Transfer of Active Learning Strategies from the Teacher Education Classroom to PreK-12th Grade Classrooms

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Abstract

In this study, researchers investigated the influence of modeling active learning strategies in an introductory foundations teacher preparation course: 1) on teacher candidates' perceptions of participating in active learning in the college classroom, 2) on participants' acquisition of course content, and 3) on participants' later use of active learning strategies in their classrooms as practicing teachers. Results revealed there was a significant difference in teacher candidates' acquisition of course content in the course sections that incorporated active learning (AL) and ones that incorporated a traditional lecture format (TL). In addition, on a follow-up survey of participants who are now practicing teachers, there was little difference in the use of the active learning strategies; however, there was a difference in the level of conceptual understanding of the theories of human development and diversity and how that knowledge was utilized by the AL and TL groups in their classrooms.

Author Biographies

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Kaye Pepper, PhD is an associate professor and the School of Education Director of Assessment. Her research interest is focused on the use of program assessment results to facilitate program improvement.

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Sarah E. Blackwell, EdD is an assistant professor and the assistant chair of the Department of Curriculum & Instruction at the University of Mississippi. Her research interest is focused on effective teacher preparation.

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Classroom management was by far one of the most practical and beneficial classes of my teacher preparation program. As a principal, I continue to use what I learned every day. Here are five classroom management strategies you can use in your work as a principal: 1. Greet everyone positively. Engagement in the classroom is shown to increase significantly with the simple act of greeting students at the door each morning. Not only does it set a positive and welcoming tone for the day, but it sends a message to students that they matter. The same applies for principals welcoming staff back to a ne Creating a classroom environment where all students feel welcome, valued and cared for is what every teacher wants to have, and what every parent hopes and dreams their child has: a Place that encourages positive social interactions that support the developmental skills of the child. We also want to use teaching strategies to create a place where all the students feel safe, inspired, and educated. The first effective strategy for structuring a positive classroom is to teach the students positive behavior. Oftentimes teachers just assume that their students already know this, but unfortunately many students do not. This is where character education comes into play. Another effective strategy is to help students learn to instill intrinsic motivation. Creating inclusive classrooms can be an undertaking fit for Sisyphus if you allow yourself to be dissuaded by the enormity of the goal. However, the authors have simplified this task for educators of primary grade students. She received her undergraduate degree in English and English Education from the University of Bridgeport, an MA in Special Education and Reading from Eastern New Mexico University, and a PhD in Special Education and Psychological and Cultural Studies from the University of Nebraska. Strategies for active teaching: Engaging K-12 learners in the classroom. Upper Saddle River, NJ: Pearson. Hallahan, D. P., & Kauffman, J. M. (2006).