Empowering Students and Educators: Active and Applied Learning's Integration in Higher Education Culture

In the ever-evolving landscape of higher education, the imperative to foster active and applied learning experiences has grown exponentially. The disparity in active and applied learning initiatives across academic departments directly impacts student success.

Changes Proposed:

We aspire to cultivate a culture rooted in active learning principles by recognizing this challenge as an opportunity for transformative change. Through surveys, collaborative efforts, institutional support, and strategic promotion, we empower students and educators to embrace active and applied learning as foundational pillars of our academic community.

### Active and Applied Learning Integration

- **Define Active Learning:** Clearly articulate what active learning means within our institution. This encompasses various pedagogical strategies, such as collaborative projects, problem-solving activities, and hands-on simulations.

- **Survey Faculty and Staff:** Create and distribute a survey to assess the current state of active learning implementation. Identify barriers, including time constraints, lack of training, and resistance to change.

- **Baseline for Improvement:** Use survey results as a baseline for improvement. Develop strategies to foster cultural change and support active learning initiatives. Involve a dedicated team or committee representing diverse stakeholders.

- **Initiatives:** Integrate active learning into convocation activities, provide targeted training based on survey findings, and highlight faculty success stories.


Possible Challenges for Active and Applied Learning Integration

1. **Funding Constraints:** Integrating active learning may require investments in training programs, technology infrastructure, and incentives. Exploring alternative funding sources (external grants, industry partnerships) and reallocating existing funds can help overcome this challenge.

2. **Resistance from Stakeholders:** It is crucial to obtain buy-in from faculty, staff, and administrators who are resistant to change or skeptical about active learning.

