Active vs Passive Learning

When to use: When teaching about meaningful learning/cognitive processing via active and passive learning

Purpose: To demonstrate the impact of learning that is meaningful (groups 3 and 4) and learning that is not (groups 1 and 2). This also translates into learning that involves higher levels of processing (groups 3 and 4) and lower levels of processing (groups 1 and 2).

Materials: Each student needs a copy of the scoring sheet. The teacher needs a copy of the probe word pairs.

Directions: Inform the students that they will see (via PowerPoint) a series of 12 words pairs, such "rising sun" or "soft shoe." They are to complete the directions as written on their Group directions.

Hand out the Group directions for all four groups and allow individuals time to read and understand the directions. Once everyone has read and understood their individual directions, begin the slide that shows the word pairs (or you could just read the word pairs, pausing after each so that students can complete their assignment task).

After the 12 word-pairs have been shown (or read), hand out the scoring guide that contain the 12 word-pairs with one word missing per pair. Students are to fill in the missing word from memory.

Time: This activity should take about 20 minutes.

Notes: Generally, students in groups 1 and 2 will remember about 4 of the word pairs and students in groups 3 and 4 will remember about 10 of the word pairs.

Source: I just made this one up.

Group 1

Directions: You will see a series of word pairs, such as "drinking dog." When you see each word pair, count the number of vowels and the number of consonants. Record your answers below.

1. Vowels: Consonants: 7. Vowels: Consonants:

2. Vowels: Consonants: 8. Vowels: Consonants:

3. Vowels: Consonants: 9. Vowels: Consonants:

4. Vowels: Consonants: 10. Vowels: Consonants:

5. Vowels: Consonants: 11. Vowels: Consonants:

6. Vowels: Consonants: 12. Vowels: Consonants:

Group 2

Directions: You will see a series of word pairs, such as "drinking dog." When you see each word pair, repeat each word pair 5 times, checking off each box as you do (see below).

1. ❑ ❑ ❑ ❑ ❑   7. ❑ ❑ ❑ ❑ ❑

2. ❑ ❑ ❑ ❑ ❑   8. ❑ ❑ ❑ ❑ ❑

3. ❑ ❑ ❑ ❑ ❑   9. ❑ ❑ ❑ ❑ ❑

4. ❑ ❑ ❑ ❑ ❑   10. ❑ ❑ ❑ ❑ ❑

5. ❑ ❑ ❑ ❑ ❑   11. ❑ ❑ ❑ ❑ ❑

6. ❑ ❑ ❑ ❑ ❑   12. ❑ ❑ ❑ ❑ ❑

Group 3

Directions: You will see a series of word pairs, such as "drinking dog." When you see each word pair, write a 4- or 5-word sentence using the two words (in order), such as "The drinking dog slurped" or "A drinking dog never sits" in the space below. Write quickly!

1. _____   7. _____

2. _____   8. _____

3. _____   9. _____

4. _____   10 _____

5. _____   11 _____

6. _____   12 _____

Group 4

Directions: You will see a series of word pairs, such as "drinking dog." When you see each word pair, create a mental image of the two-word phrase. Then, rate how hard it was to create that image (1 = Hard; 2 = Neutral; 3 = Easy) and write that rating in the space below.

1. _____   7. _____

2. _____   8. _____

3. _____   9. _____

4. _____   10 _____

5. _____   11 _____

6. _____   12 _____

Word Pairs

Directions: Provide the missing word for each word pair.

1. Falling _____

2. Blue _____

3. _____ Sun

4. _____ Day

5. Quiet _____

6. Friendly _____

7. _____ Food

8. _____ Airplane

9. Picture _____

10. Walking _____

11. _____ Child

12. _____ Poetry

Word Pairs

1. Falling Snow

2. Blue Sky

3. Bright Sun

4. Windy Day

5. Quiet Forest

6. Friendly Wolf

7. Cold Food

8. Big Airplane

9. Picture Frame

10. Walking Tiger

11. Laughing Child

12. Writing Poetry