Effect of Active Teaching on Active and Informal Learning

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ABSTRACT

The active participation of students is an inherent requirement of any educational intervention. Indeed, active teaching and working in subgroups is a method which promotes motivation among students in active informal learning.
In this study, we have shown that the subgroups work, as a means of active learning, has improved student performance as well as a self-efficacy to control the content.

Indexing terms/Keywords

active teaching, subgroup work, informal learning, active learning

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INTRODUCTION

With the demands of the labor market, higher education is increasingly developing skills. Thus the active participation of students is an inherent requirement of any educational intervention. On the one hand, theories of learning, including social constructivist theories, argue that it teaches by building his own personal knowledge effort. On the other hand, "we know that educational contexts and the nature of the information processing are performed when learning condition the transferability of knowledge "(Vanpée D., V. Godin, M. Lebrun, 2008).

Henceforth, the creation of teaching sequences that are part of a constructivist perspective where the student is an actor in the construction of his knowledge, becomes a complex and creative activity that requires skills in at least three areas: the disciplines and their competency frameworks, theories of ecological and socio-constructivist learning, and the social psychology of groups which provide the tools needed to manage interactions favorable to learning (L. Peeters, 2005).

This innovative pedagogy has been translated into active teaching methods such as: learning based on the designs, interactive lecture, case study, the cooperative learning group, or work in small groups, the oral presentation, the use of problem situations, the panel and the socio-cognitive discussion, problem-based learning, project-based teaching, learning by operating error, convergent learning, teaching based on information technologies and communication… These tools facilitate the development of transferable skills, key skills required in the labor market.

In this paper, we proposed to identify the effects of subgroup work to improve the development of active and informal learning. The study was conducted on a sample of students enrolled in the third year license business administration. The class was subdivided into group work.

Why active and informal learning

Active learning based on the following principles making students involved in their training to use interactive methods , fun , inspired by experience , to step back , encouraging group work, work long-term , promote the self-assessment and appropriate positive changes.

Indeed, it generates practical lessons, to learn the lively discussions between teachers and students and learn from, reflective writing and teamwork. Students, actively, participate in multiple learning contexts. Thus learning evolves in formal and informal settings.

Informal learning is a course-related activity outside the classroom that centers around students' self-directed and independent learning activities including peer-to-peer interactions (Aspden and Thorpe, 2009; Jamieson, 2009). In particular, networking is considered an informal learning strategy (Marsick and Watkins, 1990). Based on empirical evidence from MBA students, Yang and Lu (2001) suggest that informal learning ought to be an essential component in education, because it enhances academic performance. As 'non-classroom, disciplinary-based facilities' (Jamieson, 2009: 20) for informal student learning activities continue to decrease, Jamieson (2009) highlights the need to create outside-of-class options for students to interact.

WORK IN SUB-GROUPS

Work in sub-group is simply to divide the class into groups around a specific task. The interactions between students generate cognitive development among students and allows for learning, through a comparison of performances, to overcome some obstacles. It allows learning with and through others.

Work in sub-groups is often associated with chaos and waste of time. This is due to the fact that managing the work of subgroups requires training and careful preparation. It is not fair enough to divide the whole class into subgroups to succeed in this type of education.

This type of indirect teaching (L. Peeters, 2005) fosters creativity and development skills in the field of interpersonal relationships. The teacher becomes a counselor and a coach that organizes the learning environment, promotes inductive reasoning students, aims at personalized understanding and pushes students to make decisions and solve problems.

Objectives

According to Philippe Meirieu, work in sub-groups, addressed five objectives:

Finalization

 The goal is to reach students "need to know" more than knowledge and it is this objective that this type of teamwork should be evaluated. It is not concerned at first about how the task is done. We will not mind the existence of a "division of labor" at the end of which some are more active than others, but it's primarily interested in mobilizing its character, the obstacles it can meet and the gaps it allows you to discover. The question here will embody the ongoing goal and after the completion of the task as the question is follows: "what difficulties the group has encountered? What should everyone learn after facing these challenges alone?

Socialization

Again, the main purpose is not learning course in the cognitive sense of the term. Not that such learning cannot occur, but they are not a priority. The key lies in social attitudes of students. This is learning to organize joint work, plan the steps that is, to find everyone a place allowing it to fit into the group, to demonstrate skills but it has not yet recognized, to disengage from a negative image that others have of him. It can also build a network of communication between people who do not know or work on the need for the act to achieve social relations where people are not destroy by each other. The question constantly asked why such teams work? This will focus on the social processes at work which must be constantly questioned. "What you learn on the necessary conditions of a collective effort? What everyone can do to improve social relations within the group or team? "

The mentoring

In this case, it is good to place learning at school on a cognitive nature in the heart of the device. Here, however, it is not the teacher who is responsible for "teaching ", but a student who is placed at the in the position of a "monitor». The strict sense, there is no team work insofar as social interactions are dual relationships as in the traditional classroom - between the monitor and each student. However, the division of the class into small groups can play two essential roles: use the heterogeneity of students (often experienced as disability) to introduce differentiated forms of work and allow Students placed in the position of monitors to reinforce their learning by ordering. Therefore , it is important, that in a way or another , this type of teamwork is established and students placed in the position of monitors " turn " as regularly as possible , "Who is taught to teach , "says Gaston Bachelard . For teaching, the monitor is placed in a position to restore, by the inquiry of the other, the rationality of what he has learnet. The question that must be asked for the students involved in this type of work is as follows: "What have you learnt from the other? Or have you understood what has been said before?"

