

Interactive Lecturing for Inclusive Learning

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Presentation for Macau University

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Introduction



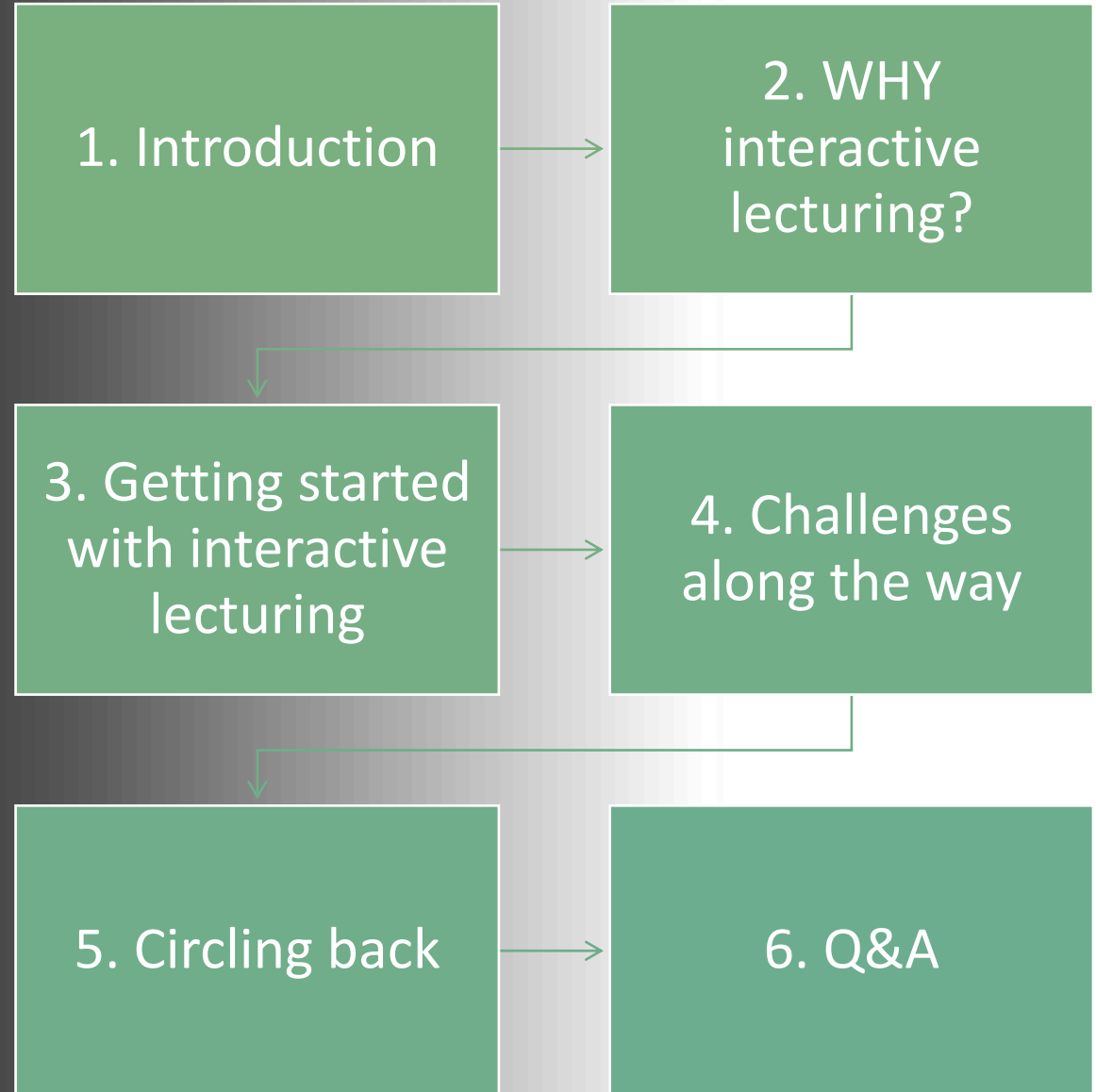
What do you teach?

Activity: Include activities for students to connect with each other; movement can help students refocus.



GOALS

Our workflow for today



Guided Notes

| Section of Presentation | Key Ideas from Presentation | Questions and/or ideas for application |
|--|---|--|
| Introduction | My goals for today | |
| Why interactive lecturing? | Research on lecturing and active learning: attention spans Structure and Variety Inclusive Classrooms | |
| Getting started with interactive lecturing | Considerations Additional Strategies | |





What are your goals for today?

Activity: Involve students in the learning process; use guided notes for more effective note-taking.

Why interactive lecturing?

Landscape of traditional lecturing

- **The instructor**
 - speaks for most/all of the class
 - may not know how much the students understand
 - may see evidence of lack of student engagement
- **Students**
 - listen for most/all of the class
 - typically speak in response to questions from the instructor
 - typically do not talk to each other

Information from Eisen, p 6.