How adequately do you feel faculty members at this institution are trained and prepared to adopt new pedagogical approaches?
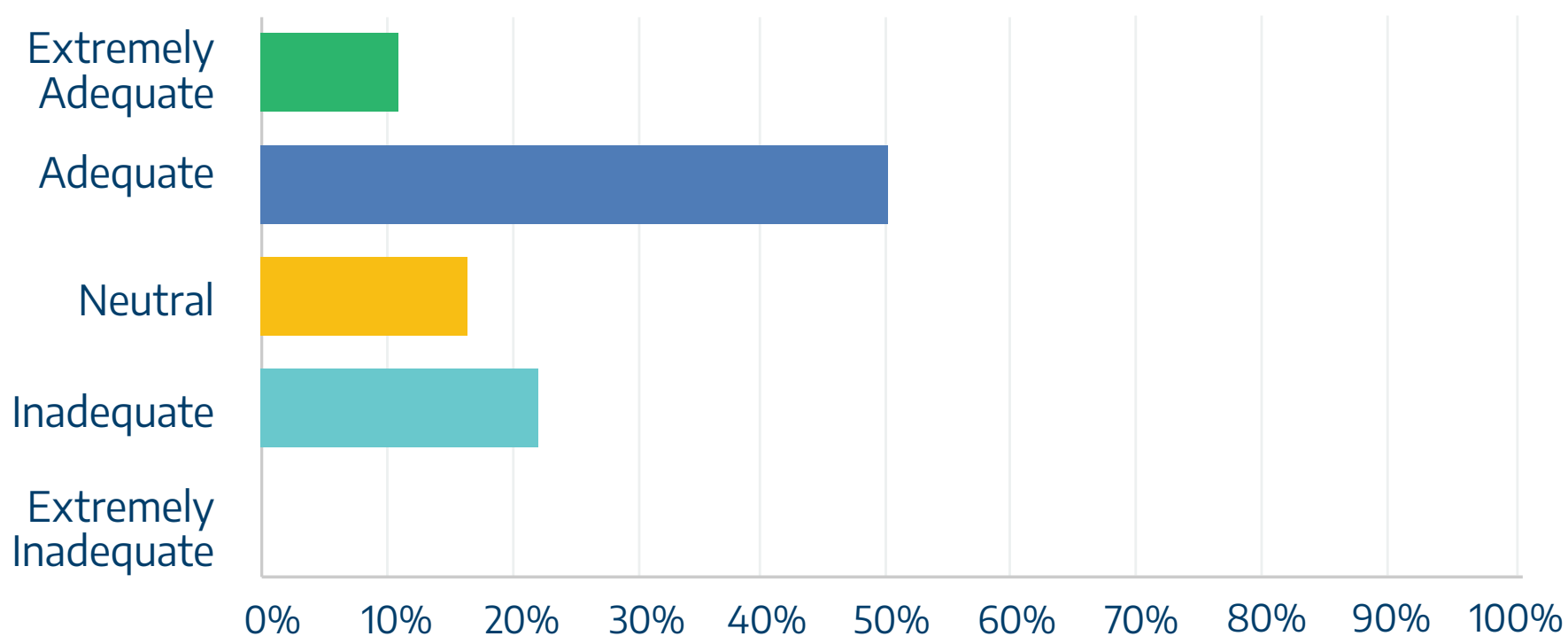
How would you rate your student's overall academic experience in courses incorporating inclusive and active pedagogical approaches compared to courses using traditional didactic methods?
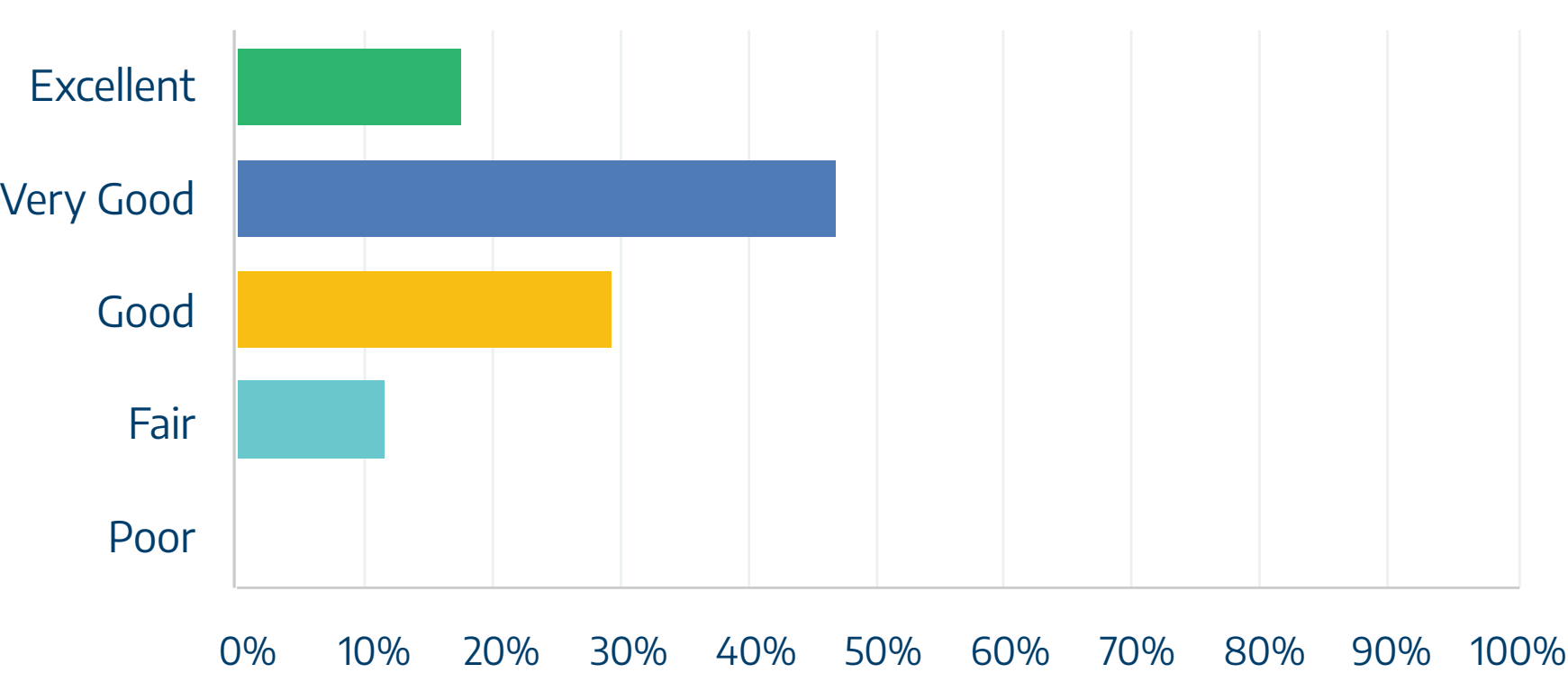
Reflecting on your student's long-term academic performance, do you believe that exposure to inclusive and active pedagogies in introductory courses has influenced their success in higher-level courses within the same subject area?

Texas Success Center

Please scan this QR Code for the Project Implementation Memorandum and the complete study. Also, at https://www.tscleadershipproject.org/