning?

- Active Learning methods include that the learner will be engaged in the process of doing, observing and they will have dialogue with their self and dialogue with others.
- I have always believed in and practiced Active Learning and Critical Thinking Theory. I believe these methods help the content transfer optimally which improves and develops the learner's retention, skills and knowledge.

An Instructors Point of View – Awareness Building – Note To Students How Active Learning Applies

*Remember, we are doing a lot of “**active learning**” in this classroom which is the experience of doing and observing and you are having dialogue with yourself and others. In these groups and from your communication and dialogue, you will grow and more transfer of content will occur (our goal). There are many active learning strategies to take into the classroom. Here are a few I use to ensure the content transfers to you:*



Active Learning – About Our Research



Hypothesis / Research Question

Hypothesis / Research Question

- We believe active learning theory offers effective methods to further student learning and educational satisfaction.
- **The question we look to answer:** Which active learning methods do students perceive to increase their learning and satisfaction?



Purpose of Research

To determine student perceptions of active learning methods in the online modality, and to assess which active learning methods are preferred by students



Methodology / IRB Approval / Process

Courses Surveyed

Dr. Murad Abel

- BUS 352, e-Business, DBN1727A, 7/4/18 to 8/7/18
- BUS 352, e-Business, DBN1732A, 8/8/18 to 9/11/18
- BUS 339, Marketing Research, BJF1834A, 8/21/18 to 9/24/18

Dr. William Woods

- BUS 610, Organizational Behavior, MOC1828, 7/10/18 to 8/20/18
- BUS 660, Contemporary Issues in Organizational Leadership, MBM1829, 7/17/18 to 8/27/18
- BUS 660, Contemporary Issues in Organizational Leadership, NBM1839, 9/25/18 to 11/5/18
- BUS 600, Management Communications with Technology Tools, FSD1839A, 9/25/18 to 11/5/18

Bill Davis

- BUS 330, Principles of Marketing, DCJ1828A, 7/10/18 to 8/13/18
- BUS 402, Strategic Management & Business Policy, BAP1833A, 8/14/18 to 9/17/18
- MGT 330, Management for Organizations, BAC1833A, 8/14/18 to 9/17/18
- BUS 620, Managerial Marketing, NAC1838A, 7/03/18 to 8/13/18
- BUS 620, Managerial Marketing, NAC1838A, 9/18/18 to 10/29/18

Survey Instrument / Survey Questions

- We utilized a typical five level Likert scale: (1) Strongly disagree, (2) Disagree, (3) Neither agree nor disagree, (4) Agree, and (5) Strongly agree
- The scale refers to student perceptions of active learning methods and how it impacts their ability to learn.

Survey Instrument / Survey Questions

- We utilized a typical five level Likert scale: (1) Strongly disagree, (2) Disagree, (3) Neither agree nor disagree, (4) Agree, and (5) Strongly agree
- The scale refers to student perceptions of active learning methods and how it impacts their ability to learn.

Survey Questions – We Examined The Following Active Learning Methods

I) Active Learning Method - Process of Doing

1. Completing Weekly Written Assignments, final summative assignments, final exams, discussion forum postings, researching, and creating replies to peers is very enjoyable for me and an effective way to learn.

II) Active Learning Method - Process of Observing

2. I learn more by observing in the online classroom, reading my peers posts, instructor guidance, reading and interpreting my peers replies, and reflecting on their dialogue and critical thinking.

3. I learn more by watching and listening to videos embedded (and linked appropriately into the classroom forums and guidance) and by viewing data inserted into the classroom in graphical or tabular formats,

III) Active Learning Method - Dialogue with Self

4. I learn more by applying my critical thinking in my assignments (papers).

5. I learn more by applying my critical thinking in my discussion forums.

Survey Questions – We Examined The Following Active Learning Methods

IV) Learning Method - Dialogue with Others

6. I learn more by interacting with my peers, engaging in social learning, and generating dialogue in the course discussion forums with my peers and instructor.

