

Workshop(1)

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Title: "Activating Learning: Transforming Traditional Teaching into Engaging Classrooms"

Workshop Objectives:

By the end of this workshop, participants will be able to:

- 1) Understand the principles and benefits of transforming a lecture-based classroom into an active learning environment.
- 2) Experience active learning strategies through hands-on participation.
- 3) Develop the skills and confidence to facilitate active learning in their own teaching contexts.

Abstract

In response to educational policies aimed at cultivating students' 21st-century skills, school environments have increasingly shifted toward student-centered and active learning approaches. This shift calls for corresponding changes within higher education institutions, where traditional lecture-based teaching remains prevalent. Although university lecturers are often evaluated through national quality assurance frameworks—and their teaching practices appear aligned with policy expectations on paper—many still lack the practical confidence and pedagogical training required to effectively implement active learning in the classroom.

A key reason for this gap is that many lecturers themselves were educated in passive, teacher-centered environments. As a result, they may have limited firsthand experience with active learning methodologies, making it challenging to adopt a facilitator mindset. To address this, transformative learning offers a powerful approach. By guiding lecturers through reflective and experiential processes—allowing them to critically examine their past learning experiences, engage with active learning strategies, and reframe their teaching perspectives—they can better understand and embrace the role of an active learning facilitator.

This workshop is designed to support educators in making this transition. Specifically, it aims to: (1) deepen participants' understanding of the principles and benefits of transforming lecture-based classrooms into active learning environments; (2) immerse participants in hands-on, active learning experiences; and (3) build participants' skills and confidence to facilitate active learning in their own teaching contexts. Through interactive activities, peer discussion, and guided reflection, participants will gain both the theoretical grounding and practical insight needed to foster more engaging and student-centered classrooms in higher education.