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USING ACTIVITY-BASED LEARNING TO ENHANCE CLASSROOM EXPERIENCES AND STUDENT LEARNING DURING TEACHING PRACTICE

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ABSTRACT

This paper discusses the student-teacher's experiences during teaching practice using Activity-Based Learning (ABL). ABL states that learners actively construct knowledge through direct experiences and subsequent reflection, moving beyond passive information reception (Baserer, 2020). Throughout the teaching practice sessions, three main classroom tools were regularly used: flashcards to encourage active recall, chronology strips to support sequential understanding, and exit tickets to invite immediate reflection and feedback. Classroom observations focused on how students interacted with these tools, their level of participation, and the nature of their engagement. The use of flashcards encouraged recall and attention, chronology strips supported better understanding of sequences, and exit tickets gave insight into students' learning and self-assessment. Overall, these observations showed that ABL tools helped improve student engagement, motivation, and active participation, making the learning experience more interactive and meaningful.

KEYWORDS: *Activity-Based Learning, active recall, flashcards, chronology strips, exit tickets, student engagement.*

INTRODUCTION

Activity-Based Learning, commonly known as ABL, is a student-centric educational approach that engages students in hands-on tasks, experiments, role-plays, and collaborative

projects to foster deeper conceptual understanding, rather than relying on traditional, passive lecture-based instruction. Rooted in constructivist theories, ABL transforms the teacher's role from content deliverer to facilitator, thereby allowing students to actively construct knowledge in meaningful contexts, enhance retention, and develop critical thinking across diverse subjects. This method proves helpful for any curriculum, effectively achieving learning outcomes and promoting lifelong skills by making information more memorable (Baserer, 2020). In classroom settings, ABL significantly enhances student experiences and outcomes by replacing traditional lectures with inclusive, vibrant environments that encourage active participation and peer collaboration. It has been noted that student-teachers who make use of ABL create spaces where learning becomes visible through student engagement and immediate feedback. This also results in better academic scores (Hattie, 2009).

Objective

This paper examines the use of Activity-Based Learning (ABL) in enhancing student experiences during teaching practice.

Theoretical Framework

Activity-Based Learning or ABL is rooted in constructivism. Constructivism is a learning theory which states that learners actively construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. It is believed that, within this structure, knowledge is not passively received from an external source, but is actively built by the learner. This core principle highlights the learner as an active agent in his/ her intellectual development, rather than a mere recipient of information (Office of Curriculum, Assessment and Teaching Transformation).

Literature Review

The study entitled "Exploring Activity-Based Learning as a Strategy to Enhance Student Engagement and Achievement in Higher Education" by Satyapal (2025) summarises that when thoughtfully implemented, ABL acts as a superior student-centered pedagogy that significantly enhances engagement and fosters active, skill-oriented, deep learning.

In "Activity-Based Teaching, Student Motivation and Academic Achievement", Anwer (2019) concludes that activity-based teaching significantly enhances student motivation and improves academic achievement at the higher secondary level. The study highlights that

effective teaching techniques and interactive teacher-student dynamics can overcome barriers in the teaching-learning process. Additionally, hands-on activities were found to make relatively monotonous, boring, and 'dry' subjects more engaging. Interactive teaching, facilitated by activities, also improved classroom management.

In "Activity Based Teaching Learning: An Experience", Patil & Siddamal (2016) discuss the effectiveness of Activity-Based Teaching Learning in enhancing undergraduate students' learning experiences and academic outcomes. It was noticed that utilising activities like worksheets and games created an interactive classroom environment, reducing monotony, boredom and promoting deeper understanding. Students in these classrooms were also shown to possess high motivation for application of theoretical knowledge to solve problems. Activity-Based Teaching Learning showed improved academic performance, particularly for struggling students, by bridging the gap between theoretical concepts and real-time application. This approach was also shown to foster active student engagement, motivation, and improved examination preparation.

The research "An Activity-based Approach to the Learning and Teaching of An Activity-based Approach to the Learning and Teaching of Research Methods: Measuring Student Engagement and Learning" by Fallon et al. (2013) reinforces that passive learning environments hinder deep student engagement and meaningful learning. Conversely, adopting an activity-based approach significantly boosts student participation, making the teaching-learning process more enjoyable and applicable.

METHODOLOGY

The study was conducted with a sample of thirty Class IX students aged 14-16 years, from diverse economic, social, and religious backgrounds. The research utilised three learning tools: flashcards for learning, chronology strips for sequencing activities, and exit tickets for collecting feedback from students. Qualitative data was collected through classroom observation focusing on students' participation, and engagement.

Discussion and Analysis

This paper centers around the use of three primary learning tools to enhance student experiences during teaching-learning process:

1. Learning through Flashcards
2. Learning through Chronology Strips

3. Feedback through Exit Tickets

Firstly, Flashcards were utilised in a cause-consequence format. Flashcards are long known to promote active recall and facilitate the spaced repetition of facts and concepts, which are crucial for long-term memory. In this study, students used these flashcards to recall information by associating a specific consequence with its significant cause. It was observed that students could establish cause-effect relationships between given situations more quickly and effectively using flashcards compared to the traditional lecture method.

Secondly, Chronology Strips were employed. These strips were designed to aid in the effective organization of information. Students engaged with these strips by scanning different situations written on them, recalling prior knowledge related to the chapter, and then arranging them in a logical order. A key observation was that students were able to accurately differentiate between correct and incorrect organization of information during this activity.

Finally, Exit Tickets served as a feedback mechanism. These tickets were used at the end of activities to provide the student-teacher with immediate insights into students' comprehension of the content. Exit tickets are valuable for helping teachers identify the extent of students' knowledge. The exit tickets allowed students to evaluate their own grasp of the material and interest levels, while also providing feedback on the student-teacher's organization of the flashcard and chronology strip activities.

The overall use of these three tools demonstrated that students actively participated in their own learning process, moving beyond being passive listeners.

Comprehensively, it was observed that the students:

1. quickly and effectively established cause-effect relationship between given situations using flashcards, than lecture method
2. were able to differentiate between the correct and incorrect organisation of information during the chronology strips activity
3. Self-assessed their knowledge of the concepts, motivation and interest during classes, effectiveness of student-teacher in organising the activities using exit tickets.

CONCLUSION

It was noticed that by making use of the aforementioned tools (namely flashcards, chronology strips and exit tickets), the student-teacher was effectively able to engage, gauge interest as

well as motivate the students to take active part in their own learning. Through flashcards, students were able to connect the actions to their consequences. Furthermore, chronology strips aided students in effectively organising information in the correct order. Lastly, the student-teacher was able to gather important feedback regarding the teaching-learning process by making use of exit tickets. The use of all 3 tools demonstrated active participation of students in their own learning by not just being passive listeners, but actively being engaged in their own learning process.

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