7. I gain satisfaction from contributing

8. I gain satisfaction from reading.

9. I gain satisfaction from listening

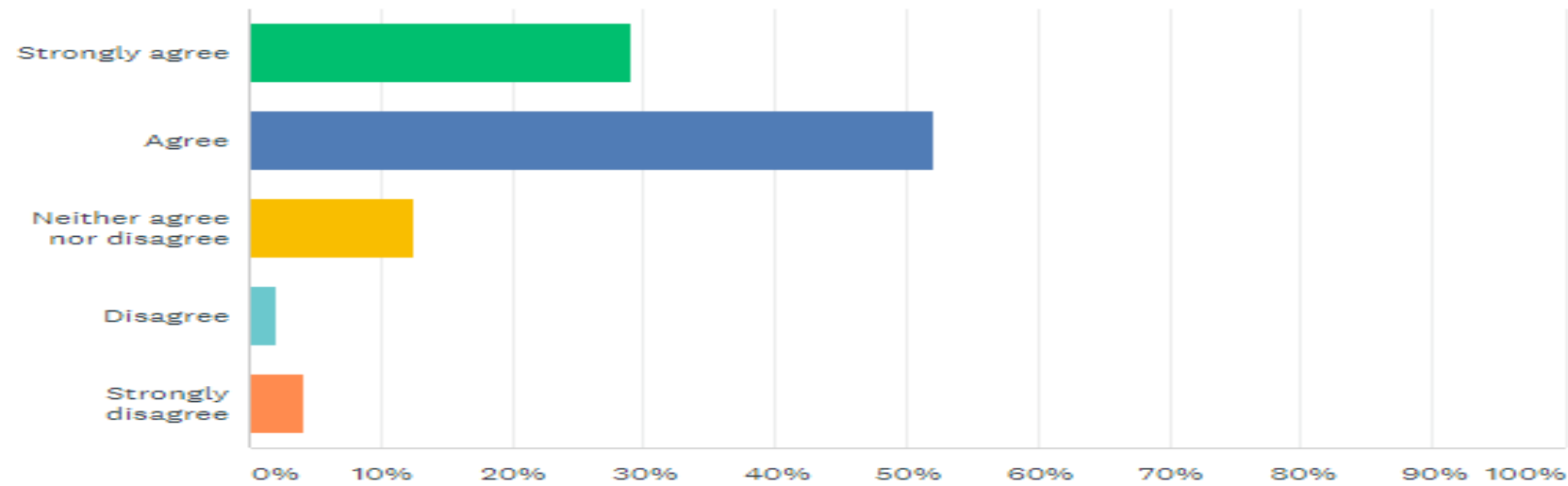
10. Please indicate if you are a graduate or undergraduate student.

Results / Outcomes



Completing weekly written assignments, final summative assignments, final exams, discussion forum postings, researching, and replying to my peers is enjoyable for me and an effective way to learn.

