FULL TITLE: Educators look to embed arts in STEM in active learning push

DISRUPTION SCENARIO
[St. Catherine's, 2024]

Professor Tang was teaching his class when he saw the Dean of the university quietly auditing his class. The Dean looked puzzled by Tang's teaching methods.

"Okay, class. Now start acting out the scenes from whatever Greek myth you're working on."

The students didn't look up when Tang spoke. They weren't even facing him; this wasn't a typical Classics lecture. The Dean was writing something in his notebook.

Once the class finished, the academics spoke. "Unorthodox approach, Tang," the Dean started. "But the kids seemed engaged. What do you call this method?"

"It's called active learning, Ma'am," Tang responded. "Lecturing at students does little. I'm trying a kinesthetic approach so kids can think and feel the material, instead of simply memorizing it."

WORKFORCE IMPACT

Traditional education may preach a lecturer and audience, with homework and memorization galore. But a study suggests that students may learn better with new teaching strategies that prioritize collaboration and interactivity. STEM educators may soon be borrowing lesson plans from their arts and humanities counterparts to perhaps act out a scene from scientific history, or students may be assigned to write a song about a math equation. Embedding creativity can help students develop their soft skills. Lecture halls may also change their layout to accommodate group work and creative expression, forcing educators to learn a new teaching style to help students flourish.

Footnote: Peter Reuell, "Lessons in learning," *The Harvard Gazette*, September 4, 2019, *https://news.harvard.edu/gazette/story/2019/09/study-shows-that-students-learn-more-when-taking-part-in-classrooms-that-employ-active-learning-strategies/*