

## Auditorium Activities in Biology Education

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The aim of the project “Auditorium activities in biology education” is to enhance active learning in traditional auditorium teaching in biology. The aim is to improve the education and to raise the teachers’ awareness of their role in the discipline’s learning culture, and thus to promote students’ learning. Varied teaching activities will engage both students and teachers and sustain meaningful learning. Furthermore, a belief in education as a learning community, where participants work together and share experiences, underlies the project and its design. In this perspective, both teachers and students are seen as learners and thus as being in development.

The project “Auditorium activities in biology education” is interdisciplinary, with participants from the departments of biology and pedagogy. The project will run a blog, [biologididaktikk.w.uib.no](http://biologididaktikk.w.uib.no), where participants can find descriptions of the activities and useful literature and web resources. The project offers biology teachers a range of activities that they may try in their auditoriums, all easy to implement in teaching at undergraduate level. Some activities are suitable as “breaks” during lectures, while others may serve as a surprising start, repetition, or as stimulating thought-provokers. All are meant to activate students and enhance their learning of the subject matter. The activities are research based, chosen and developed on the grounds of research of learning activities that have been proven likely to result in more efficient learning in both a short term and a long term perspective.

It is important that the range of activities is sufficiently broad so that all participants may find something that suits their particular courses. It is also crucial that the “activity experiment” causes no more than a minimum increase in their workload. Often, no special equipment and hardly any extra preparations are required.

The next step will be focus group interviews with particular emphasis on the participants’ experiences and what impact these are likely to have on their future practice. The subsequent analysis of the data will look into practicalities, e.g., what seemed to work, what did not work so well, and which factors seem to be of importance to the result? The blog [biologididaktikk.w.uib.no](http://biologididaktikk.w.uib.no) will be evaluated and developed accordingly. We will also explore the participants’ attitudes, convictions and (educational) beliefs, and to what extent these seem to influence the outcome of the changes.