Answered: 48 Skipped: 0

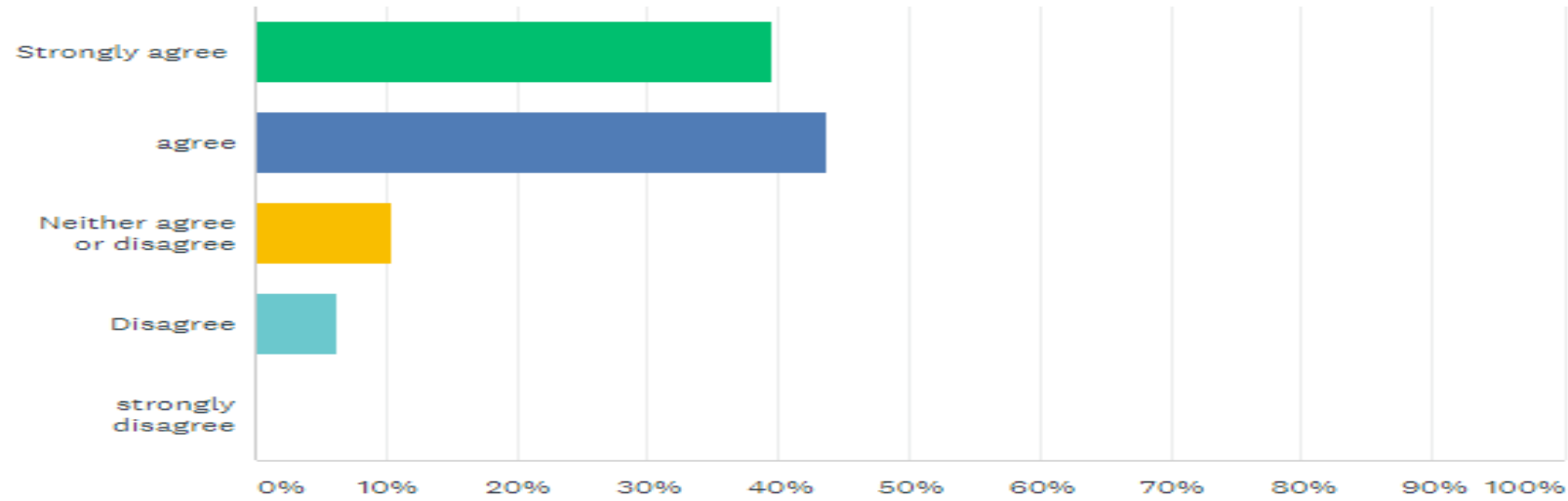


ANSWER CHOICES	RESPONSES
Strongly agree	29.17% 14
Agree	52.08% 25
Neither agree nor disagree	12.50% 6
Disagree	2.08% 1
Strongly disagree	4.17% 2

Total Respondents: 48

I lean more by observing in the online classroom, reading my peers post, instructor guidance, reading, and interpreting my peers replies, and reflecting on their dialogue and critical thinking.

Answered: 48 Skipped: 0



ANSWER CHOICES

RESPONSES

Strongly agree

39.58%

19

agree

43.75%

21

Neither agree or disagree

10.42%

5

Disagree

6.25%

3

strongly disagree

0.00%

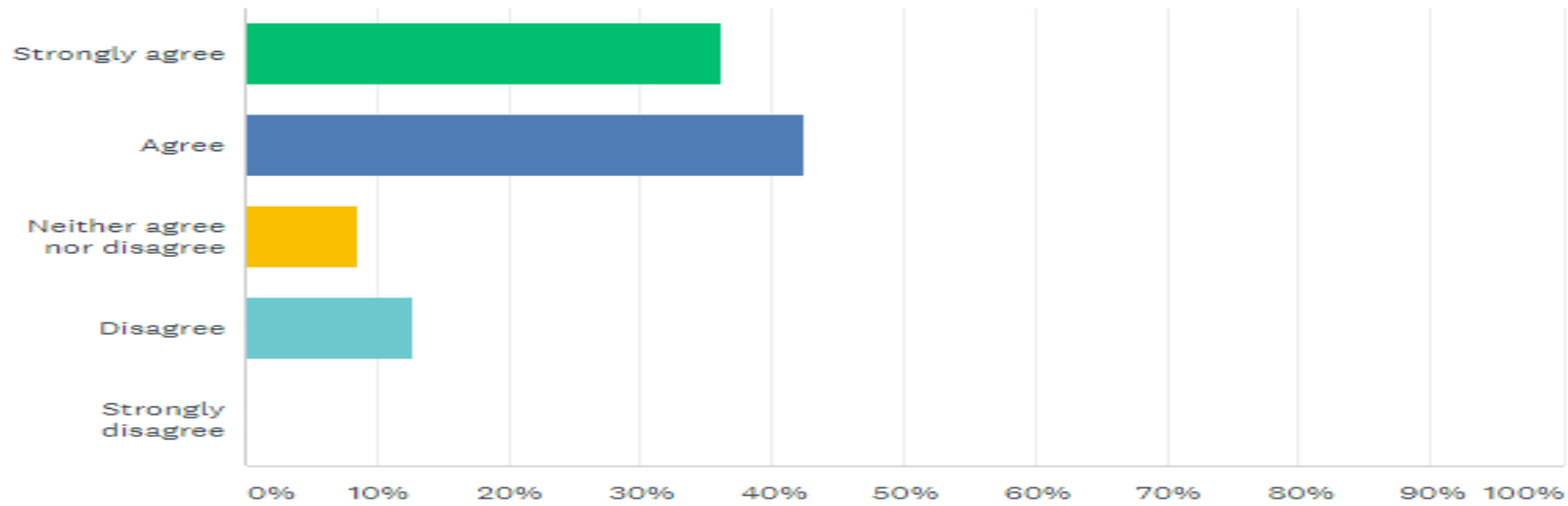
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Total Respondents: 48

I learn more by watching and listening to videos embedded and/or linked into the classrooms forums and guidance, and by viewing data inserted into the classroom in graphical or tabular formats.

