

# Active learning tools for developing social competences

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# The basics...

- Who I am
  - Counseling Psychologist
  - Social skills trainer
  - Teacher trainer
- Topic of the workshop
  - Active Learning
  - Tools
  - Social (and Emotional) Competences
- Goals
  - Introduce experiential learning methods
  - Discuss and reflect on teacher competences and appropriate educational settings
  - Share ideas and experiences
- Workshop methodology
  - Background presentation, practice, reflection, discussion



# How about you?!

## In one minute!

- Name
- Organization you represent or what you do
- Reason(s) for attending this workshop



# More specifically....

- Active learning – *TELL ME AND I FORGET, SHOW ME AND I MAY REMEMBER, INVOLVE ME AND I WILL UNDERSTAND!*  
(CHINESE PROVERB)
- Tools – Activities, manuals, ideas, creative methods
- Social and Emotional Competences

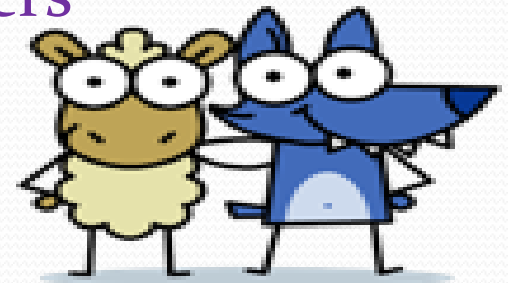


# Social/Emotional Competences

- Being responsible, honest and trustworthy
- Forming and maintaining strong and healthy relationships with others (work, friend, intimate)
- Working as part of a group, cooperating
- Good self-awareness, self-respect and self-esteem
- Ability for problem-solving
- Communicating thoughts and feelings
- Managing own emotions
- Empathising with the emotions of others

# Social/Emotional Competences

- Accepting and respecting the presence of differences among people
- Knowing how to manage and resolve a conflict
- Reflecting on own experiences, values and beliefs
- Being fair about the rights of others and assertive about own rights and needs
- Setting life goals
- Appreciating interdependence with others



# Cypriot adolescents' suggestions for improving formal education

- More time for the development of social skills and human values
- Utilization of a variety of teaching styles so that various intelligences are enhanced
- More interactive learning, through experiential methods, dialogical discussions, use of modern technology, video screenings, creativity, challenge and motivation
- Education based on the principle “every student matters”
- More opportunities to students with lower grades for distinction and success, through various in-school activities
- Encouragement towards all students for developing their skills and talents

**In other words....**

**Active learning methods  
are necessary but not  
included in the  
curriculum!!**



# Philosophy about learning

- Learning takes place throughout life
- Intrinsic motivation is the most valuable learning drive
- The uniqueness of each individual, their past experiences and understanding, should be valued and considered in their learning plan
- All individuals are equal
- Individuals have a natural potential for learning and personal growth
- When an individual's potential is released it will be positive, constructive, social, forward moving and creative
- Learning about a subject is interconnected to learning about the self. Whenever any learning occurs, there's a change in the learner's view of themselves
- Learning is deeper and more lasting when it involves the whole person –feelings as well as intellect

*Tools for Development Handbook(2003)*

# Theory and Policy

- Emotional Intelligence (Goleman), Multiple Intelligences (Gardner)
- Learning theories –(e.g. Constructivist, Humanistic, Social)
- Experiential learning (Experience-Reflect-Generalize-Apply-Experience...) (Dewey, Lewin, Piaget, Kolb)
- Non formal education (NFE)
- UNESCO's 4 pillars of learning (Know –Be –Do –Coexist)
- Key competences for lifelong learning (Social and Civic, Learning to Learn) – European Commission

# Edgar Dale's Cone of Experience

People generally remember...  
(learning activities)

People are able to...  
(learning outcomes)

