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Active learning Strategies/Pedagogy

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***Abstract* —** This research explores the practices like teaching style, attainment and assessment which covers the various aspects of teaching methods, and there are many Strategies to pedagogy. The study of different teaching methods, phenomena is termed as pedagogy. The skills such as application of knowledge, analysis and synthesis helps to promote higher order thinking. This study aims to the current pedagogical practices that enhancing students' intellectual quality with regard to obtain insightful information. Actively involving of Learners in learning process, Constructivist, collaborative, inquired-based, integrative, and reflective. In active learning process, learners are involved actively in the process of different levels like read, write, discuss and be engaged in solving problems. One of the learning method is to provide the topic to learners and to make question answering sessions. The different Practices help the learner to increase the grasping power and boast up the knowledge.

***Keywords*—** Language, Teaching, Active learning, Strategies, Pedagogy, Knowledge, Skills, Methods, approaches, practices.

INTRODUCTION

Each practice includes integrates professional abilities with general abilities, such as critical thinking, communication, ethical decision-making, and self-learning. The purpose of paper is to enhance the understanding of learning actively and its main role is in education, and to provide various strategies for implementing learning methods. Restoring the higher-order thinking and improving students motivating from learning the use of active learning which supports evidence. It is difficult to apply the information without understanding, for future reason so learning without meaning is often soon forgotten. By extending learning includes knowledge and skill, applications which are required in a substantial changes where teachers understand statement and approach need for the teaching-learning process [1]. The improvement in students understanding of concepts and leads to high achievements are the effect of instructional materials which are relevant to problems in their current service course. To learn behind the rote methods students are need to be motivated.

BACKGROUND STUDY

The flow of our active learning methods is as follows. In this diagrammatic representation remembering is at low level while creating is at high level. This flow indicates the step by step representation of our work done[4].

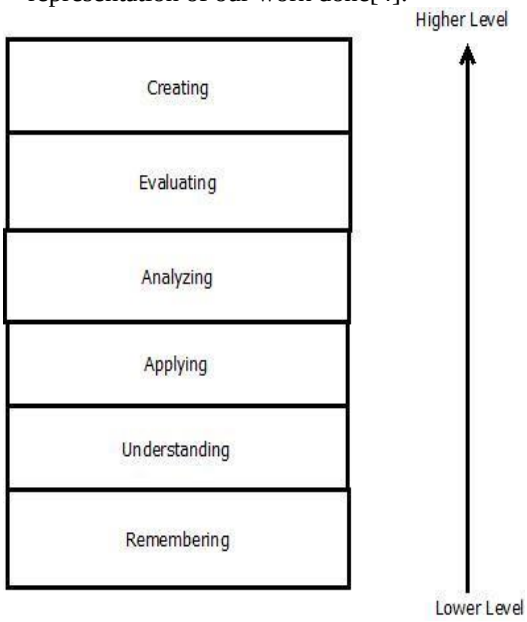

Fig 1.Flow of active learning

The teachers should carefully structure the classroom activities which may result in active participation of students. The student actively involving activity arrange within their classroom and experiential learning environments which can facilitate student engagement, enhance relevance by motivating students.

If we consider the level fig 1. Flow of the active learning the first level is the base of all level i.e. Remembrance Level type of question which can be remember. The next is Understanding how much the students has understand the topic can be written on their own. The third level is the applying leveling here formula, algorithm, etc are applied. The next level is the Analyzing where comparing between the 2 statements can be done. What would you suggest the answer for the question is the evaluating level? If the condition is given and how would you solve the last level of active learning.

Table 1. List of levels with details.