Answered: 47

Skipped: 1



ANSWER CHOICES



RESPONSES



Strongly agree

36.17%

17

Agree

42.55%

20

Neither agree nor disagree

8.51%

4

Disagree

12.77%

6

Strongly disagree

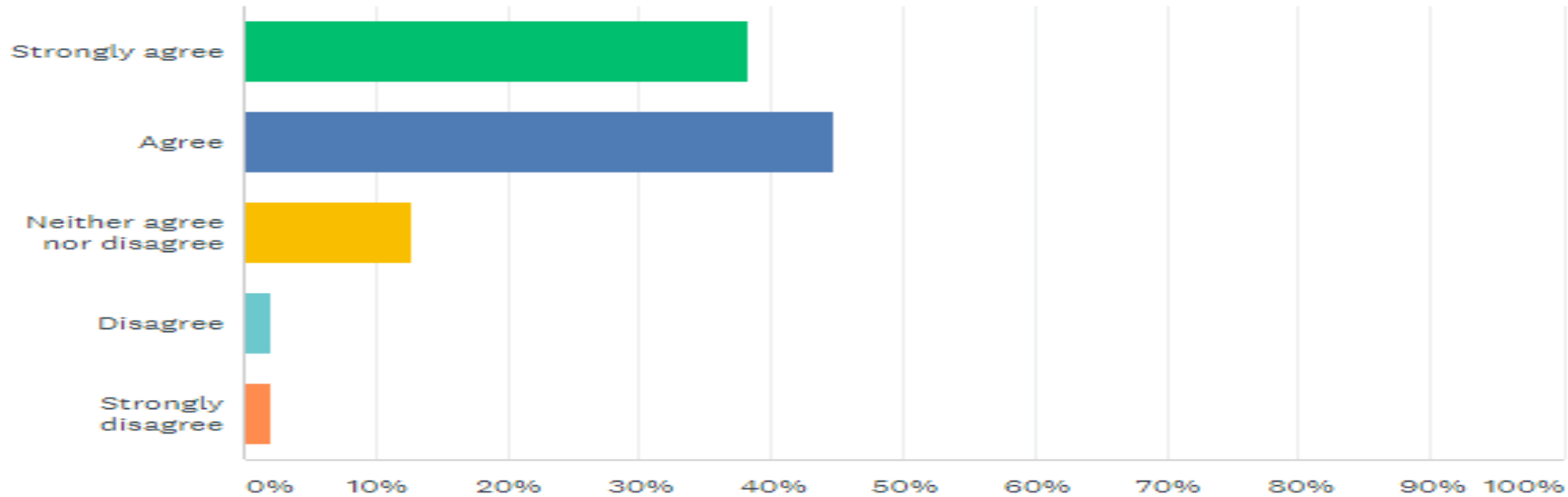
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Total Respondents: 47

I learn more by applying my critical thinking in my assignments (papers).