Attention span during a typical lecture

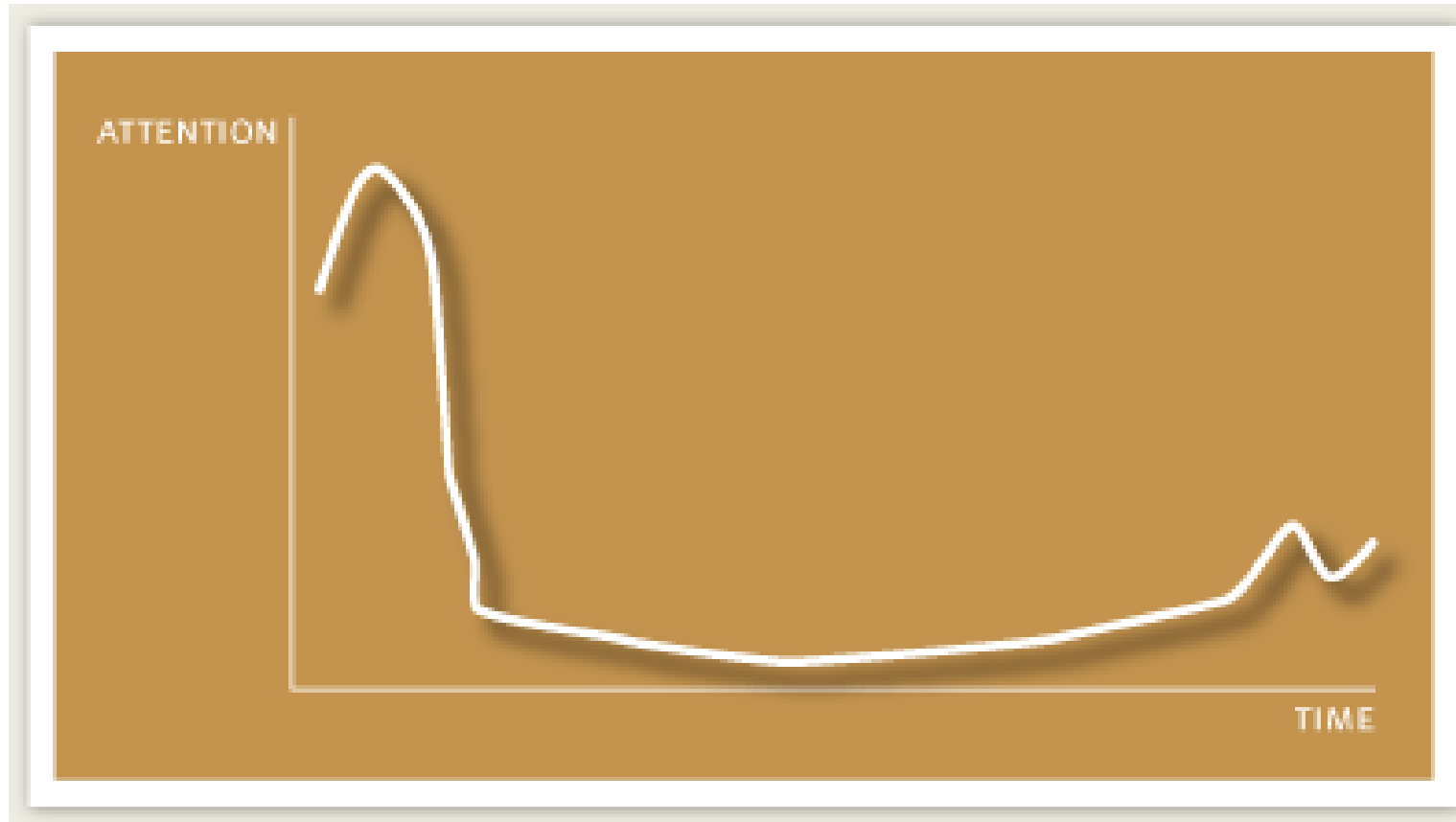
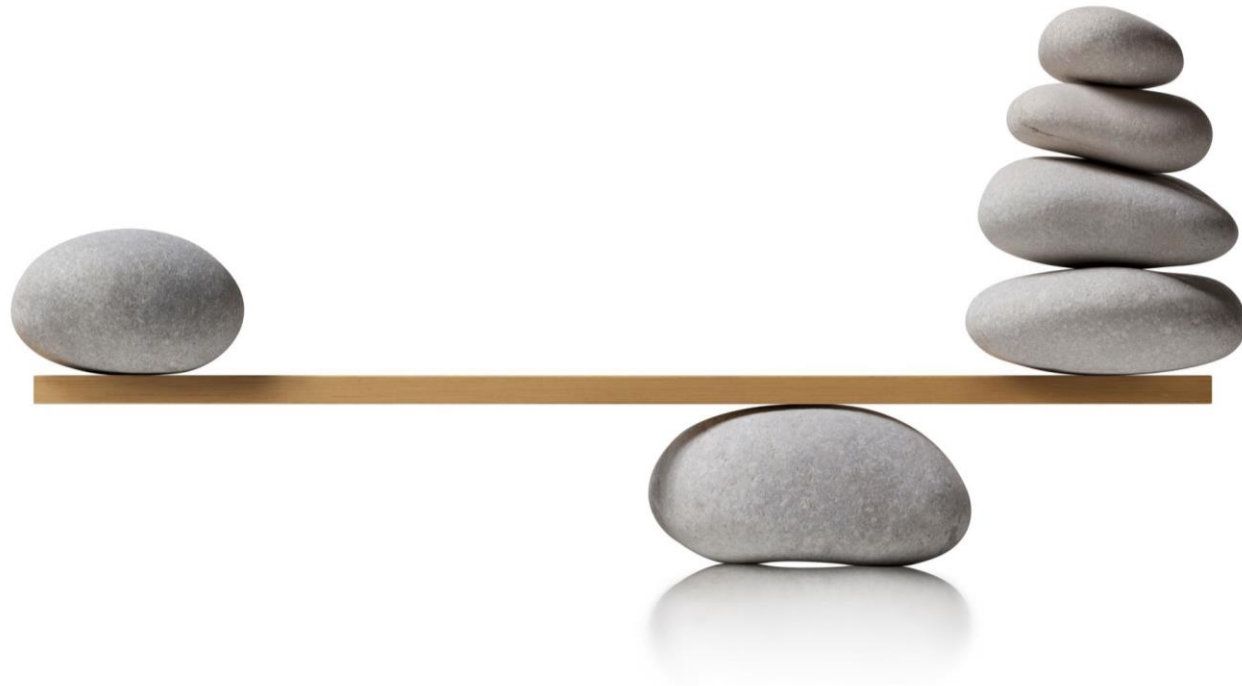


