

Classroom Activity as a Model Learning Approach

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Abstract

Traditional classroom instruction has been controlled by textbook & lecture-oriented methods, often limiting student’s deep involvement to predefined academic boundaries. In contrast, classroom activity– based learning has emerged as a modern approach that highlight experiential, participative and reflective learning processes. This paper examines classroom activities as a current learning strategy that promotes creativity, collaboration, and real-world problem-solving skills.

While existing the studies acknowledge effectiveness of activity-based learning in enhancing student engagement, there remains a significant gap in understanding how structured classroom activities expand student’s space beyond traditional curricula. This paper addresses this gap by conceptualizing the classroom activities not merely as instructional tools, but as competitive tool that encourage thinking from different perspective and lifelong learning. The study highlights how activity-driven learning environments allow learners to explore knowledge across cross functional, social, and practical contexts, thereby transforming the classroom from a restricted learning space into a dynamic knowledge ecosystem. Findings the contribute of modern educational discourse by emphasizing the strategic integration of classroom activities as core educational framework rather than supplementary teaching methods.

Keywords: Classroom activity-based learning, modern learning approaches, experiential learning, learner centred approach, active learning environment

Introduction

The modern education system is experiencing a fundamental change because of rapid change technological advancement, globalization, and evolving learner expectations. Traditional classroom instruction, which has been historically relied on lectures, textbooks, and memorization, is increasingly viewed as insufficient for preparing students for dynamic professional environments. While these methods are effective for theoretical knowledge, they often limit students’ ability to apply concepts practically, think critically, and engage creatively with real-world problems.

In response to these limitations, classroom activity–based learning has emerged as a significant modern approach (Yadav et al., 2024). This approach highlights learning through involvement, experience, collaboration, and reflection rather than passive absorption of

information. Classroom activities such as group discussions, case studies, role plays, simulations, presentations, debates, quizzes, and project-based tasks actively involve students in the learning process. These activities transform students from passive listeners into active learners who construct knowledge through interaction and experience. Activity-based learning supports a learner-centred approach where the role of the teacher shifts from information provider to guide and mentor. This method encourages students to explore multiple perspectives, develop problem-solving abilities, and connect theoretical concepts with practical situations. Particularly, classroom activities play a crucial role in developing essential skills such as communication, teamwork, leadership, effective learning, adaptability, and decision-making (Raiet al., 2024).

The present study examines classroom activity as a modern learning approach rather than a supplementary teaching technique. It aims to analyse how structured classroom activities contribute to enhanced engagement, creativity, collaborative learning, and overall academic effectiveness. By positioning classroom activities as a core framework, this research highlights their potential to transform the classroom into an interactive and dynamic learning environment (Asif, et al.,2024). The purpose of the academic paper is to reveal the meaning and features of using interactive learning methods at the lessons in educational establishments, as well as to investigate, clarify and justify the features of their application and effectiveness.

Literature Review

The concept of activity-based and experiential learning has been widely discussed in educational research. Kolb (1984) proposed the Experiential Learning Theory, which highlight that learning is a continuous process grounded in experience. According to Kolb, effective learning occurs through a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Classroom activities directly align with this cycle by providing learners opportunities to experience, reflect, and apply knowledge.

Bonwell and Eison (1991) introduced the idea of active learning, defining it as instructional activities that involve students in doing things and thinking about what they are doing. Their research highlighted that students engaged in active learning demonstrate higher motivation, better understanding, and improved retention of knowledge compared to those taught through traditional lectures.

Prince (2004) conducted an extensive review of research on active learning and concluded that student-centred instructional strategies positively influence comprehension, problem-solving ability, and long-term retention. The study emphasized that learning environments that promote discussion, collaboration, and application of concepts result in superior educational outcomes.

In the context of professional and management education, Mintzberg (2009) emphasized that managerial skills cannot be developed through theory alone. He argued that practical exposure, reflection, and interaction are essential for meaningful learning. Classroom activities such as case studies, simulations, and group projects enable students

to develop managerial thinking and decision- making skills in a controlled academic setting.