Answered: 47 Skipped: 1



ANSWER CHOICES



RESPONSES



▼ Strongly agree

38.30%

18

▼ Agree

44.68%

21

▼ Neither agree nor disagree

12.77%

6

▼ Disagree

2.13%

1

▼ Strongly disagree

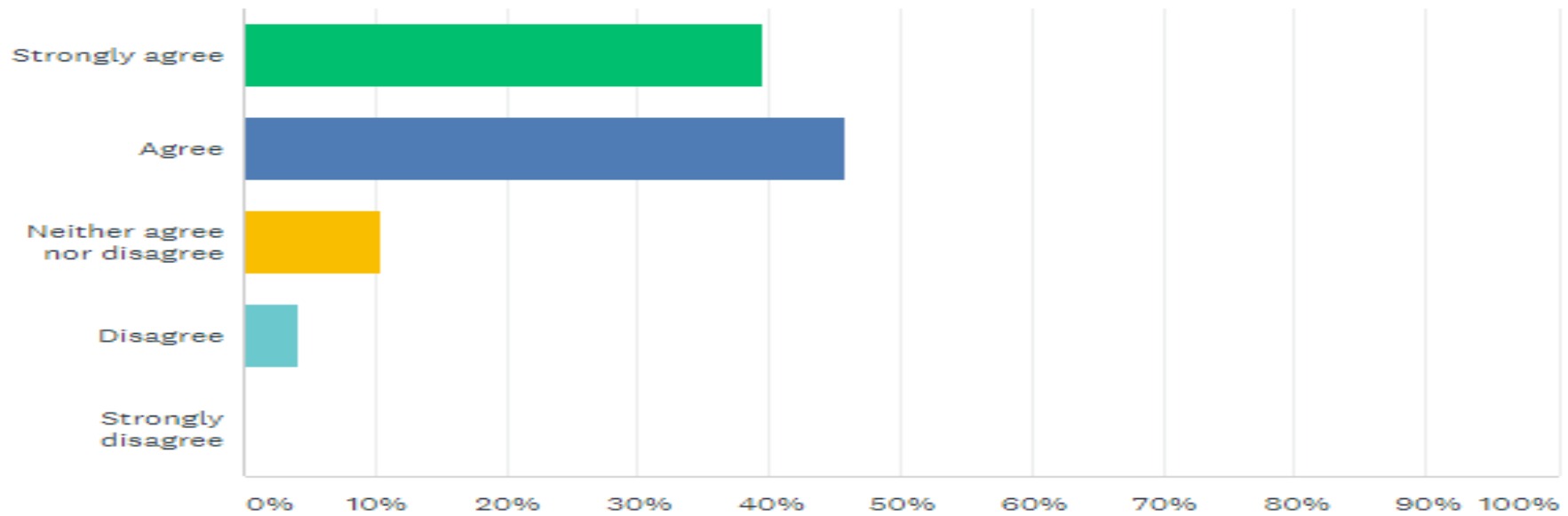
2.13%

1

Total Respondents: 47

I learn more by applying my critical thinking in my discussion forums.

