



What is a Active Learning Classroom?

The new education, based on the Saxion Education Vision, places different demands on buildings and spaces. Some traditional classrooms were replaced by active learning classrooms (ALCs) in the summer of 2021. Both furniture and technology have been adapted in this rooms. With the aim of applying active learning.

Pilots Faculty Health Care



4 teachers



78 students



2 Active Learning Classrooms

Research objectives



Recommendations for (improving) the use of the Active Learning Classrooms.



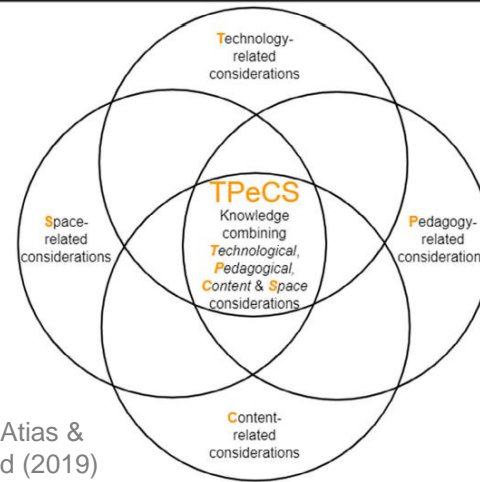
Implementing meaningful Learning Activities.

Theoretical framework

TPeCS framework 4 aspects:

- Technology
- Pedagogy
- Content
- Space

Designing education in ALCs means optimal blend of these four aspects.



Kali, Sagy, Benichou, Atias & Levin-Peled (2019)

Active Learning Classrooms also called Active Learning Spaces, Future Learning Space en Technology-Enabled Active Learning Classroom in literature.

Design



Support of Educational Redesign.

Method



Lesson observations
Student survey (response rate 31%)
Focus group interviews

Space

- Group size matters; affects student activation and teachers' perception of the classroom;
- Not all furniture is used optimally, partly due to the chosen learning activities (mostly experienced as user-friendly).

Technology

- Less variation in applied technology, due to chosen learning activities;
- 76% of students believe technology supports the learning activities;
 - 94% of students experience there is enough technology;
 - 41% of students think screens are not user-friendly;
 - Cameras are not applicable in the observed face-to-face teaching.

Pedagogy & Content

- Teachers are enthusiastic about teaching in ALC;
 - Over 65% of students find teachers use more activating pedagogy;
 - Majority of students experience similar motivation (74%), involvement (68%) and task orientation (63%)
 - Suitable for lessons about collaboration, communication, projectwork, 'homegroups';
- Teacher spends relatively large amount of class time as a coach and mentor;
- Teachers find it easier to provide feedback;
 - 37% of students received more feedback than in regular classroom;
 - 21% of students feel the quality of feedback is better than in regular classroom;
- ALCs good for Collaboration;
 - 74% of students find collaboration goes better in ALC than in regular classroom;
 - 94% of the students feel there are sufficient opportunities for group work in ALC
 - 41% of the observed class time was spend on collaboration activities;
- Instructions takes place in 34% of the observed class time;
 - 82% of students are satisfied about the instruction opportunities in the ALCs;
- Enough opportunities for interaction:
 - Teacher activities: 25% of the time asking students questions - 19% classroom feedback/follow-up on activity

Recommendations

- Support educational (re)design;
- Lower ratio space versus number of students;
- Scheduling ALCs:
 - Determine which education is suitable for the spaces;
 - Entire period, including parallel classes;
- Display screens for group work can be expanded by allowing the presentation screens to work independently and including HDMI link;
- Similarly furnish in all ALCs
- Make height-adjustable chairs suitable for use at both tables (high and low).
- Try! More options than teachers were able to try out;

A technology-rich learning space is not necessary for activating students: a physical learning environment with flexible furniture already offers many opportunities to apply active learning.