Literature also reflects that classroom activities improve not only academic performance but also social and emotional skills. Activities such as debates, role plays, and collaborative projects help students develop communication skills, leadership qualities, cooperation, and respect for others’ opinions. Empirical studies from modern schools indicate that students who frequently engage in classroom activities show improved teamwork skills and better classroom behavior.

Despite extensive research supporting activity-based learning, much of the existing literature treats classroom activities as complementary tools rather than as a central pedagogical model. There is limited research focusing on the strategic integration of classroom activities as a structured learning framework across curricula. This study seeks to address this gap by examining classroom activity–based learning as a comprehensive model that expands learning beyond traditional academic boundaries.

Table 1: Review of Key Literature on Activity-Based Learning

Author	Year	Area of Study	Major Findings
Kolb	1984	Experiential Learning	Learning is enhanced through experience and reflection
Bonwell & Eison	1991	Active Learning	Increased student involvement and motivation
Prince	2004	Educational Psychology	Improved understanding and retention
Mintzberg	2009	Management Education	Practical activities develop managerial skills

Methodology

The present study adopts an analytical research design to examine the effectiveness of classroom activity–based learning as a model learning approach. Both primary and secondary data sources were used to ensure comprehensive analysis and validity of findings.

Research Design

The study is descriptive in nature, aiming to analyse students’ perceptions, experiences, and learning outcomes associated with classroom activities. Analytical methods were employed to interpret the collected data and draw meaningful conclusions.

Sample Design

- Sample Size: 120 students
- Sampling Technique: Convenience sampling
- Area of Study: Higher education institution

The respondents consisted of students who regularly participated in classroom activities such as discussions, presentations, case analyses, and group tasks.

Data Collection Methods

Primary data was collected using a structured questionnaire designed to capture

students’ perceptions of activity-based learning. The questionnaire included multiple-choice questions, ranking-based questions, and agreement–disagreement statements measured using a semantic differential scale. This scale allowed respondents to express their opinions across bipolar dimensions such as effective– ineffective, engaging–boring, and useful–not useful.

Secondary data was collected from academic journals, textbooks, conference papers, and online educational resources related to experiential and activity-based learning. To enhance the credibility of the study, triangulation was applied by comparing findings from multiple sources. The consistency of conclusions across different studies strengthened the validity of the research outcomes. Although the study does not involve direct fieldwork or primary data collection. The methodology ensures a structured, systematic, and comprehensive analysis of classroom activity–based learning, making the findings relevant for educators, researchers, and policymakers interested in modern teaching–learning strategies.

Results

The results of the present study are based on a comparative evaluation of two instructional approaches: traditional lecture-based teaching and classroom activity–based learning. Although the primary focus of the research is on activity-based learning, a comparative framework was adopted to scientifically assess the relative effectiveness of both approaches on key learning dimensions.

The data collected from 120 students was analysed to measure differences in engagement, conceptual understanding, involvement, and skill development. Students were asked to evaluate both learning approaches based on their classroom experiences.

Table 2: Comparative Analysis of Learning Outcomes under Traditional and Activity-Based Learning

Learning Dimension	Traditional Teaching Method	Activity-Based Learning Method	Observed Outcome
Learning Engagement	Moderate	Very High	Significant improvement in attention and interest
Conceptual Understanding	Moderate	High	Better clarity through practical application
Student Involvement	Limited	Active	Increased involvement of all students
Communication Skills	Low	High	Enhanced expression and interaction
Teamwork & Collaboration	Minimal	Very High	Strong peer learning environment
Creative & Critical Thinking	Low	High	Improved problem-solving ability

The comparative results clearly indicate that classroom activity–based learning

outperforms traditional teaching methods across all evaluated dimensions. While traditional lectures provide foundational knowledge, activity-based methods significantly enhance engagement and skill development.