Answered: 48 Skipped: 0



ANSWER CHOICES

RESPONSES

Strongly agree

39.58%

19

Agree

45.83%

22

Neither agree nor disagree

10.42%

5

Disagree

4.17%

2

Strongly disagree

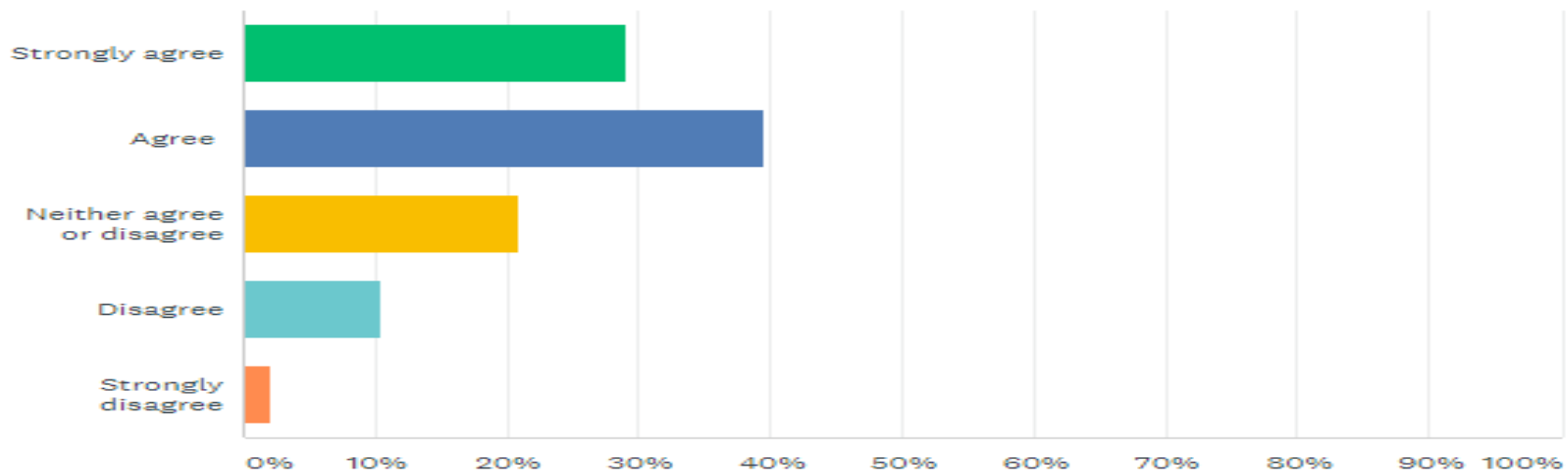
0.00%

0

Total Respondents: 48

I learn more by interacting with my peers, engaging in social learning, and generating dialogue in the course discussion forums with my peers and instructor.

Answered: 48 Skipped: 0

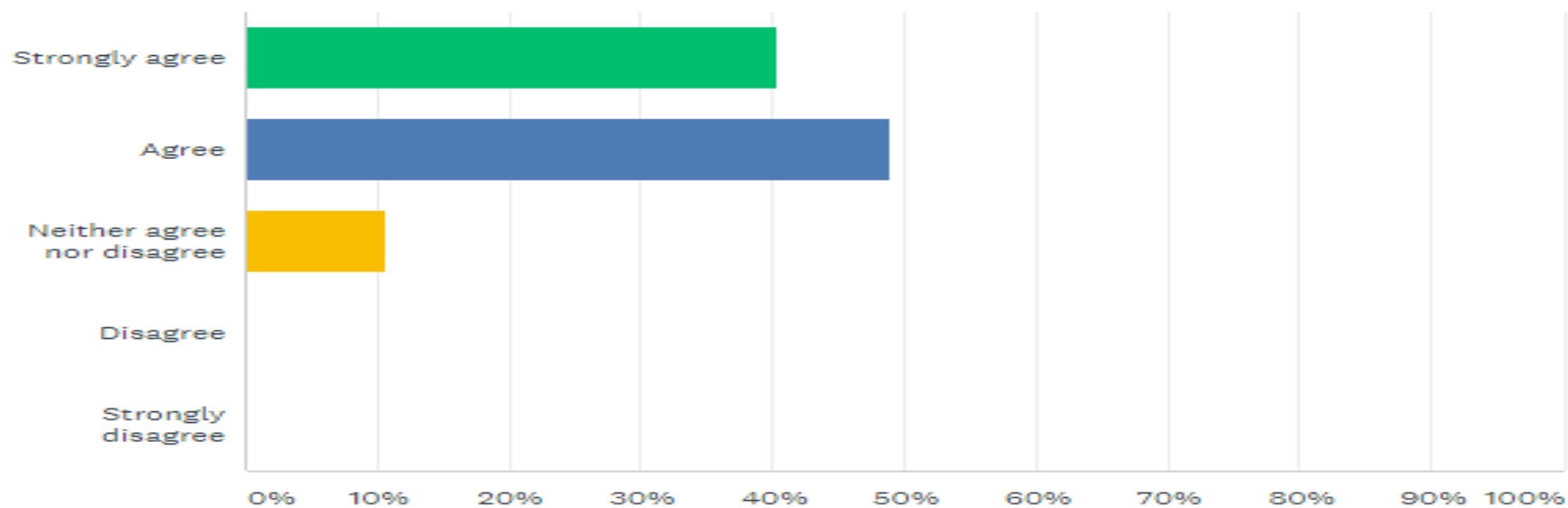


ANSWER CHOICES	RESPONSES
Strongly agree	40.43% 19
Agree	48.94% 23
Neither agree nor disagree	10.64% 5
Disagree	0.00% 0
Strongly disagree	0.00% 0

