

# Inclass Activity - A Stress or Stimulation

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**Abstract:** *The aim of article is to research about the activities held up in between the class hours. The objective of this research is to conduct a survey among the students about the Inclass activities. There are many activities such as role play, jigsaw, concept mapping etc held up in between the class hours. Students learn through their participation in the attainment of knowledge by gathering information and processing it by solving problems and articulating what they have discovered. Each activity above provides students with opportunities to deepen their learning by applying concepts and articulating new knowledge and many of these activities also provide the instructor feedback about the students' learning. Conducting a survey by questioning the students about the activities whether it's a stress or stimulation to them.*

**Keywords:** Inclass activities, confidence, stimulation, jigsaw, pogil, understand

## 1. Introduction

Students learn in many ways—by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing. Teaching methods also vary<sup>(1)</sup>. In a flipped classroom students engage with lectures or other materials outside of class to prepare for an active learning experience in the classroom. Rather than setting aside large blocks of time to talk about writing, most courses integrate writing and discussions of writing into the regular activities of the course. Almost any attention you pay to writing during class time will do double-duty: it will help students understand the material more deeply, and it will help them write about it more effectively. Learning style is a concept that can be important in this movement, not only in informing teaching practices but also in bringing to the surface issues that help faculty and administrators think more deeply about their roles and take organizational culture in which they carry out their responsibilities. Learning style has been the focus of considerable study, and a number of colleges and universities have made it an important part of their work. The many approaches to learning style can be examined at four levels: (1) personality, (2) information processing, (3) social interaction, and (4) instructional methods<sup>(2)</sup>. Students learn through their participation in the attainment of knowledge by gathering information and processing it by solving problems and articulating what they have discovered. Each activity provides students with opportunities to deepen their learning by applying concepts and articulating new knowledge and many of these activities also provide the instructor feedback about the students' learning. Reflection is an important prerequisite to making meaning of new information, and to advance from surface to deep learning. Strategies such as journal writing and peer feedback have been found to promote reflection as well as deep thinking and learning. Students will have varied levels of understanding and comprehension after having completed the out of class work, and based upon their success by means of assessing their understanding in the online environment, you may approach the in-class activities in one of two ways: individual or group-based activities.

Individual activities can be most beneficial and relevant if your students have demonstrated difficulty with understanding the content or material introduced to them out of class. Group activities, on the other hand, are usually the goal of the in-class portion of the flipped classroom. Each student will bring his or her own individual understanding of the content to the lesson, and together, in small groups, they will be able to draw on each other's knowledge and understanding of the material to forge new understandings and better recall the content. "Active Learning" is, in short, anything that students do in a classroom other than merely passively listening to an instructor's lecture. This includes everything from listening practices which help the students to absorb what they hear.

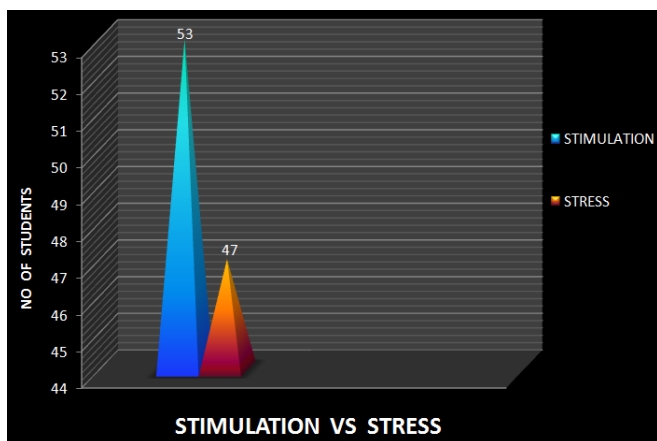
## 2. Materials and Methods

A set of questions were framed such as "Which activity makes them understand the concepts better? Which activity makes them feel bored?" These questionnaires were given to 100 undergraduate students of Saveetha dental college to be filled by them. Each student had their own view about these activities. There are lots of activities conducted during our class hours such as jigsaw, pogil, peer led team based, clay modelling, mind mapping etc.

## 3. Observation

The survey was conducted between 100 students. Among them 53 students feel that these activities are stimulation and the rest 47 students feel that the inclass activities make them stressed up. Students felt that they get bored during the activities as one of the reasons for their stress. They have also mentioned that daily tests, presenting their work in front of others, friends teasing them during their speech, WIFI disconnecting between classes also make them stressed up. Students have said that they understand the concept taught that particular day to an extent with the activities conducted in class but still they prefer to read from books. 70% of students have said that these activities help them feel confident to present their work in front of

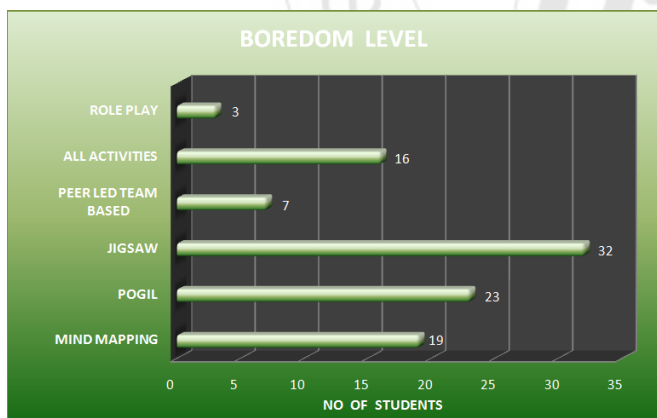
others whereas 30% feel shy to speak through boldly. But most of the students feel comfortable to interact with their peer group during the class activities. Around 55% of students feel that the class activities are useful for them.



