

# 5 ขั้นตอนการสอนแบบ ACTIVE LEARNING



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## ขั้นกระตุ้นความสนใจ

ออกแบบการสอนที่เน้นใช้กระบวนการตั้งคำถามเพื่อให้ผู้เรียนได้นำไปคิดต่อและเกิดขั้นตอนต่อ

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## ขั้นสำรวจและค้นหา

ออกแบบการสอนให้เกิดการคิดวิเคราะห์จากข้อมูลที่หาได้ว่าควรเชื่อถือหรือสงสัยข้อมูลจากไหน อีกทั้งผู้เรียนยังได้เกิดองค์ความรู้ใหม่ ๆ จากการหาข้อมูลอีกด้วย

03

## ขั้นอภิปรายและลงข้อสรุป

สร้างการพูดคุยกันซึ่งมีรูปแบบ การ เรียน รู้ที่กระตุ้นให้เกิดปฏิสัมพันธ์ในใจของเรียน ทำให้เกิดการแสดงความคิดเห็นและช่วยกันสรุปผลข้อมูลซึ่งเป็นการเรียนแบบร่วมมือกันเรียน

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## ขั้นสร้างผลผลิตของความเข้าใจ

เป็นการนำความรู้ที่ได้ค้นคว้าและสรุปผลมาใหม่ไปเชื่อมโยงกับความรู้อื่นหรือแนวคิดที่ได้ค้นคว้าเพิ่มเติม ส่งผลให้สามารถเชื่อมโยงกับเรื่องต่าง ๆ และทำให้เกิดองค์ความรู้ที่กว้างขวางขึ้น

05

## ขั้นสะท้อนผลผ่านชุมชนแห่งการเรียนรู้

เป็นการประเมินการเรียนรู้ว่าผู้เรียนมีความรู้มากน้อยเพียงใด ในขั้นนี้จะสามารถนำความรู้ไปประยุกต์ใช้ในเรื่องอื่น ๆ ทำให้เกิดเป็นกระบวนการที่ต่อเนื่องกันไปเรื่อย ๆ

# Active Learning In Ninety Minutes

**Catherine Ross, Jane Dunphy**



## **Active Learning In Ninety Minutes:**

*Active Learning in 90 Minutes* Allan Scott, 2004-12-01 This is another in the in Ninety Minutes series which offers the reader a comprehensive but easily read and easily digestible text covering a specific topic in an hour and a half of study It is still the case in many organisations that managers are selected primarily for their knowledge of the main productive process in which the business is involved Whatever else is required in the appointment is often overlooked this results in good technical people having to face a raft of new responsibilities of which they have little or no knowledge This excellent book is also a self managed personal development programme which encourages people to become adept in the process of Active Learning learning by doing the same principles used when learning to ride a bicycle or drive a car By working through a series of four Active Learning modules the reader will learn to become a better manager and use techniques immediately within the operational requirements of the job The great joy of this method is that huge improvements are possible while not losing working time with off the job training

*Teaching Information Literacy Skills to Social Sciences Students and Practitioners* Douglas Cook, Natasha Cooper, 2006 Teaching Information Literacy to Social Sciences Students Practitioners is a second discipline based casebook from ACRL This volume is based on the ACRL Information Literacy Competency Standards and presents cases on learning situations and how they can be analyzed and addressed Also included are descriptions of instruction sessions for each case notes and teaching resources Each case explicitly reflects one or more of the ACRL Information Literacy Standards This practical collection of cases and applications brings a new set of resources to librarians doing instruction in the social sciences Contributors cover such topics as data literacy visual literacy and developmental research skills training Information on teaching undergraduate graduate and international students and how to incorporate information literacy into various social science curricula are also presented

