Interactive Teaching/Learning Large Groups

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"Tell me, and I forget. Show me, and I remember. Involve me, and I understand" Chinese proverb

Session objectives
By the end of the session the participants will be able to

Define Interactive Teaching and understand need for the same

Apply learning principles to guide teaching practice

Be able to identify and apply a few common techniques of interactive teaching

Design an Interactive lecture

Compare and Explain the pros and cons of interactive techniques and the traditional teaching

Telling is not teaching, nor is listening learning.

What are the pros and cons of traditional teaching?

Activity 1

Many of us have often complained feeling sleepy, inability to pay attention, talking or checking messages during lectures

1. "how can I help my students to learn during my lecture?"

Interactive Teaching

Interactive lecturing involves an increased interchange between teachers, students and the lecture content.

to Guide on the Side ....
(Alison King, 1993; reality in 2013)

Why Interactive teaching

Active involvement of students

Heighten attention and Motivation

Give feedback to student

Classroom is more lively
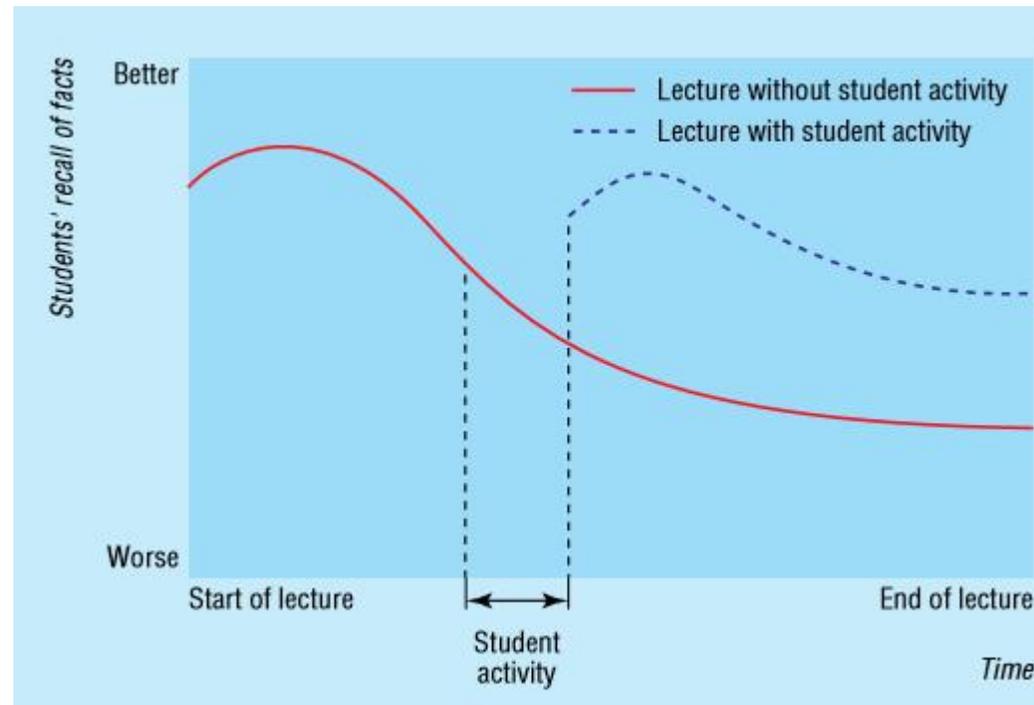
We don't have to tell every thing!

Increased retention of information

Leads to higher level of understanding

To show real-world applications through problem-solving, case studies...

