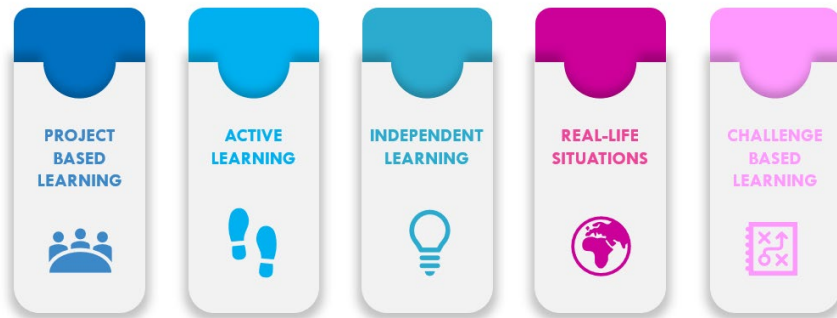


Category description	Category variables	Write here the variables from "Category Variables" that are true for your material
Type of your best practice	Presentation, Briefing of a task, Conduction an exercise, Case Study, Class Draft, Organizing materials, Assessment, Giving Feedback, other	Conduction of an exercise
Which workshop element your best practice could be aligned with?	Opening, Mini lesson, Worktime, Debriefing, All	Worktime
Format	Docx, txt, pdf, jpeg, mpeg.	Docx
Wich location can your practice conducted in?	Classroom, welding workshop, open air (outdoor), all	Classroom
Equipment demand (eg. a practice regarding adjusting a welding machine is prbalbly "high")	Minimal, Normal, High	Normal (computer)
Number of participants	1-4, 5-8, 9-12, 12-15, 16+	12-15, 16+
Group form that is your practice work the best	Individual, small groups, whole class	whole class
Specific skill	<p>Drawing, welds, memorizing, adjusting machines, preparations</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Welding symbols</li> <li>- Welded joints</li> <li>- Welding equipments</li> <li>- Welding processes</li> <li>- Parent materials and its behaviour during welding</li> <li>- Motion coordination development in the case of different welding positions and different welded joint types</li> </ul>	Entrepreneurship Pedagogy

## Active methods of engaging learners



Active learning is "a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement." (Bonwell & Eison 1991).

Project-based learning, active learning or independent learning can be piloted in specific programmes; emerging good practices should be shared amongst teacher educators to eventually become embedded in day-to-day pedagogy. Non-traditional learning environments, such as real-life situations, out of classroom, should be available for all students.

Make room for experimentation. New teaching methods and innovative projects must be given space and support to succeed. Educators must be allowed an experimental attitude, acknowledging that sometimes things will fail.

**Number of participants:** 10-20

**Duration:** About 1hour (contact time) + 1h (extra contact time)

**Objective:** Research and learn about active methods for engaging learners.

### How to conduct:

1. Split the group in at least 5 smaller groups.
2. Each group is assigned the research of one of the above-mentioned active methods of engaging learners and the preparation of a presentation to the whole group. If you wish and the group is big enough you can create an extra group to research a different method that is not mentioned here.
3. Each element of the group does research on the method that was allocated to his/her group. This step should be performed outside the classroom (and workshop contact hours), in its own time and place, and the results of their research should be brought to class in the next session and shared with the rest of his/her group.
4. Each group prepares a presentation of the active method.
5. Presentation of the active methods by each group to the wider group/class.

### Closing remarks

This activity was developed having in mind the flipped classroom instructional strategy, giving the instructor a better opportunity to deal with mixed levels, trainees' difficulties, and differentiated learning preferences during in-class time.

In a flipped classroom, students watch online lectures or carry out research while getting concepts, leaving discussions and more active participatory opportunities to the classroom, with the guidance of the trainer. This allows a better consolidation of the knowledge gained throughout the process.