### **Learn How to Learn**

Muhammad Muhammad , 2026-02-06 Learn How to Learn The Practical Guide to Building a Mind That Can Learn Anything Why do you study a lot but master very little The problem is not your intelligence memory or motivation The problem is how you learn This book is not about educational theories fake motivation or success stories It offers a clear practical system that teaches you How to understand instead of memorize How to detect the illusion of understanding How to learn any skill from scratch How to build real focus and deep concentration How to learn independently without getting lost online If you often Start learning but never finish Understand explanations but freeze when applying Consume courses with no real results This book was written for you Learn How to Learn is not a book to read passively It is a tool designed to change the way you think about learning permanently Apply its methods and you will gain one essential skill the ability to learn anything by yourself

**Strategies for Teaching Assistant and International Teaching Assistant Development** Catherine Ross, Jane Dunphy, 2007-10-12 Written for anyone who works with graduate students to support their teaching efforts in American research universities this book draws on the extensive experience of professional educators who represent a variety of

programs throughout the United States They understand the common constraints of many TA development classes workshops and programs as well as the need for motivating and sophisticated techniques that are at the same time practical and focused Their contributions to this book have proven to be effective in developing the sophisticated communication skills required by TAs across the disciplines *Teaching and Learning English in Japanese Classrooms* Darren Elliott,2023-05-19 This book shows how English language instructors in Japan explored the questions and issues which most closely affected them and their students in the language learning process Each of the teacher researchers had a puzzle After reviewing existing literature each writer found a way to adjust their practice and in these chapters they report on the results Topics include educational technology learner autonomy feedback and novel approaches to listening reading and writing instruction Although the contributors are working in Japan classroom practitioners from the wider international language teaching community can benefit from the practical teaching approaches and accessible descriptions of practitioner research to be found in this book A secondary audience of educational managers and teacher trainers will also find value in chapters which outline the ways in which an environment conducive to practitioner research can be facilitated Innovation in Language Learning and Teaching Sin Wang Chong,Hayo Reinders,2024-11-25 This book investigates the ways in which new developments in areas of language teaching practice such as policy making planning methodology and the use of educational technology are locally adopted adapted and initiated and implemented in the four nations of the United Kingdom England Northern Ireland Scotland and Wales By looking at the drivers stakeholders obstacles and affordances in particular regional contexts it is possible to gain a deeper insight into the ways in which change processes occur This will help anyone involved in language development from curriculum reform to materials development and from programme evaluation to the setting of assessment standards The chapters in this book cover all aspects of language education in England Northern Ireland Scotland and Wales from the primary to tertiary levels in both private and public settings as well as innovations at local regional and national levels The book will be of particular interest to those involved in managing change in language education that attempts to mediate between global trends and local needs **ILO Programme on HIV/AIDS and the World of Work** International Labour Office,2002 Promoting Active Learning Chet Meyers,Thomas B. Jones,1993-05-11 This book offers a practical guide to successful strategies for active learning Presenting a wide range of teaching tools including problem solving exercises cooperative student projects informal group work simulations case studies role playing and similar activities that ask students to apply what they are learning Promoting Active Learning draws on the classroom experiences and tips of teachers from a variety of disciplines *Teaching Health Humanities* Olivia Banner,Nathan Carlin,Thomas R. Cole,2019-01-23 Teaching Health Humanities expands our understanding of the burgeoning field of health humanities and of what it aspires to be The volume s contributors describe their different degree programs the politics and perspectives that inform their teaching and methods for incorporating newer digital and multimodal technologies into

teaching practices Each chapter lays out theories that guide contributors pedagogy describes its application to syllabus design and includes at the finer level examples of lesson plans class exercises and or textual analyses Contributions also focus on pedagogies that integrate critical race feminist queer disability class and age studies in courses with most essays exemplifying intersectional approaches to these axes of difference and oppression The culminating section includes chapters on teaching with digital technology as well as descriptions of courses that bridge bioethics and music medical humanities and podcasts health humanities filmmaking and visual arts in end of life care By collecting scholars from a wide array of disciplinary specialties professional ranks and institutional affiliations the volume offers a snapshot of the diverse ways medical health humanities is practiced today and maps the diverse institutional locations where it is called upon to do work It provides educators across diverse terrains myriad insights that will energize their teaching