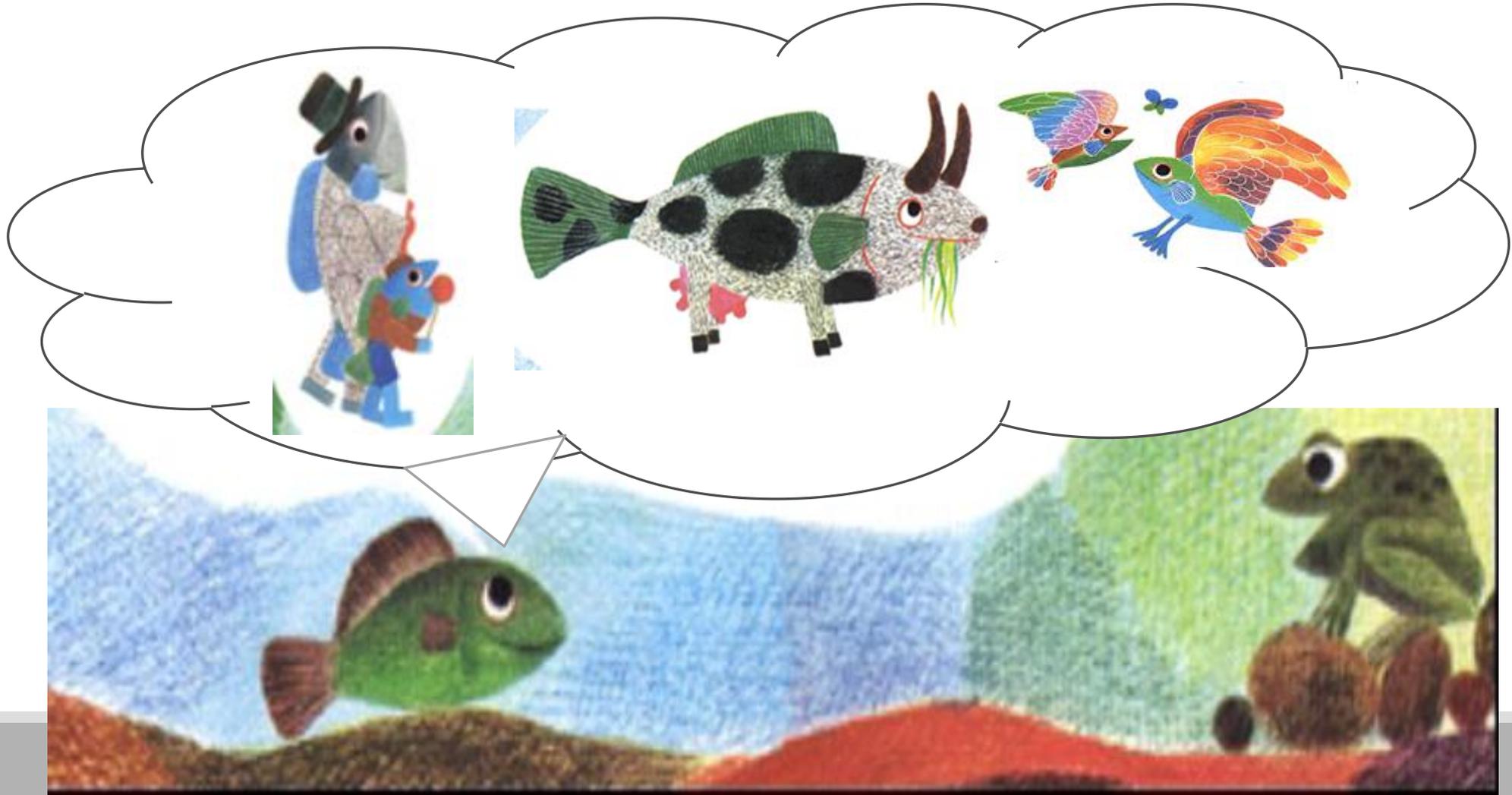# Graph showing effect of students' interaction on their ability to recall what they have heard in a lecture

Need for Interactive Teaching
Applying learning principles/ theories

Example: Learning is based on prior experience

Activity-2

Think-Pair-Share

Each group will be given a statement followed by question.

Each member of group will

➢First **think** individually about the statement/ guiding

  principles given and answer the given question

➢Next **Pair** with person next to you and compare your answers

➢Then **share** idea/answer with the group

Group Activity

Group 1: With advent of digital age, there is an **explosion in the volume of medical knowledge** and all the information is **easily accessible** to everyone.

What is the implication of this on your role as a teacher? Explain with examples

Group 2 Educational theories show that **learning is affected by prior knowledge** ("Fish Story")

How can you make sure that your students' understanding is not affected by their previous misconceptions?

Group 3 Research about **how people learn** shows on an average people have an 8 -15 min attention span after which their attention reduces drastically

What is the implication of this finding on your lecture planning?

Group 4:

You are known to be quite strict. Once you informed your students that you will ask them questions in next class. In the next class, to your dismay a large number of students were absent. On questioning, you came to know that it was because they are afraid to be questioned.

How can you ensure that the students don't feel threatened and feel safe so that they answer questions or ask questions in your class?