10% of what they read

Read

Define List  
Describe Explain

20% of what they hear

Hear

30% of what they see

View Images

Watch Videos

Demonstrate  
Apply  
Practice

50% of what they see and hear

Attend Exhibits/Sites

Watch a Demonstration

70% of what they say and write

Participate in Hands-On-Workshops

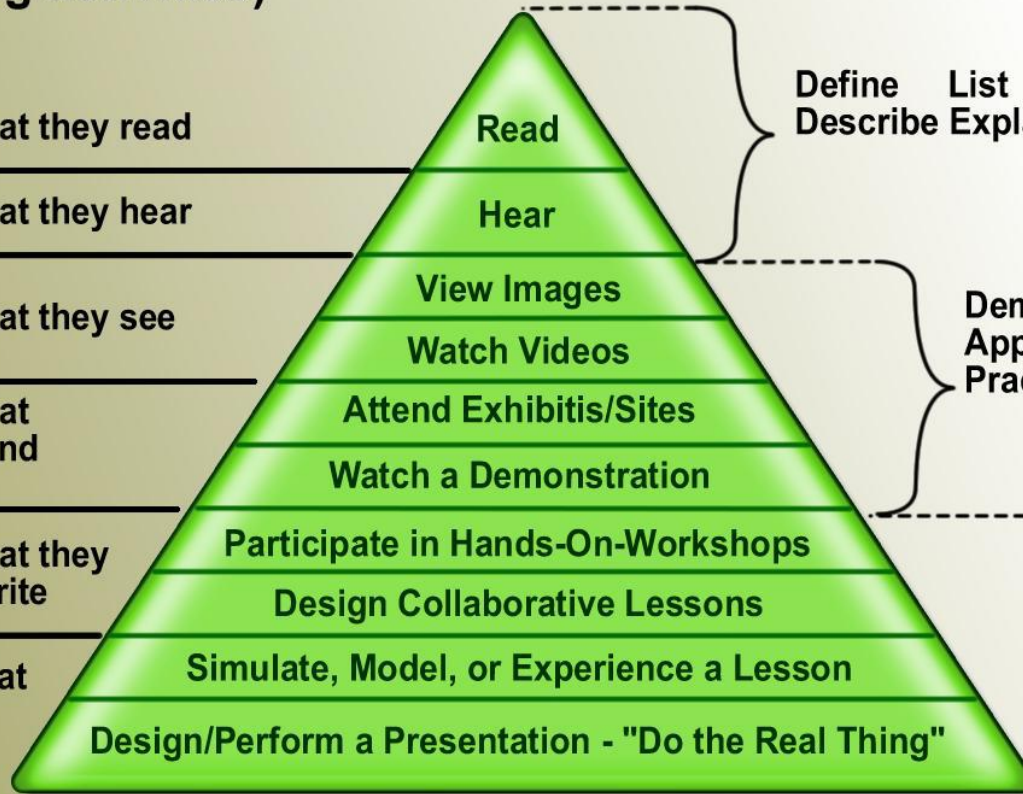
Design Collaborative Lessons

Analyze  
Define  
Create  
Evaluate

90% of what they do.

Simulate, Model, or Experience a Lesson

Design/Perform a Presentation - "Do the Real Thing"



# Research

## Why develop Social and Emotional competences:

- Protective factor against psychosocial problems
- Creation of positive social relationships, inclusion in schools –prevent isolation and withdrawal
- Prevent aggressiveness
- Promote academic competences



# Research

- Does Active Learning Work? A Review of the Research (Prince, M., 2004, J. Engr. Education, 93 (3), 223-231)
- Active Learning: Creating Excitement in the Classroom (Bonwell, C. C., Eison, J. A., 1991, ASHE-ERIC Higher Education Report Nr. 1)
- Cooperative learning returns to college. What evidence is there that it works? (Johnson, D. W., Johnson, R. T., & Smith, K. A., 1998, Change: The Magazine of Higher Learning, 30(4), 26-35)
- A meta-analysis of national research: Effects of teaching strategies on student achievement in science in the United States (Schroeder, C. M., Scott, T. P., Tolson, H., Huang, T., & Lee, Y., 2007, Journal of Research in Science Teaching, 44(10), 1436-1460)
- Evidence for the Efficacy of Student-active Learning Pedagogies (Froyd, J. E., <http://trc.virginia.edu/wp-content/uploads/2013/07/Evidence-for-Efficacy-Froyd.pdf>)

# Research

- Visible Learning a synthesis of over 800 meta-analyses relating to achievement (Hattie, J.A., 2009, London: Routledge)
- Classroom Instruction that works (Marzano R. Pickering, D. Pollock, J., 2001, Alexandria: ASCD)
- Evidence Based Teaching, 2nd Edition (Petty, G., 2009, Cheltenham: Nelson Thornes, [www.geoffpetty.com](http://www.geoffpetty.com))
- Commonsense Methods for children with Special Educational Needs. 4thEd. (Westwood, P., 2003, London: RoutledgeFalmer)

# Non-Formal Education Methods

- Engage learners in the learning process in a meaningful, reflective way (what they are doing, what they are learning, how they are learning, why they are learning)
- Offer possibilities for active participation and cooperation
- Improve the understanding of important ideas and information
- Improve the quality of interpersonal interactions, self-esteem and professional achievement
- Improve the learning climate
- Develop the learners' sense of mastery
- Allow learners to contribute to shaping the learning process

*\*The results are not always immediately visible*

# Practical implementation (activities)

- Ice-breaking and getting to know each other
- Sharing
- Problem-solving/Collaboration



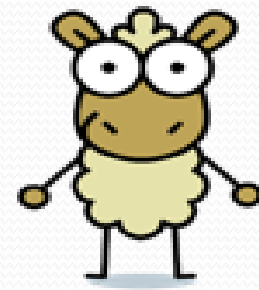
# How was this for you?

- Any intense feelings?
- Observations about yourself and your role in the group?
- Observations about others and their role in the group?
- Any connections to your daily reality (work or life)?



# Key issues!

- Teacher/educator competences for implementing active learning methods
- Appropriate educational settings
- Inclusion of the methods in the formal curriculum



# Possible future research (?)



- Identify specific activities whose effect can be assessed
- Select target population
- Activity implementation in group work
- Before and after implementation self-evaluation (student)
- Before and after implementation student evaluation (educator)
- Recording of the students' personal narrative
- Effects on self-awareness, self-esteem, self-description, teamwork skills, leadership skills



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Who says a conference is boring? In the workshop of Charis Charsmboulos we breakdanced, singing and hammering a nail in the wall [#EAPRIL2014](#)



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Tell me and I forget, show me and I may remember, involve me and I will understand [#EAPRIL2014](#) workshop active learning social competences

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A nice way to introduce yourself in 1 minute at the workshop of Charis Charamboulos @ [#EAPRIL2014](#)



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