Comparative Impact of Teaching Methods on Learning Outcomes (Bar chart comparing traditional and activity-based learning across engagement, understanding, involvement, and skill development)

The data demonstrates that students experience higher motivation and deeper learning when classroom activities are integrated into instructional delivery. The results scientifically support the effectiveness of activity-based learning as a superior instructional approach. Classroom activities can be broadly categorized into group-based activities and whole-class activities. Group-based activities include pair work, small group discussions, role assignments, peer teaching, and collaborative problem-solving tasks. These activities promote communication skills, teamwork, critical thinking, and confidence among students. The findings also indicate that activity-based learning helps reduce academic anxiety and supports students with different learning abilities.

Discussion

The findings of the study provide strong empirical support for classroom activity-based learning as an effective model learning approach. When compared with traditional lecture-based instruction, activity-based learning demonstrates significantly better outcomes in terms of engagement, understanding, involvement, and skill development.

Traditional teaching methods primarily rely on one-way communication, where students act as passive recipients of information. Although this method is useful for theoretical explanation, it limits opportunities for interaction, reflection, and application. In contrast, activity-based learning creates an interactive learning environment that encourages students to actively participate in discussions, problem-solving tasks, and collaborative activities.

The high level of learning engagement observed under activity-based learning indicates that students are more attentive and motivated when they are actively involved in the learning process. This supports experiential learning theory, which highlight learning through direct experience and reflection. Improved conceptual understanding under activity-based learning further suggests that applying concepts in practical contexts reinforces theoretical knowledge.

Table 3: Interpretative Comparison of Teaching Approaches

Aspect	Traditional Teaching	Activity-Based Learning	Educational Implication
Role of Student	Passive listener	Active participant	Learner-centred education
Role of Teacher	Information provider	Facilitator and guide	Interactive pedagogy
Learning Environment	Structured and rigid	Dynamic and flexible	Enhanced engagement

Skill Development	Limited	Comprehensive	Workplace readiness
Knowledge Retention	Short-term	Long-term	Sustainable learning

The comparison also highlights that activity-based learning fosters essential soft skills such as communication, teamwork, leadership, and creative thinking, which are not sufficiently developed through traditional methods. These findings are particularly relevant in professional education, where skills are as important as academic knowledge, the overall discussion reinforces the argument that classroom activities should be systematically integrated into curricula as a primary instructional strategy rather than treated as supplementary teaching tools.

High scores in engagement and teamwork suggest that interactive classroom environments promote collaborative learning and peer-to-peer knowledge sharing. This supports the views of Bonwell and Eison (1991), who emphasized that active involvement improves motivation and interest. Activities such as case studies and role plays allow students to apply theoretical concepts to practical situations, reinforcing learning through experience. This aligns with Kolb’s experiential learning cycle, where knowledge is created through transformation of experience.

The development of communication and creative thinking skills observed in the study is particularly relevant in professional education. Classroom activities provide students with opportunities to express ideas, defend viewpoints, and engage in problem-solving discussions. These skills are essential for workplace readiness and lifelong learning.

Conclusion

The present study concludes that classroom activity-based learning is an effective and sustainable model learning approach that enhances student engagement, understanding, creativity, and skill development. By actively involving students in the learning process, this approach transforms classrooms into dynamic knowledge ecosystems.

The research highlights that classroom activities should not be viewed as supplementary teaching aids but as core pedagogical strategies. Institutions and educators must redesign curricula to incorporate structured and purposeful activities that align with learning objectives. Faculty development programs should also emphasize training in activity-based instructional methods.

In conclusion, classroom activity-based learning supports student development by integrating academic knowledge with practical skills. Future research may focus on comparative studies across disciplines, longitudinal impact on career outcomes, and the role of technology in enhancing activity-based learning environments.

Additionally, the comparative nature of this study highlights the necessity of rethinking conventional pedagogical practices in higher education. As learning demands continue to evolve, institutions must move beyond content delivery and focus on creating meaningful learning experiences that foster adaptability, critical reasoning, and collaborative competence. Activity-based learning, when systematically implemented, not only improves immediate learning outcomes. Therefore, adopting activity-based learning

as a structured instructional model can significantly contribute to the development of responsive, future-ready education systems.

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