

## Using Active Learning Strategies to Increase Response Opportunities for College Students

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### **Abstract:**

Traditional lecture-based instruction often limits student engagement and opportunities to respond (OTR), which are critical for academic success and retention. This presentation examines evidence-based active learning strategies designed to maximize OTR in college classrooms. By incorporating techniques such as think-pair-share, polling systems, collaborative problem-solving, response cards, individual dry erase boards, guided notes, graphic organizers, unison/choral responding, and strategic questioning, instructors can transform passive learning environments into dynamic spaces where all students actively participate. Research demonstrates that increased OTR correlates with improved comprehension, higher retention rates, and enhanced critical thinking skills. However, implementing these strategies requires thoughtful planning and consideration of diverse learning needs. This session offers immediate action plans for applying active learning strategies in any discipline or class size, emphasizing both equity in student participation and meaningful assessment practices. Attendees will explore specific implementation ideas, review supporting research on OTR and student outcomes, and engage in hands-on practice with selected strategies. Participants will leave equipped with immediately applicable tools to increase student engagement and create more inclusive, responsive learning environments that benefit all learners.

### **Keywords:**

Active responding, classroom engagement, instructional pacing, on-task.