**Active Learning** David W. Johnson, Roger T. Johnson, Karl A. Smith, 1991

**Curriculum Theory, Practice and Active Learning in Changing Societies** Toomas Tenno, 2002

*Active Learning* Charles C. Bonwell, James A. Eison, 1991 This monograph examines the nature of active learning at the higher education level the empirical research on its use the common obstacles and barriers that give rise to faculty resistance and how faculty and staff can implement active learning techniques A preliminary section defines active learning and looks at the current climate surrounding the concept A second section entitled The Modified Lecture offers ways that teachers can incorporate active learning into their most frequently used format the lecture The following section on classroom discussion explains the conditions and techniques needed for the most useful type of exchange Other ways to promote active learning are also described including visual learning writing in class problem solving computer based instruction cooperative learning debates drama role playing simulations games and peer teaching A section on obstacles to implementing active learning techniques leads naturally to the final section Conclusions and Recommendations which outlines the roles that each group within the university can play in order to encourage the implementation of active learning strategies The text includes over 200 references and an index JB

*Reading in 2010* Michael F. Shaughnessy, 2010 This book examines and explores some of the various domains of reading as we approach the year 2010 and establishes a foundation for future research as we enter the next decade The book contains sixteen chapters which discuss some of the critical areas of Contemporary teaching strategies are examined as well as the importance of early nutrition and early literacy endeavours The realm of fairy tales the great books as well as key American authors will be explored Differentiated instruction as well as a trans disciplinary approach to reading is explored The realm of assessment both formal and informal is examined Cultural social and political aspects of this highly volatile area are all explored Implications for future research and future reading endeavours are offered

**Active Learning for Fours** Debby Cryer, Thelma Harms, Adele Richardson Ray, 1996 This publication has over 470 activities for children 48 60 months old The activities are easy to read and do with one child or a small group

Designs for Active Learning Gail Gradowski, Lonne

Snavely, Paula Dempsey, 1998 This practical book for instruction librarians provides 54 active learning exercises useful for planning library instruction ranging from one or more classroom instruction sessions to full semester library credit courses Coverage includes exercises on basic library skills online searching resource evaluation and discipline oriented library instruction all provided by practitioners in college and university libraries Each exercise includes an introductory description level of activity e.g. basic intermediate advanced time required size of class preparation needed class instructions and discussion with appropriate handouts A 3.5 disk using Microsoft Word 6.0 accompanying the book contains the handouts forms and teaching aids illustrated in the book so that the exercises are readily adapted for local use The book includes an introductory essay on active learning in library instruction and a list of selected readings The style is clear and easy to follow providing instruction librarians with usable examples of how to incorporate active learning techniques to improve library instruction Leadership for Highly Successful Middle Level Schools Jerry W. Valentine, 2004 **Learning Together and**

**Alone** David W. Johnson, Roger T. Johnson, 1999 Argues that the three learning models can all be used productively and integrated into the same lesson that students can compete for fun work autonomously and cooperate effectively with others Emphasizes the equal importance of students knowing when to do each Earlier editions appeared between 1975 and 1994

**Class Warfare** J. Martin Rochester, 2002 Creating a fever chart of what is wrong in the nation's classrooms a professor reports on current education fads and how they are harming children of all abilities *Science Inquiry, Argument and Language* Brian M. Hand, 2008 *Science Inquiry Argument and Language* describes research that has focused on addressing the issue of embedding language practices within science inquiry through the use of the Science Writing Heuristic approach In recent years much attention has been given to two areas of science education scientific argumentation and science literacy The research into scientific argument have adopted different orientations with some focusing on science argument as separate to normal teaching practices that is teaching students about science argument prior to using it in the classroom context while others have focused on embedding science argument as a critical component of the inquiry process The current emphasis on science literacy has emerged because of greater understanding of the role of language in doing and reporting on science Science is not viewed as being separate from language and thus there is emerging research emphasis on how best to improving science teaching and learning through a language perspective Again the research orientations are parallel to the research on scientific argumentation in that the focus is generally between instruction separate to practice as opposed to embedding language practices within the science classroom context **University of Detroit Mercy Law Review**, 2003

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