

Student Learning Plan

Unit 3: Foundations for Success

Becoming an Active Learner [U3C1L4]



Why this is important:

Active learners do not wait for learning to happen — they make it happen. You learned to crawl, to stand up, to walk, and many other things because you wanted to learn them. This desire to learn something made you ask the people around you for help. Active learning is an instinct with which you were born. In this learning plan you will discover your active learning strengths and weaknesses. You will also learn how to improve your thinking and learning skills to become a more effective learner.



What you will learn to do:

(Competency)

Determine the thinking/learning skills necessary for improving active learning



How you will know when you are succeeding:

You will demonstrate your competence:

- by creating an Active Learning Action Plan

Your performance will be successful when:

- Action Plan describes how your personal behavior or characteristics have impacted how you learn and think
- Action Plan details the thinking/learning behaviors that you are targeting for improvement
- Action Plan list specific strategies for improving your personal behavior or characteristics to become a more active learner
- Action Plan lists the resources and activities you will use to help your skill development
- Action Plan summarizes how you will record your progress
- Action Plan describes how and when you will assess your improvement



Knowledge and skills you will learn along the way:

(Learning Objectives)

- a. Identify the thinking types and related viewpoints necessary to address typical active learner questions
- b. Distinguish between traits and activities of critical and creative thinkers
- c. Describe the difference between objective and subjective thinking
- d. Distinguish between active learner and passive learner traits
- e. Define key words: active, classify, creative, critical, generalize, objective, passive, predict, subjective, visualize

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Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

- ____ 1. CREATE a Double Bubble Map for each pair of learner/thinker opposites: active learners/passive learners, critical thinkers/creative thinkers, and objective viewpoint/subjective viewpoint. [Work with a small group]
- ____ 2. [SELF-PACED OPTION] CARRY OUT Learning Activity 1 independently.
- ____ 3. LISTEN TO and OBSERVE a briefing about Active Learning. LEARN MORE OR REVIEW by reading Section 4: Becoming an Active Learner in Chapter 1 of your text. WRITE a definition of each term (active learner, passive learner, creative thinker, critical thinker, objective viewpoint and subjective viewpoint) and post it on the wall next to the appropriate half of the Double Bubble Map. [Work with a small group] ANSWER the review questions at the end of the section.
- ____ 4. [SELF-PACED OPTION] CARRY OUT Learning Activity 3 independently.
- ____ 5. PLAY the Learner-Types Game. [Work in teams of 3-6 cadets.]
- ____ 6. [SELF-PACED OPTION] THINK of a scenario from school or life that illustrates how each of the six learning/thinking behaviors could be helpful or useful. WRITE your scenarios in your Cadet Notebook.
- ____ 7. COMPLETE Exercise 1: Asking Questions. [Work individually]
- ____ 8. [SELF-PACED OPTION] Same as above.



Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

- ____ 1. COMPLETE the Active Learning Action Plan Assessment Task. SELF-ASSESS your work using the Action Plan Scoring Guide. SUBMIT your plan to your instructor for feedback and a grade. PLACE your completed Active Learning Action Plan in your Cadet Portfolio.
- ____ 2. [SELF-PACED OPTION] Same as above.