

PROMOTING ACTIVE LEARNING

Through
Effective
Listening
and
Questioning
Techniques

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WHAT IS ACTIVE LEARNING?

- What does the term Active Learning mean to you?
- What are some techniques or activities you use to encourage your students to learn actively?
- Active Learning is a general term for various instructional techniques that put the onus of learning on the learner, assuming that they are a pot to be stirred, not filled.

PROMOTING ACTIVE LEARNING

- Engaging students in Active Learning is SARC's central mission, and should be your goal during daily tutorial sessions.
- Promote Active Learning in your tutorial sessions by...
 1. Utilize Active Listening.
 2. Promote Inquiry through Effective Questioning Techniques.
 3. Provide an environment that engages the student through dialog, activities, and tutoring techniques.

ACTIVE LISTENING

Step 1

WHY LISTEN?

- Have you had formal training in writing?
Public speaking?
- What role does listening play in communication?
- Can you listen to something a person ISN'T saying?
- What qualities make up a “good” listener?

ACTIVE LISTENING IS...

- Listening to and confirming understanding of what another person says **as well as** the emotions and feelings underlying the message.
- **GOAL:** to ensure that understanding is accurate so instruction can be directed toward the student's actual needs, and the student can be encouraged to engage with the material.
- **READ: Active Listening by Carl R. Rogers & Richard E. Farson (1987)**
- Rogers & Farson state the basics of Active Listening as:
 - Respond to feelings (note non-verbal cues)
 - Listening for total meaning without judgment
 - Feed-back what you heard to the speaker

HOW TO DEMONSTRATE ACTIVE LISTENING...

- Demonstrate active listening when others are speaking by:
 - making eye contact
 - nodding appropriately
 - leaning slightly toward the student
 - responding with appropriate facial expressions
 - give ample (even uncomfortable) response time
 - relax when you are watching the student communicate
- An active listening response may be to:
 - acknowledge feelings without engaging in them
 - paraphrase what the student communicated
 - ask the student for specific examples
 - guide students to make appropriate choices
 - ask questions that will lead the student to her/his own solution
 - be familiar with difficult situations

LISTENING CHALLENGE

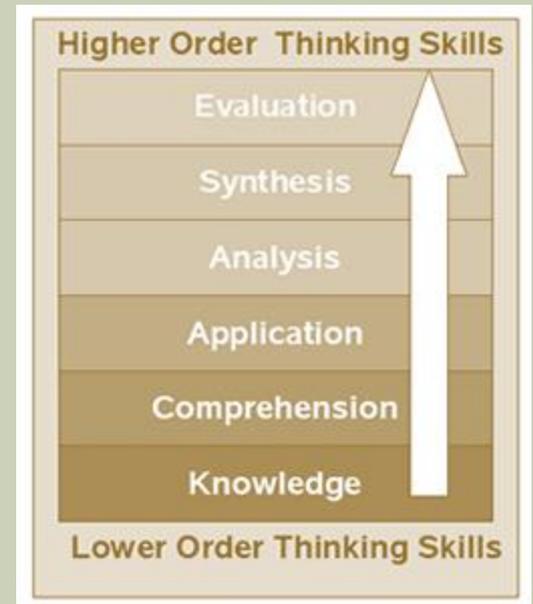
- **OBSERVE EXAMPLE ACTIVITY**
- Break into groups of four; then pair up within your group
- Each team of 2 will create a student tutee vignette (this can be based on a real experience) to be shared with the other pair.
- Try to include non-verbal cues
- With your partner establish a response to the presented vignette that takes into account the following Active Listening Techniques:
 - Respond to feelings (note non-verbal cues)
 - Listening for total meaning without judgment
 - Feed-back what you heard to the speaker

QUESTIONING TECHNIQUES

Step 2

BLOOM'S TAXONOMY

- Bloom's Taxonomy is a classification of learning objectives using levels of questioning and/or thinking skills.
 - Learning at higher levels is dependent on having attained prerequisite knowledge and skills at lower levels.
- **Classifications:**
 - Knowledge – observing and recalling
 - Comprehension – understanding
 - Application – use of information
 - Analysis – organization of information
 - Synthesis – use old info to establish new
 - Evaluation – discriminate between ideas



EFFECTIVE QUESTIONING TECHNIQUES

- Use think-pair-share to allow students to respond to questions cooperatively.
- “Unpack student thinking” by asking them to describe how they arrived at an answer.
- Promote active listening by asking for summaries of individual and group responses to key questions.
- Ask students why they hold a particular position or point of view.
- Survey the group (e.g., How many of you agree?—Thumbs up, thumbs down...)

EFFECTIVE QUESTIONING TECHNIQUES CONT'D

- Encourage student-constructed questions.
- Emphasize “why?” and “how?” questions.
- Use hypothetical thinking: What would happen if...? What if this had happened?
- Employ reversals: What happens if we reverse the steps?
- Use analogies: How is this like _____ ?
- Employ completion activities: Before we move on, what do you anticipate needing to happen in this series?

BLOOM'S TAXONOMY WORKSHEET

- In pairs, create sample questions from your appropriate level on Bloom's Taxonomy.
- Work in a "real context" scenario.
 - One of you will role-play the student and one will be the tutor.
 - Try to use real subject matter content.
- Discuss ways you promote collaboration in your Tutorial Sessions:
 - What are your best *engagement* techniques?
 - How do these activities change by subject matter?

CREATE AN ENGAGING ENVIRONMENT

Step 3

SETH GODIN ON TRIBE LEADERSHIP

“Focus on WHO you are leading, not the mechanics of what you’re building”

- Watch the following video and write down any quotes that resonate with you.
- While watching consider the following questions:
 - How does this topic relate to “Tribes” at UCF?
 - How can I apply these principles to my job as a SARC tutor?
 - What questions does this video bring up for me?

http://www.ted.com/talks/seth_godin_on_the_tribes_we_lead.html

DISCUSSION QUESTIONS

- How did this video relate to your participation in “Tribes” at UCF?
- Describe ways you can apply these principles to SARC tutor?
- What questions did this video bring up for you?

COLLABORATION TECHNIQUES & ACTIVITIES

- Be welcoming & personable
- Use active listening & probing questions
- Promote higher order thinking through group discussions or debates.
- PUT DOWN THE MARKER
- Pre-writing and/or Collaborative learning groups:
 - ask students to spend the first few minutes of their session writing out what they DO know and what they need help on or answering a higher-order question. Pair accordingly, or use those “in the know”
- What did you describe as your best *engagement* techniques?

TRY SOMETHING A LITTLE DIFFERENT...

- Challenge yourself next week to tutor differently. Track your success on your weekly tutor logs.
- Try one of the following:
 - Use the Socratic Method to turn every answer into a question
 - Do not use your marker all week
 - Practice Active Listening: Allow long silences & then work on repeating back what you “hear” before proceeding:
 - EXAMPLE: “What I heard you say is that you are frustrated because you understand the concept but are having a hard time putting it into practice when it is taken out of context. Is that what you meant?”
 - Put your group into challenge mode: appoint two leaders and challenge the groups to compete to answer questions collaboratively. First team to *explain* the answer to 5 questions correctly gets a high five.
 - Write assignment/sample problems on the board and then find an excuse to walk away for 5 minutes... see what happens.

ACTIVE LEARNING

Q&A