19 june 2025

active learning

in large classrooms

PRME

an initiative of the
United Nations Global Compact

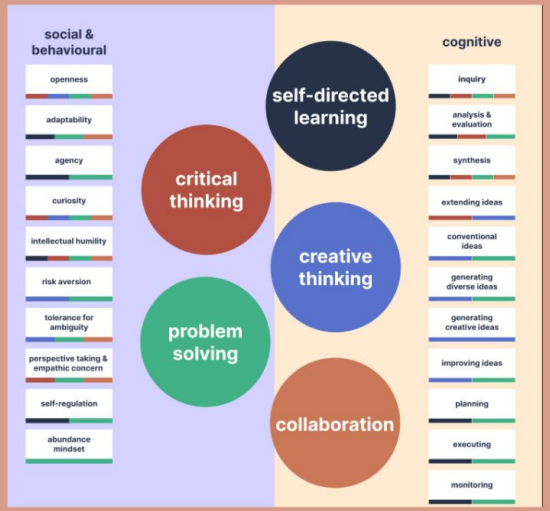
what do we need for today’s session?

ideally, join us from your computer

you’ll also be using your phone, but if you can’t use it you can also interact from the same computer.

tools we will be playing with: sli.do, surveys, mentimeter, padlet

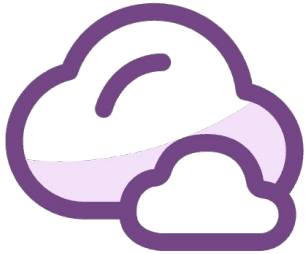
recap



WHAT we want learners to experience

WHY we are doing it

HOW we design for it



how does teaching large classrooms feel like?

active learning is essential for thriving in the 21st century.

decades of research show that learners of all ages **retain and transfer knowledge** more effectively when they **actively engage in problem-solving**, rather than passively receiving instruction
(Zosh, Brinster, & Halberda, 2013; Matté-Gagné, Bernier, & Lalonde, 2015).

students form **stronger conceptual understandings** when they generate solutions, struggle productively, and make meaning themselves. **active experience enhances how we interpret the world**
(Sommerville, Woodward, & Needham, 2005).

active learning is essential for thriving in the 21st century.

active engagement **activates brain regions [prefrontal cortex]** related to agency, decision-making, and intrinsic motivation
(Kühn, Brass, & Haggard, 2012).

it also **enhances memory encoding and retrieval**, increasing the likelihood students will recall and apply concepts later
(Johnson et al., 2014).

it exercises the **executive control networks** responsible for attention, inhibition, and mental flexibility, core to critical thinking and academic success
(Diamond, 2013).

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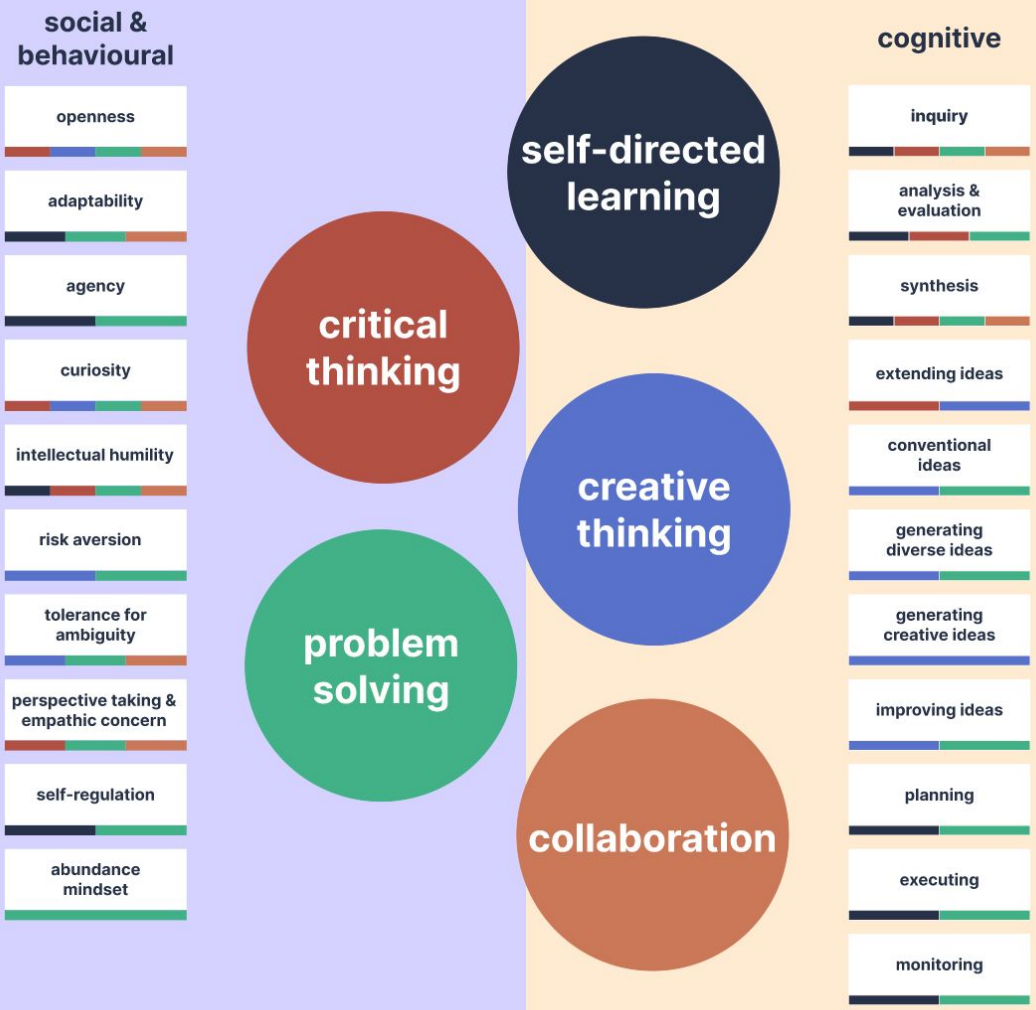
a meta-analysis of 225 undergraduate STEM studies found that active learning **increases exam performance** and **cuts failure rates** nearly in half. students are 1.5 × more likely to fail under traditional lecture vs. active learning
(Freeman et al., 2014).

active learning also **reduces achievement gaps**: a meta-analysis across 15 studies showed underrepresented students closed exam score gaps by 33% and pass-rate gaps by 45% provided a **high intensity** of in-class active engagement
(Theobald et al., 2020).

let’s play

*but, first...

why intellectual humility?



the faces of intellectual humility

how to play:

1. enter the game in Perplexity Labs. go to the ”app” tab.
2. click on draw cards. you’ll get a combination of a business dilemma + a face of intellectual humility
3. share your thoughts on the reflection space
4. share in small groups

welcome back!

how did it go?

what surprised or challenged you in this experience?

how might I include it in my classroom?

ESG Metrics

tool: Mentimeter

objective: engage with ESG as a balancing act, seeing how metrics influence real-world strategy.

duration: 25–30 minutes

Net Present Value

tool: sli.do

objective: apply NPV logic to choose the most viable investment

duration: 25–30 minutes

Customer segmentation

tool: Padlet

objective: create and compare customer segments using real-world logic

duration: 25–30 minutes

which one of these topics would you like us to live model?

i used to think

now i think

i wonder