Group 5:

As per adult learning principles,
◦ Adults decide what they want to learn; are self-directed
◦ Only want to learn what they feel is relevant/valuable,
◦ are internally motivated and like to be respected

Does this theory have any implication on how you teach? If so, Comment on how you can apply these principles to teaching will

Group 6 :

"About half of all medical knowledge becomes obsolete every five years. Every 15 years, the world's body of scientific literature doubles".

Lifelong, self-directed learning (SDL) has been identified as an important skill that undergraduates should learn.

Do you think Students should be encouraged to become self-directed learners if so How can you ensure that your student gets opportunity for self-directed learning?

Your Experience

Identify Interactive techniques you have been exposed to during this session or earlier. How did it help?

Interactive Techniques/methods that can be used in large classrooms

1. Mini Case study
2. Ask Questions
3. Get students to ask you questions
4. Think/Pair/Share
5. Minute paper/One-minute essay
6. Short writing exercises
7. Brainstorming
8. Misconception/Preconception check
9. The jigsaw classroom
10. blunder lecture
11. Quiz Questions

Interactive Techniques/methods

1. Mini-Cases: Prepare and present a mini-case relevant to the lecture
- ◦ Ask students to identify important information in the case and/or answer questions related to the case.

If used

➢ beginning of lecture : help to develop student interest.

➢ Mid-lecture / End-of-lecture : to apply what they have learned

case can be introduced at the beginning of lecture, then revisited or expanded later in the lecture.

Minute paper/One-minute essay

Here students are asked to write a very brief paper in which they

 1) identify the key points about topic

 2) summarize the lecture.

is effective at the end of a lecture because it gives students a chance to solidify the information while the major points of the lecture are still fresh in their minds

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Ask Questions

Beginning of the lecture:

Background knowledge probe : Posing questions at the beginning of the lecture session is a good way to assess students' background knowledge, and to prime them for learning important concepts.

Mid Lecture:

Prepare 2 or 3 short-answer questions or 5 multiple choice questions from the lecture content

Have the audience work individually or in pairs to answer them, and then have them report their answers.

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Get students to ask you questions

Ask them to prepare questions in groups of two or three

Exam-style questions
Have the studentd write exam questions over the material presented. volunteers pose their questions to the class.

Design & Development of Interactive Lecture

Design Interactive Teaching

Active participation??

Guidelines

➢Break the lecture into smaller segments

➢Encourage active participation by students

To Start:
Gain attention, establish rapport and provide framework of the lecture

Start with something they know →activate their background knowledge

- ◦ Pictures
- ◦ Interesting question
- ◦ "Hook" to catch learner attention

State purpose of the lecture – so learners know where the lesson is going and what is its relevance

Link the lecture to realistic medical cases

❖ Helps to captures students' attention

❖ Provides strong motivation to learn the material

❖ Also aids retention by helping students link what they learn in class to memorable real life examples.

Break up the lecture : Using Change-up activities(interactive techniques)

1. Break up lecture into smaller segments with change-up techniques
   ➤ Helps to maintaining attention

1. **Change-up activities /Interactive techniques**:
   ◦ are designed around material just presented (to build concept, about concern/question)
   ➤ Help To ensure active participation,
   ➤ Build in an expectation in each student

In-class assessments Including "quiz"

is mutually beneficial for students and teachers.

 For students,

an opportunity to actively participate, tune back in, check their understanding, and get immediate feedback

For instructors,

provide immediate feedback on what, how much, and how well their audience is learning.

Sample Structure of an Interactive Lecture

Activity	Time
Outline the objectives & segments	3-5 min
'Mini-Case' with a brief question that requires the use of a key concept	3-5 min
General lecture segment :either a basic concept or a single point with examples	10-15 min
Change-up activity (interactive time) concerning material just presented	5 min
General lecture segment	10-15 min
Return to the mini-case and discuss application of that lecture's key concepts	3-5 min
Pose questions and Probe students' understanding of the material presented in the lecture	3-5 min

Group Activity 3

Members in each group will design an interactive teaching session of one hour to any topic of their choice and present to class

Activity 4

Members in each group will compare interactive teaching and traditional teaching and explain the pros and cons of interactive teaching.

Take home message

Interactivity is a means to a greater end –

➤ **Learning**

Participants are engaged in learning activities that lead to a higher level of understanding, retention and an increased ability to apply what he learned