Level	Type
Remembrance Level	• Question type who? • What -is the stating question? • Where- is the start of the question? • When - is the start of question? • Why- is the start of question? • How much is the start of question. • How many- is the start of question. • True or false- is the question type.
Understanding Level	• How would you generalize – is the starting of question. • How would you express - is the starting of question. • What information can you infer from- is the starting of question. • What did you observe- is the starting of question. • What does this mean- is the starting of question. • Choose the correct answer- is the starting of question. • State in your own words- is the starting of question. • Is this the same as- is the starting of question. • Give an example of - is the starting of question. • Choose the best definition of- is the starting of question. • Is it valid that - is the starting of question. • Starts with the -What seems likely? Show in a graph, table, chart etc • Start with - Which statements best support? • Start with- What restrictions would you add?
Applying Level	• Start with - How would you demonstrate? • Start with - How would you present? • Start with - Draw a story map. • Start with - Explain a character's decision-making process • Start with - Do you know of another instance where? • Start with - Can you group by characteristics such as ? • Start with - Which factors would you change if? • Start with - What questions would you ask of this character? • Start with - How would you change? • Start with - How would you modify?
Analyzing Level	• Starts with - How can you sort the different parts? • Starts with - What can you infer about? • Starts with - What ideas validate? • Starts with - How would you explain? • Start with - Determine the point of view, bias, values, or underlying intent presented in the material. • If question start with happened, what might the ending have been? • How is – question type start -similar to? • What do you see as other possible outcomes- Start of the question type • Why did - is the question type changes occur? • Can you explain the result of – is the type of question?
Evaluating Level	• What criteria would you use to assess – this would be the start of question. • What sources could you use to verify– this would be the start of question. • What information would you use to prioritize – this would be the start of question • What changes would you recommend to – this would be the start of question • Do you believe – this would be the start of question. • How would you feel if – this would be the start of question. • How effective are – this would be the start of question. • What are the consequences of – this would be the start of question. • What influence will – this would be the start of question have on our lives? • What are the pros and cons of - – this would be the start of question. • Why is – this would be the start of question of value? What are the alternatives?
Creating Level	• What would happen if – this would be start of question. • List the ways you can– this would be start of question. • Can you brainstorm a list of new and unusual uses for – this would be start of question. • Can you develop a proposal that would – this would be start of question. • How would you test– this would be start of question. • Which alternatives would you suggest for– this would

III. ACTIVE LEARNING METHODS

Active learning means Participating actively, collaborating with other and applying concepts in real word. It requires hard understanding to understand the situation. Firstly whenever the question comes there are 2 type of question arises one is Can I understand and so I need to know? So looking towards the cycle of the it in fig 2 Cycle of representation. Fist is you have to choose an technique that aligns with course aim. Second is implementation by using time, space, material constrains. Third is explaining technique an explicitly linking to course aim and the last is Feedback and evaluate effectiveness. The cycle flow in this way whenever there is any type of course of any type of the program for the students.

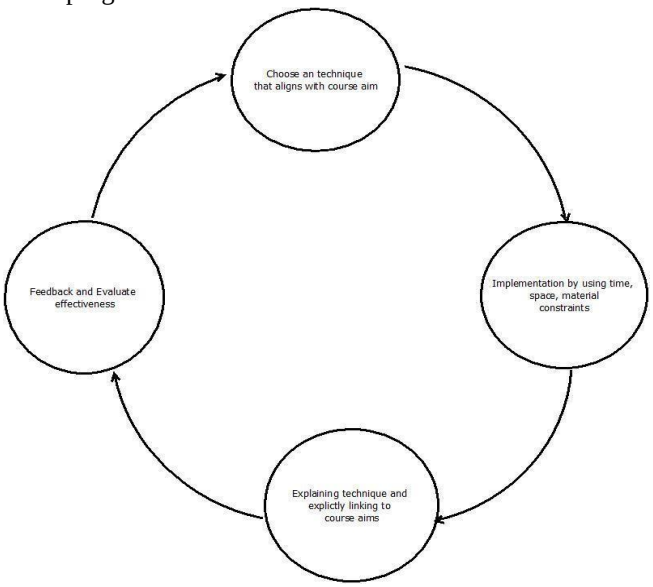

Fig 2. Cycle representation

If the information which is need again and again is found out then it would increase the grasping power and social status the information will be store for long term [7]. The information to be remember for long term and it would be easily recalled, you just have to periodically use or think of it. Let's look at the teachings method with example as follows how the active learning is applied:

Step1: Firstly the fundamentals of the lesson is read by the students by which they would get an idea of the terms and condition and varies phenomena. If the teacher starts with a teaching in brief introduction of the topic in class and the gives questions to solve. There would be the worksheets contains highly complex problems.

Step 2: The teacher will projects a problem and all the students are asked to select one of three possible answers. Here may be the case the students would be focusing on the problem statement. They would be eager enough to know the right answer as the problem forth before them is challenging and interesting. Even though it takes less time hardly 5-10 min.

Steps 3: Without telling the students how they voted which involves question, peer discussion, votes and group discuss – the students make their discuss with their classmates on the question asked and put on their own opinion on it.

