

Active Learning in a High School Business Class

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The teacher researcher noticed a lack of motivation in the business classes in which he was student teaching and wanted to look at changing the class structure to increase active learning. The setting was a private, urban high school and the study looked at 50 students in two 12th grade business classes. Data included field notes, student interviews, and class surveys. In response to data analysis, the teacher researcher lessened class lecture and Power Point events and increased group work in one class. The second class continued with lecture and Power Point lessons. Results showed that the “active learning” class considered the topics taught in class more thoroughly and felt more satisfied with their learning experience.