

THE INCLUSION OF CELL BIOLOGY ACTIVE LEARNING IN THE AUDITORIUMS WITH LARGE NUMBER OF STUDENTS

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Abstract

Today, ever more attention is being given to the insertions of the active teaching methods in all levels of educational system and the creation of opportunities for students to establish links between the abstract ideas and implementing them into everyday life. This method should firstly start to be used in the university auditoriums. The study addresses certain strategies implemented in the subject of the Cell Biology, with large student groups in the Faculty of Biology - Chemistry, which can extend further by being adopted in other teaching levels of this subject. These methods used to narrow the gap between theory and practice are usable and effective when applied to smaller groups, but the use of them with a large number of students makes it difficult and sometimes impossible. Several examples used with the students of Biology and Chemistry are shown in this article, which show the advantages in the use of these methods. The survey will assist all biology teachers and students who are still using the traditional teaching and learning methods. In addition, through examples, it shows the visible difference between the fragment of a lecture and reading of a textbook, highlighting the significant and irreplaceable role of the lecturer in the auditorium. It's illustrated that, frequently, a general question by the students can turn into an activity that involves all the students of the class, pointing out once more, that for a lecturer, it's not so important how much knowledge it conveys to the student but how many of them he involves in the active teaching and deep understanding of the subject.

Key words: *cell biology, active learning, student outcome, student attitude, undergraduate students.*