
**The ENGAGED and ACTIVE
TEACHING**

1) THE ENGAGED LEARNING

- The protagonist of this kind of school work is Stanislav Cervenka, chairman of (FEL) - Civic Association of Friends of Engaged Learning .
- Name of engaged learning arose in connection with the search for the name of the method of teaching in which the main word has a student who is active with concern about the problem, works independently and with taste, is drawn into the work and loves to learn.
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Stanislav Cervenka explains

- The Engaged Learning is evolving type of teaching with a strong emphasis on the positive internal motivation which leads the student to engage himself to, really do something to fulfill certain goals.
- Thus, the pupil is not only able, but willing to work, mainly on educational tasks.

How did it start?

- At the very beginning was the story that Cervenka found in the Teaching newspapers
- Its content was the dream about a perfect school, narrated that by a student, enjoy such a school. He likes comfort, welcoming atmosphere, cooperation and understanding, without any marks and written work
- After waking up, the boy goes to school, where everything is vice versa
- At that time Cervenka s had had already his own experience with methods of the "ideal school", which he often used in the real vocational school
- Followed Cervenka s article describing the work and a range of possible visits and consultations, which was printed in the Teaching newspapers
- Article caused rapidly spreading avalanche of letters with requests for advice, visits and exchange of experience.
- Because it was not possible to handle all the answers in writing, he used M. HAVLÍNOVÁ S offer from NEMES (Prague Independent interdisciplinary group for the transformation of education) on the formation of the Professional Association of Teachers with similar interests in changes in our schools.



Ten Principles of Engaged Learning

- ❑ 1. Principle of independent thinking and collective cooperation
- ❑ 2. Principle of involvement and responsibility for assigned tasks
- ❑ 3. Principle of the application of positive motivation
- ❑ 4. Principle of voluntary and conscious creative activity
- ❑ 5. Principle of understanding the curriculum for all pupils
- ❑ 6. Principle of problem solving challenging tasks
- ❑ 7. Principle of respect for the personality
- ❑ 8. Principle of predominance of positive evaluation
- ❑ 9. Principle of functional usage of unusual teaching situations
- ❑ 10. Principle of an open education system (Červenka, 1992)

How does Engaged Learning look like I.

- It is not necessary to testing, written works and write any tests of knowledge, is not used marking.
- Homework is voluntary.
- Pupils are prohibited to learn anything at home, because everything can be handled in school lessons.
- After a prolonged illness or other absence of a pupil, the pupil attends morning consultations.
- The pupil is evaluated verbally and several times a day to experience the great feeling of a positive assessment of his work and his work for the benefit of the others.

How does Engaged Learning look like II.

- No punishments, because there are virtually no disciplinary problems.
- Working together in groups.
- Pupils have the opportunity to leave during school class (mostly drawn into action so that this option rarely exercised).
- In the group of tasks it is obvious that they can talk together, consult and negotiate.
- At the end of the classification period, students receive a written assessment instead of a certificate.



Preparing teachers I.

Preparing teachers for Engaged Teaching corresponds to the concept of school work with children as one of the most responsible human activities.

Assumes perfect preparation of every lesson so that nothing was left to chance.

What is important is a thorough diagnosis of pupil's grouping, which is the starting point for the analysis of curriculum focusing on proper selection of the subject content.

Preparing teachers II.

To the knowledge of the actual situation serve for example.

Meetings and interviews with speakers of different groups in the class, which reveal when it is necessary to slow the pace or go back and re-explain the subject

By that mastering the basic curriculum, which is necessary for every student

From his own experience Červenka recommends analysis of the lessons from the perspective of the pupils' own work, which is needed to reveal the successes and failures and to assess the fulfillment of the objectives

A similar analysis should be the rule after a prolonged period closed (thematic unit, semester, school year)

Who is the PAU?

- PAU (english FEL) a civic association founded in 1992 and in 1992-1994 it acted as an instigator expert group within the association NEMES (Independent interdisciplinary group for transforming education).
- A number of creative teachers participated in the transformation of the NEMES document for Czech education reform.
- Since 1994 PAU operates as an independent organization bringing together teachers, parents, students, school staff, officials and politicians.
- In 1999 it became one of the founding organizations of the Regular Conference associations in education and its framework contributes significantly to the creation of a new strategy of state education policy, which has managed to push through most common ideas and goals. PAU, among other things also cooperated on the development of so-called Green and White Books
- Today focuses on issues of practical implications of the curriculum reform.

2) ACTIVE LEARNING

- ❑ Learning is not a „spectator sport“.
- ❑ Pupils will learn a lot simply by being present in the classroom, listening to the information communicated by the educator.
- ❑ They must talk about what they are learning, write about it, compare with their experience, apply it in daily life.
- ❑ They learn when they are active and they remember what they understand.
- ❑ If students are actively involved in the learning process, then they learn more than when they are just passive recipients of teaching.



ACTIVE LEARNING

- Active learning is a mean of intellectual, emotional and physical development, which, requires from its subject by responsible engaging in a real, complex and a hard problem to reach the intended change by improvement of behavior in the problem area.
- Active learning involves pupils learning activities and thinking about these activities



Basic characteristics of active learning

- listeners more engaged actively than simply by listening
- less emphasis is placed on communication and greater emphasis is placed on developing the skills of pupils
- it contains higher levels of thinking (analysis, synthesis, evaluation)
- participants perform activities (self-study, discussion, elaboration)
- greater emphasis is placed on the development of pupil's own attitudes and values

Critical Thinking

From the active teaching program based on **Reading and Writing for Critical Thinking**, which in the Czech Republic ensures the civic association Critical Thinking.

The basic framework of this program is called three-phase learning cycle :

1. **evocation** - each teaching begins with the pupil realizing and expressing by words what they know or what they think they know on a given topic they also formulate ambiguities and questions on the topic they have and to which they will be looking for the answers in next phase
2. **awareness of the importance** - confrontation of pupil's original concept of the topic with source new information, views, newly formulated connections (text, film, storytelling, lectures ...)
3. **reflection** - pupils will rearticulate their understanding of the subject under the influence of new information and discussions with colleagues, they realize what new they learned, which of the original ideas got confirmed and which not, they realize the options and attitudes of other people (classmates, teachers) to the topic.



Some methods of active learning

- ❑ free writing
- ❑ pair discussion
- ❑ pair reading
- ❑ we learn from each other
- ❑ keywords
- ❑ controlled reading with anticipation
- ❑ discussion cobweb
- ❑ brainstorming, mind maps



Advertisement of a Groups (ad)

An activity that will help to introduce or strengthen the team atmosphere within the group, whose members already know.

- 1st. Establish the groups according to pupils' interests
- 2nd. Each group will create an ad to promote their interests (5 min)
- 3rd. Ad should contain information highlighting the strengths and capabilities of the group as a whole
- 4th. Each group performs its advert