The confrontation

This is to use peer interaction to destabilize representations or prejudice. This is the contradiction, you have to create inter argument to allow everyone to test his ideas and discuss them. Teamwork here is a way to operationalize the socio-cognitive conflict as advocated by psychologists: everyone being challenged to justify his point of view and being subjected to the criticism of others. There is a progressive construction of object relations by dissociation of what belongs only to the subjective world of a subject and what may be called a "common purpose" built into the experience of inter-subjectivity. It is obvious that in this procedure, the teacher must be especially careful not to let them play massively on relations ; capturing , fascination or domination that could substitute for the construction of the object relationship and expel a student from his imagination to the imagination of another. Issues that may regulate this type of work are: "On what designs everyone has changed his mind? Why? Were you really have you really believing How? Could you convince someone your turn to what you discovered?

Learning itself

Laerning itself, the identified cognitive objectives and assumed operation of the strictly regulated team. The teacher must, first, ensure that there is a rule of operation that allows everyone to participate in the common task and that this rule is respected and must then provide the means to each in the participants by prior preparation or individual work on materials which will be the only one to have and which are necessary to the fulfillment of the common task. Finally, it must be clear that the objective is the acquisition through joint work of new knowledge. The group becomes a place where the relationship between persons operates as they allow, by confrontation, a clear concept, improve individual work, awareness of complex phenomena, etc. . In all cases, the practice of «cross- group " or " intergroup " allows for effective regulation. After working on different targets, each team, or new groups are formed where each students only representative of his original team and must share what he discovered in his group. The question here is at the heart of the work: "What everyone has learnt thanks to his participation in the common task common? » And the assessment should, in any case, be on the individual acquisitions performed by students.

Steps of work in subgroups

To engage in work in small groups during a class session, we propose the following methodology:

1- The teacher briefly introduces the basics of the theory to use (preferably using a power point presentation) - (10 minutes) and start a discussion about a problem situation.

2- Students are divided into groups (5 students per subgroup), roles are distributed (facilitator script, rapporteur, time keeper and organizer data) and visualize a film sequence or analyze an image or document theory presented in the (10 minutes) session.

3- The sub-group present their answers and agree on a single answer set representing the entire subgroup. The facilitator leads the discussion, the script notes, the decisions made on a transparent, may the keeper of time control and time involved in the debate, the organizer of data and the rapporteur are also involved. The teacher does not just circulate in overseeing the work of sub-groups, but he settled next to each subgroup ensuring the role of a guide of the discussion and avoiding giving answers (15 minutes).

4- Each of the rapporteurs of each group has 3 to 5 minutes to present the results of the reflection made in class

group. The teacher leads the discussion and starts probing into questions (15 minutes). To avoid duplication, the rapporteurs can complete what is lacking in presentations of their colleagues.

5- Subgroups get back to work around a document distributed by the teacher. The exploitation of the document is first individually and then the exchange is in a group to complete the probing Record guide (15-20 minutes).

6- Each of the rapporteurs of each group has 3 to 5 minutes to present the results of the reflection made in class group. The teacher leads the discussion (15 minutes).

7- Institutionalization - The teacher gives a summary (preferably with use a power point presentation) - (5-10 minutes)

The effects of subgroups work

- Working in subgroups is among active learning strategies showed improved performance and self-efficacy of students to master the content.

- Work in sub-groups allows for "learning to cooperate and to cooperate in order to learn". Defend the work in sub-groups and question the relevance of "masterful passive" does not in any sense "ban" all forms of masterful method. Alternative methodology in teaching, such as using "interactive lecture" sometimes thought-provoking and seems to be very effective with some students and in certain situations.

- Students are active, participatory and motivated. The variety of activities (viewing a movie sequence ,record operating guide and documents, socio-cognitive debate , words taken during pooled intermediaries, interactive lecture , etc. .) push to invest in any time . The concepts are constructed and understood as the session target .This way of working is better than storing content to target development. skills (communicating in public, work in teams, write a coherent text, leads a discussion , use a document, accept each other,...) . The teacher is in turn active (boredom teacher is transferable to students). He plays, especially the role of as animator and a designer of a class sessions rather than a transmitter of information. Its course, even during times of magisterial interventions, is interactive. It is "day" because it is the quest of recent articles and adequate film sequences. The teacher intervenes little: it is the students who are active in most of the time. It happens to manage its class to motivate students, to involve them in learning and give meaning to his work.

CONCLUSION

The results discussed here do not provide conclusive evidence for the wholesale use of working subgroup active learning in university education, but they do contribute to the growing body of knowledge in support of these strategies.

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