Total Respondents: 47

I gain satisfaction from contributing

Answered: 47 Skipped: 1



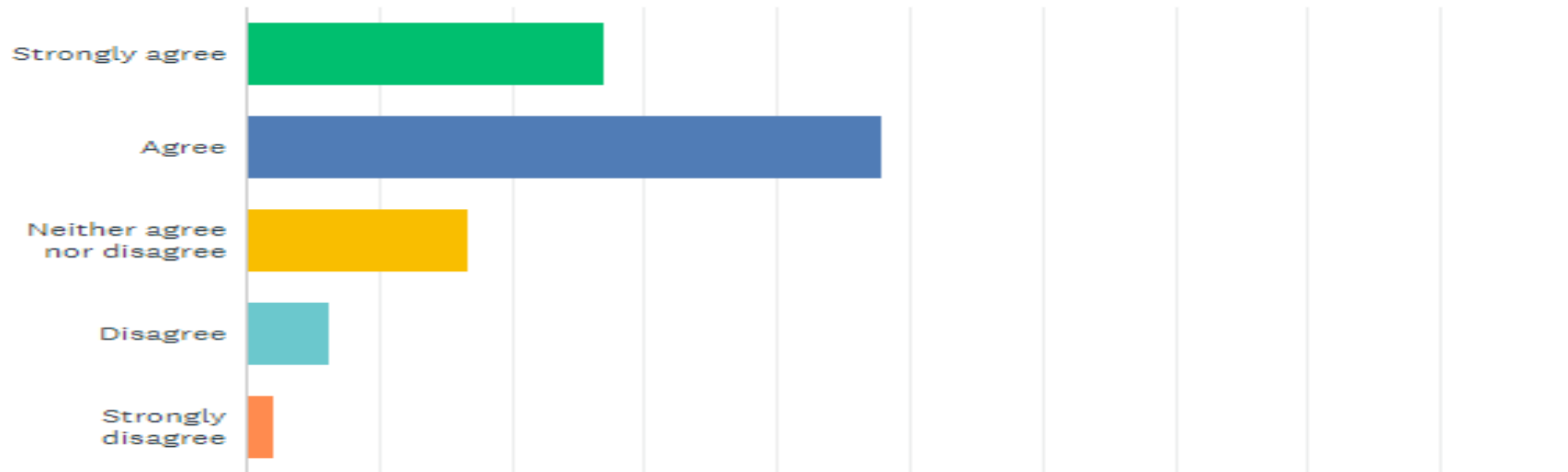
ANSWER CHOICES	RESPONSES
Strongly agree	40.43% 19
Agree	48.94% 23
Neither agree nor disagree	10.64% 5
Disagree	0.00% 0
Strongly disagree	0.00% 0

Total Respondents: 47

I gain satisfaction from reading.

Answered: 48

Skipped: 0



ANSWER CHOICES



RESPONSES



▼ Strongly agree

27.08%

13

▼ Agree

47.92%

23

▼ Neither agree nor disagree

16.67%

8

▼ Disagree

6.25%

3

▼ Strongly disagree

2.08%

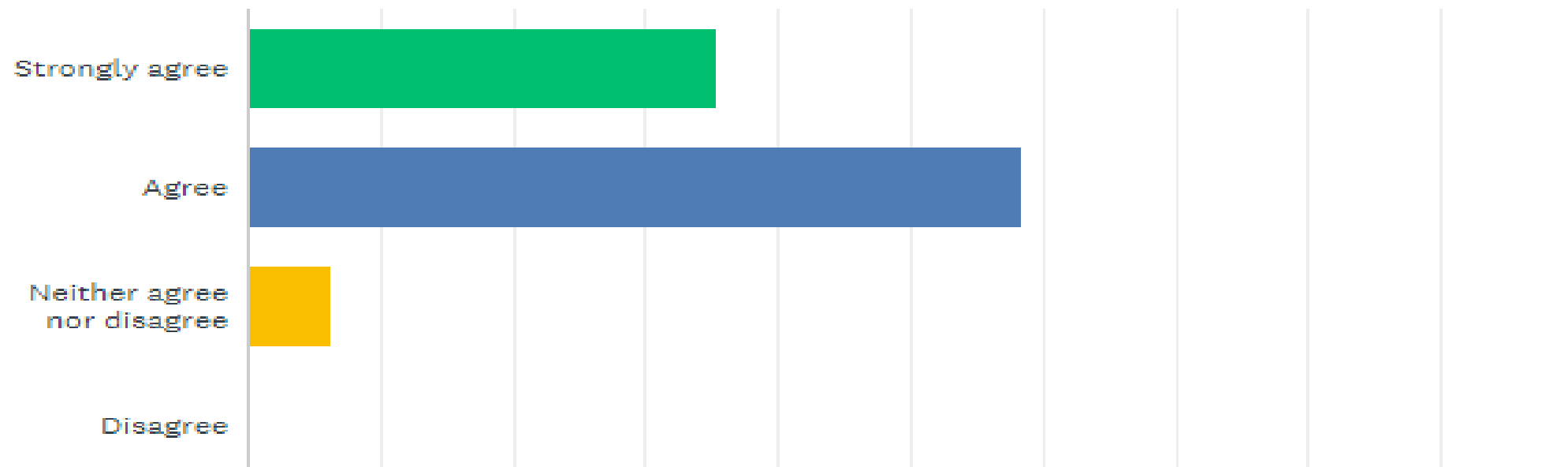
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Total Respondents: 48

