

## CONTENTS

---

<b>Foreword</b>	<b>xvii</b>
<b>Acknowledgments</b>	<b>xix</b>
<b>What Is Active Learning?</b>	<b>1</b>
Defining Active Learning	1
How Much Active Learning Occurs?	2
What Leading Educators Say	3
A Serious Problem for Higher Education	4
<b>The Modified Lecture</b>	<b>7</b>
Timing for Enhanced Retention and Comprehension	10
Tests and Quizzes	11
Demonstrations	12
Alternative Formats for Lectures	13
Student-Generated Questions	14
Are Large Classes a Special Case?	14
<b>Questioning and Discussion</b>	<b>21</b>
A Supportive Classroom Environment	21
Discussion Material	23
Types of Questions	24
Effective Techniques of Questioning	27
Discussion Strategies and Style	29
<b>Additional Strategies Promoting Active Learning</b>	<b>33</b>
Visual-Based Instruction	33
Writing in Class	35
Problem Solving	38
Computer-Based Instruction	41
Cooperative Learning	43
Debates	45
Drama	46
Role Playing, Simulations, and Games	47
Peer Teaching	50
<b>Barriers to Change in the Classroom</b>	<b>53</b>
Global Barriers to Change	53
Barriers to the Use of Active Learning	59
Risk: The Greatest Barrier of All	62
<b>Conclusions and Recommendations</b>	<b>65</b>
The Role of College and University Faculty	65
The Role of Faculty Developers	71
The Role of Campus Administrators	73
The Role of Educational Researchers	76
<b>References</b>	<b>81</b>
<b>Index</b>	<b>95</b>