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**HIGH IMPACT TEACHING TOWARDS
ACTIVE LEARNING IN SCIENCE EDUCATION**

*"Tell me and I forget
Teach me and I remember
Involve me and I learn"
Benjamin Franklin*

Evidence from a number of disciplines suggests that oral presentations to large groups of passive students contribute very little to real learning. In physics, standard lectures do not help most students develop conceptual understanding of fundamental processes in electricity and in mechanics. Similarly, student grades in a large general chemistry lecture course do not correlate with the lecturing skills and experience of the instructor. Current rapid development of scientific and technological progress provokes new demands on professional education and obliges us to seek new effective mechanisms for improving its quality, providing with up-to-the-minute knowledge and cutting-edge skills making the future alumni highly marketable and extremely valuable (1-3).