I gain satisfaction from listening

Answered: 48

Skipped: 0



ANSWER CHOICES

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

RESPONSES

35.42%

58.33%

6.25%

0.00%

0.00%

17

28

3

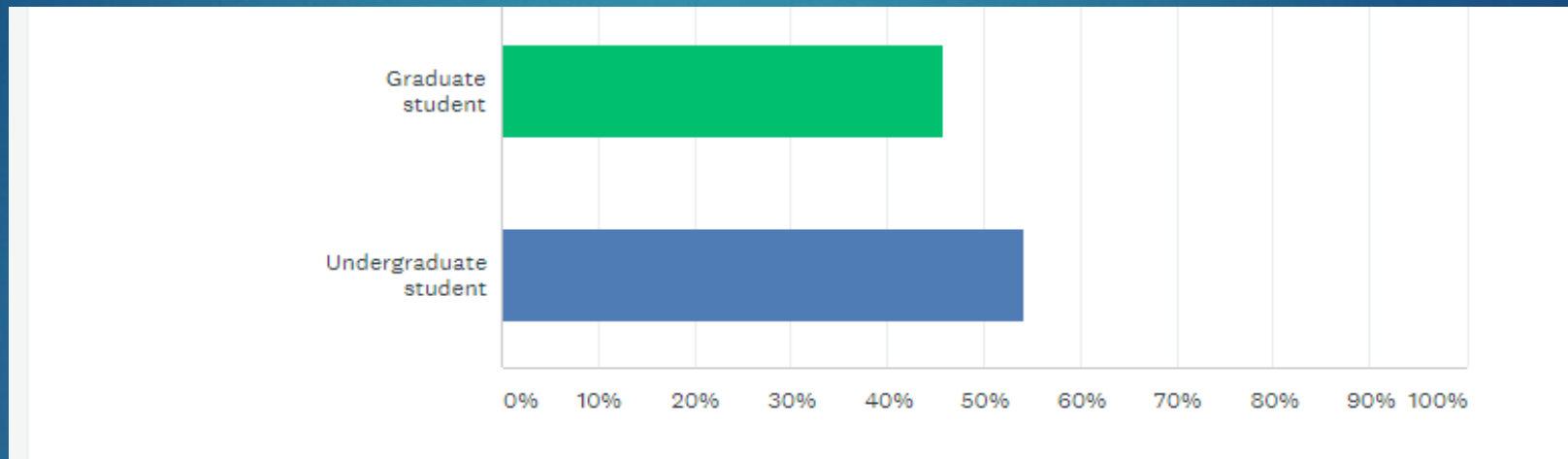
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Total Respondents: 48

Research Question # 10

Please indicate if you are a graduate or undergraduate student.



ANSWER CHOICES	RESPONSES
▼ Graduate student	45.83% 22
▼ Undergraduate student	54.17% 26
Total Respondents: 48	

Summary/Conclusions

- **H1:** We believe active learning theory offers effective methods to further student learning and educational satisfaction.
 - *Data supports H1 - high percentage of students strongly agree or agree.*
- **R1:** The question we look to answer: Which active learning methods do students perceive to increase their learning and satisfaction?
 - *Data supports R1 - high percentage of students strongly agree or agree.*

Thank You!



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