During this process, the students have to provide the reason for the question why the answer correct one or why the others may be wrong. Meanwhile, the instructor is circling around, listening in to gauge student thinking, and answering brief questions. If there is the second vote on same question then as compare to previous there result would be better than first as students learn by dealing from their discussions which is great for them. An ideal question will have about 1/3 would be correct in first vote then 85% would be correct on the second this process takes approx. 10-12 mins.

Step 4: After this all process the professor will leads a follow-up discussion with all the students which one is correct and the reason for it, right feedback is provided, exploring the different reasons, and importance, which one is incorrect and reason for it why? Only at the end, professor will elaborate the solution for the correct one and answering follow-up questions. If it is time to move on is decided on the bases of students understanding whether they are asking some question or not. All of which takes around 10 -12 minutes. The three reasons for the active leaning work is given as follows: First: All the students are actively works on the interesting problems and as there interest is developing them all voted for a right answer right beginning, they have a stake in the outcome [5]. This result to decide importance of the information is covered under to remember and are actively learning for it.

Second: By diving in the group they try to divide it into them self by materialistic means and also try to solve problems alone. This peer engages in explaining statement in mental processes. As a result they construct new actively dependent trace for statement.

Third: The students make their thoughts about the concept before getting the solution in form of explanation from teacher that comes only once i.e means they are prepare already for it. At this situation the explanation makes more sense as they are prepared for it and the updated information is connected to all the thought it had just built up [6]. The foundation is solid when the answers is correct. Between passive and the active learning there is Hugh research made taking different up parameters. When the students are end up with test at the end of the course Even though the teachers are the similar one and the students may be same, where on average the active learners doubles the understanding of the students. On the other hand observation shows that long term retention is higher as well. Students those who follows the test should take a conventional lecture, around 90% of the material is forgotten within 6 months. In an active learning environment students can retain more than 70% of what they have learned two year later. Sometimes teachers show a problem and then demonstration is made to the class how to solve it. It is believe that they can just transfer explanation like their own thinking into students. Unfortunately, whenever there is new idea it is not that much easy to work that way. Unless the students actively

	be start of question. • How else could you – this would be start of question. • How would you design a plan to– this would be start of question. • What could you invent to– this would be start of question. • What changes would you make to revise– this would be start of question.

participate and constructs those ideas which means it is as if the thinks which were never heard before. Have you ever learned in active learning environment? And if so how does it compare to learning the conventional way?

For example if we take the activity Simulations and Balloon Pop.

Simulations. A simulation is a copy of the operation of a real-world process or system over time. Simulations use the model to represents the evaluation of the overall key characteristics or behaviors of the selected system or process. The pedagogical approach is Simulation- based education of provides students with the opportunity to practice learned skills in real-life situations. Simulations are used in various fields. In education, uses role-play simulations in the classroom to explore multiple perspectives. In Healthcare, students and staff practice IV and catheter insertions and surgical procedures using manikins. In Manufacturing, Simulations can be used to teach staff how to safely operate complex or dangerous machinery. In Agriculture, Simulations help companies solve crop and livestock management problems without causing health risks.[3].

Balloon Pop

Each and every group is given an inflated balloon with a piece of paper containing the task/problem trapped inside it. When the start signal put on, all groups pop their balloons. This task will make energy in it and fun part for students.

If we directly give the task or any problem statement students get bored. So this we can do Balloon Pop Activity. In this activity, we can divide the students into grounds and inflated balloon with the problem statement trapped inside it. When start the game balloons are pop it is fun type of game and they gave energy to do the task in particular time.

IV. RESULT

Teacher conduct various activity in class for students, so here we can take simulations and balloon Pop example. [3]By this activity we can give the students the reward and this activity make the students to participate. Firstly the main focus is to make more no of participate. By actively participating the students start learning.

V. CONCLUSION

By taking activity based games students can prepare for their exam and get interest to learn [9]. Old studying does not help the students for learning. This Methods helps the students to be focused. Due to this online methods 90% of the students does not feel to study i.e is they have loss the interest from study. Thought regular college has been started, teacher had notices that they are diverting from study [10]. Also students has lost the practices of writing they are not able to write that much effective paper in exam that the examiner expected. This strategies helps the teacher and the students both, as the teacher role is the most important.

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