

# Adapting Active Learning Techniques for Traditional Classroom Settings

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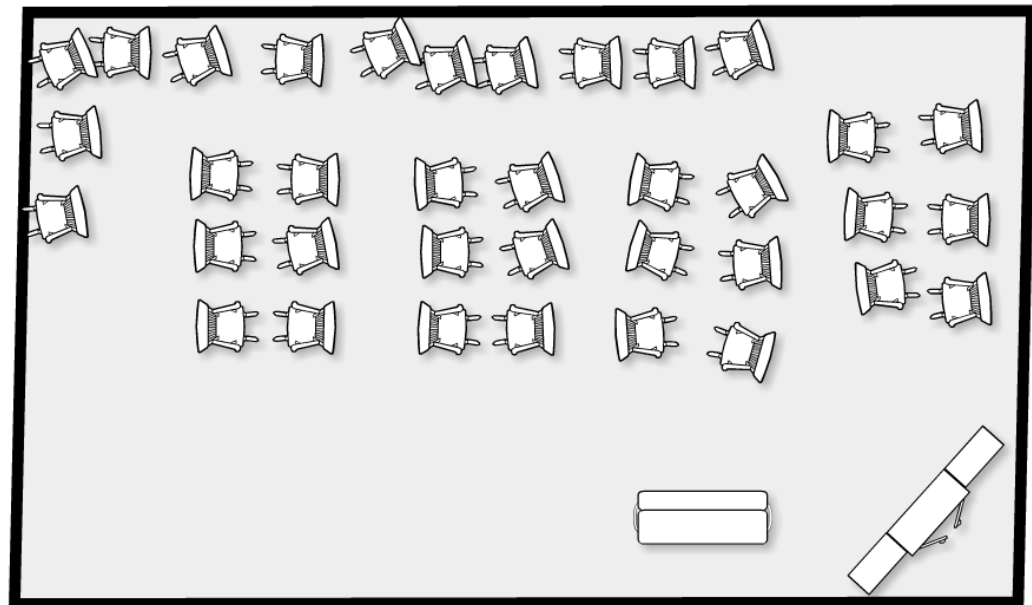
# Classroom Krug Hall 253



# Arlington Classrooms



# Robinson Hall B124



# How could you do active learning in this classroom?

- What are the constraints of this layout?
- What kind of classrooms have you experienced?
- What can you do to adapt the classroom to your needs?
- What can you do to adapt your teaching methods to the classroom?



Creating the Space for Engaged Discussions  
By: Kevin Gannon, PhD

# Outdoor Facilities



## Adapting Active Learning Techniques for Traditional Classroom Settings

### Reasons to do active learning.

- Students learn from each other.
- Students take responsibility for their learning.
- Valuable classroom time used for application.
- Students are more involved and enjoy class.
- Meet the learning outcomes for Mason general education courses and retain needed information.
- More fulfilling for the teacher and more fun.

### Possible problems in active learning.

- Students may feel uncomfortable.
- It can take several classes to change the culture.
- Creativity can open up new learning approaches.

### How to adapt a traditional classroom to an active learning style.

- Rearrange the chairs to allow students to see each other.
- Ensure there is room for the instructor to move among the desks.
- Arrange for portable white boards to empower students.
- Move to a more public setting, e.g. outdoors weather permitting.

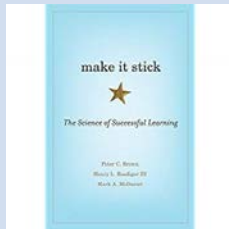
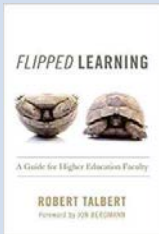
### How to adapt teaching style to the classroom constraints.

- Use the “check-in” exercise.
- Think-pair-share is probably already in your teaching toolbox.
- Arrange for small group-work in alternate locations.
- Creativity can open up new learning approaches.

Do you have other ideas to share?

### Tools and Processes:

Flipped Learning – Retention -- Practical Ideas



### References:

**Flipped Learning: A Guide for Higher Education Faculty**  
by [Robert Talbert](#)

**Retention - Make It Stick: The Science of Successful Learning 1st Edition**  
by [Peter C. Brown](#), [Henry L. Roediger III](#), [Mark A. McDaniel](#)  
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