#### 4. Survey Results

Survey results of the activities which make students either understand the concepts clearly or make them feel bored and stressed up are tabulated below.

S.No	Activities	Understand	Bored
1.	Mind Mapping	13	19
2.	Jigsaw	15	32
3.	Pogil	11	23
4.	Peer Led Team Based	38	7
5.	Clay Modelling	13	0
6.	Role Play	0	3
7.	Nothing	10	0
8.	All	0	16



#### 5. Mind Mapping

Done either individually or collaboratively. It is a way of illustrating the connections that exist between terms or concepts covered in class. Students map out how concepts, ideas of theories are thematically related in a visual manner<sup>(3)</sup>.

1.	Understanding	13 students
2.	Boring	19 students

#### Jigsaw

Jigsaw is a cooperative active learning exercise where students are grouped into teams to analyse a reading. In jigsaw each member of a cooperative learning group becomes "specialised" mastering a discrete part of the subject matter required to complete the project. Each member of the group is assigned or chooses a subject matter to be explored<sup>(3)</sup>.

1.	Understanding	15 students
2.	Boring	32 students

#### POGIL

POGIL (Process Oriented Guided Inquiry Learning) is a method devised to teach process skills. A typical pogil class begins with a piece of data. During this activity students work together as 3 or 4 groups with 5-6 students in each group. The students are then given questions that force them to explore data. These questions eventually lead students to generating a conclusion based on the data.

1.	Understand	11 students
2.	Bored	23 students

#### Peer Led Team Based

Students who have done well in a course are recruited to become peer-leaders. The peer leaders meet with small groups of six to ten students, to discuss, debate, and engage in solving problems related to the course material. The emphasis is on learning to find, evaluate, and build confidence in answers.

1.	Understand	38
2.	Bored	7

#### Clay Modelling

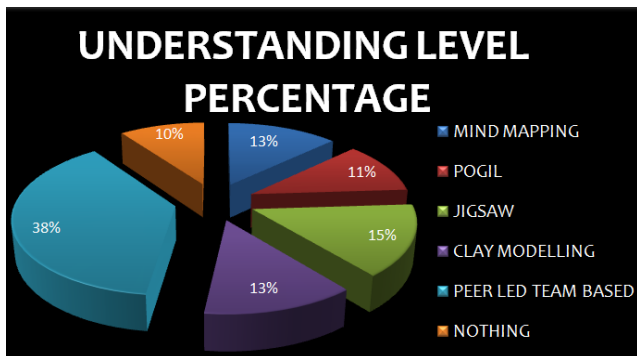
People have also said that clay modelling helps them understand the concepts well by creating new models out of their own creativity. There is something very therapeutic about playing with clay even as a student. The tactile nature of clay lets everyone develop their imaginations and their motor skills while having fun.

1.	Understand	13
2.	Bored	0

#### Role Play

**Role-playing** refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role.

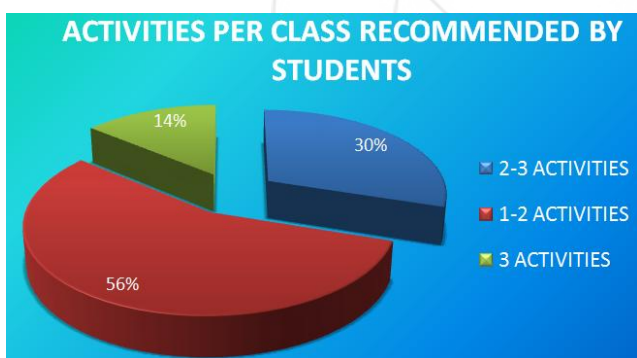
1.	Understand	0
2.	Bored	3



**Regarding Class Activities**

Students were asked a question about the time duration to be taken for an activity for which 47 students have responded to have an activity for 10 minutes 29 students for 15 minutes and 24 students have recommended 20 minutes for an activity. They were also asked about the number of activities to be conducted in each session (2 hours). 56 students have recommended 1-2 activities per subject . 30 students have recommended 2-3 activities and the rest 14 students have recommended 3 activities for each subject per day.

S. No	No Of Activities	Students
1.	1-2 activities	56
2.	2-3 activities	30
3.	3 activities	14



S. No	Time Duration Per Activity	Students
1.	10 minutes	47
2.	15 minutes	29
3.	20 minutes	24

**6. Conclusion**

The present study focused on the differential effect of assigning roles to students in asynchronous discussion groups. This key variable was studied in relation to the potential effect of other student, group, and task characteristics <sup>(4)</sup>. In conclusion , the survey shows that though few students feel stressed up with the class activities majority of students have felt that the activities stimulate them during class hours. It makes them feel refreshed to be active and listen to the next session after each activity. The stress among the students are also due to various activity such as jigsaw, pogil as per the survey results. The survey results also show that the students

encourage Peer led team based activity such as group discussions since it helps them understand the concepts to the maximum extent compared to the other activities. Though few students hide themselves from the world these class activities make each and every student to come out of their shell and present their work confidently in front of all so that they would become a flawless orator in their future which will increase their confidential level.

Learning is not a spectator sport. Students do not learn much by just sitting in class listening to teachers, memorizing repackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves.<sup>(5)</sup>

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