Image from Bligh (2000), cited in
<https://www.cmu.edu/teaching/designteach/design/instructionalstrategies/lectures.html>

Changing the lecturing dynamic



Balancing

- Structure
- Variety
- Predictability
- Student Involvement



The Power of the Pause



Think, Write, Share

How much do students typically speak in your classes: with you and with each other?

What encourages them to speak? What might prevent them from speaking?

Activity: Pauses can be used for students to process and reflect on information. Activities during a pause can also help to build class community.

Inclusive Pedagogy Framework

Creating a learning environment where all students feel:

- valued and supported
- have equal access to learning
- are treated equitably

(University of Michigan)



Creating a Supportive Learning Environment

01

Send a welcome email and short survey before classes start

02

Get to know their names

03

Meet with them individually, if possible, in the first few days of class

04

Create support structures (Student meeting hours; student study groups)

Getting started with interactive lecturing



Big Why and Little Why

From Barkley and Major (2018): 35-36.



Physical Space



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Time and Resources

How long will the activity take?



What resources and preparation will I need?



What resources and preparation will the students need?



Scaffolding

Do the students have the necessary skills, knowledge, and resources to successfully complete the activity?



Class dynamics



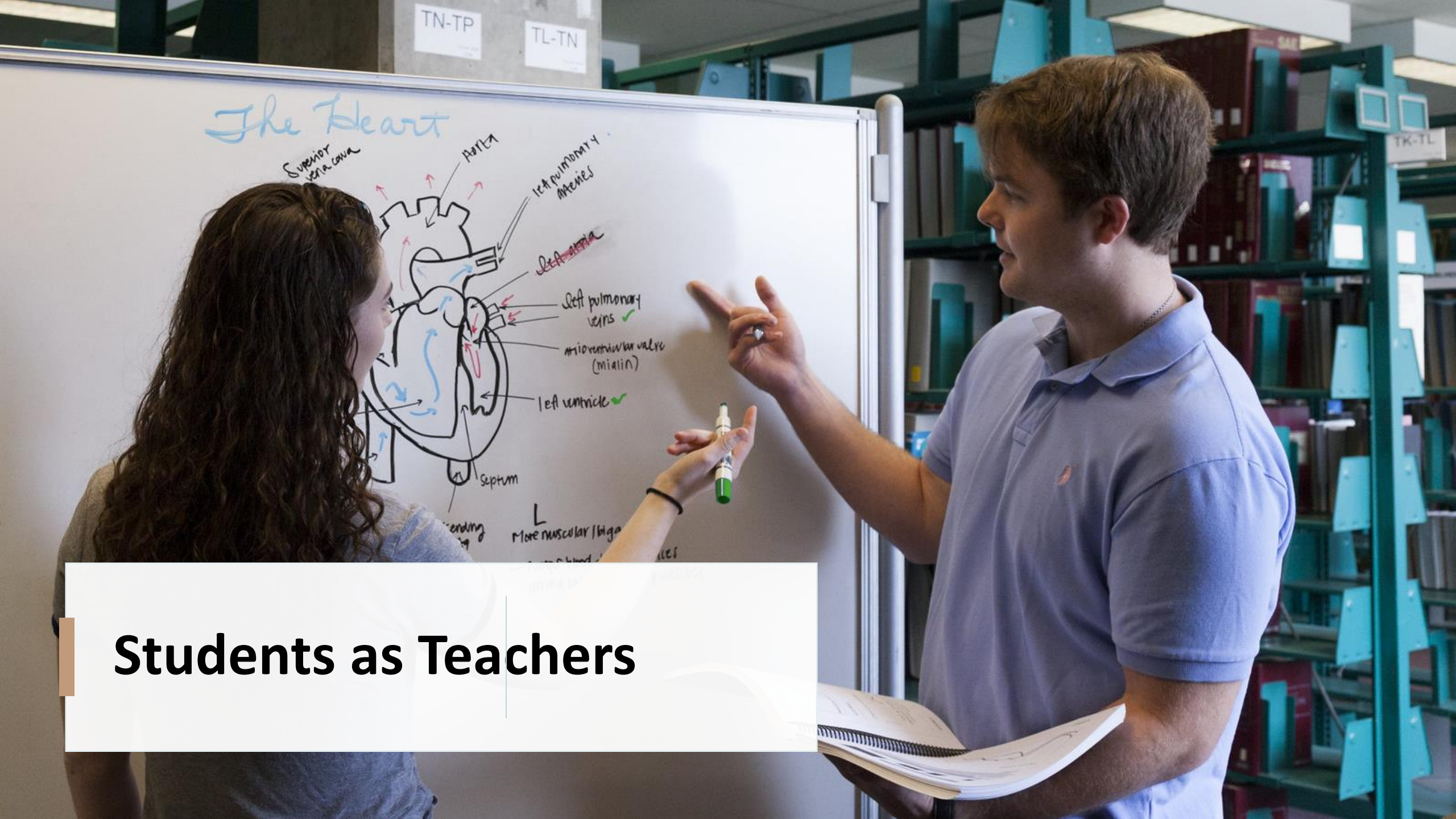
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Concept Mapping



Gallery Walk



Students as Teachers

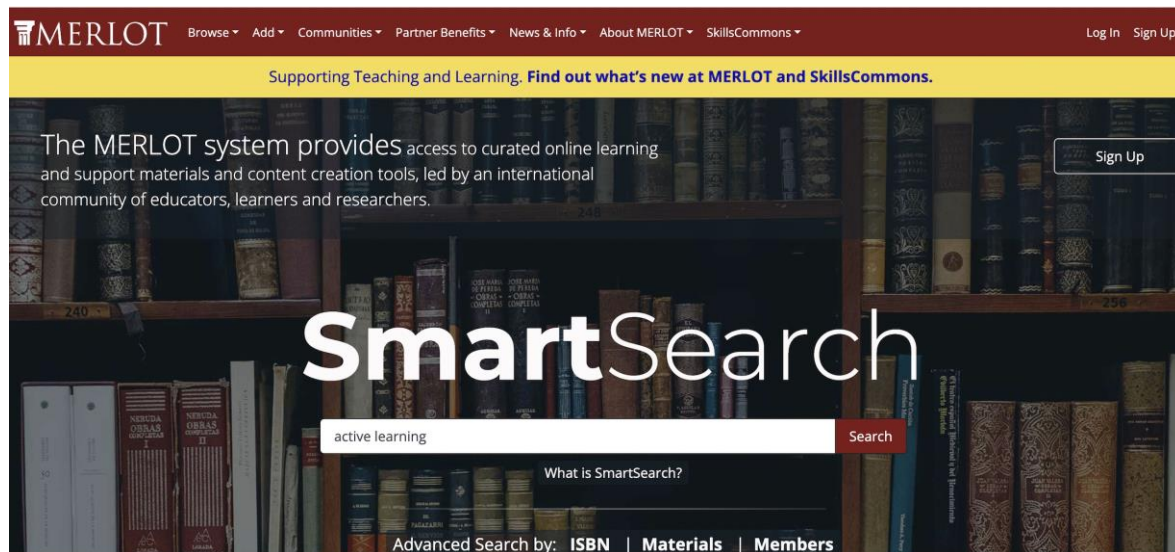
Review and Discuss

Choose an active learning strategy from your notes to discuss with a partner

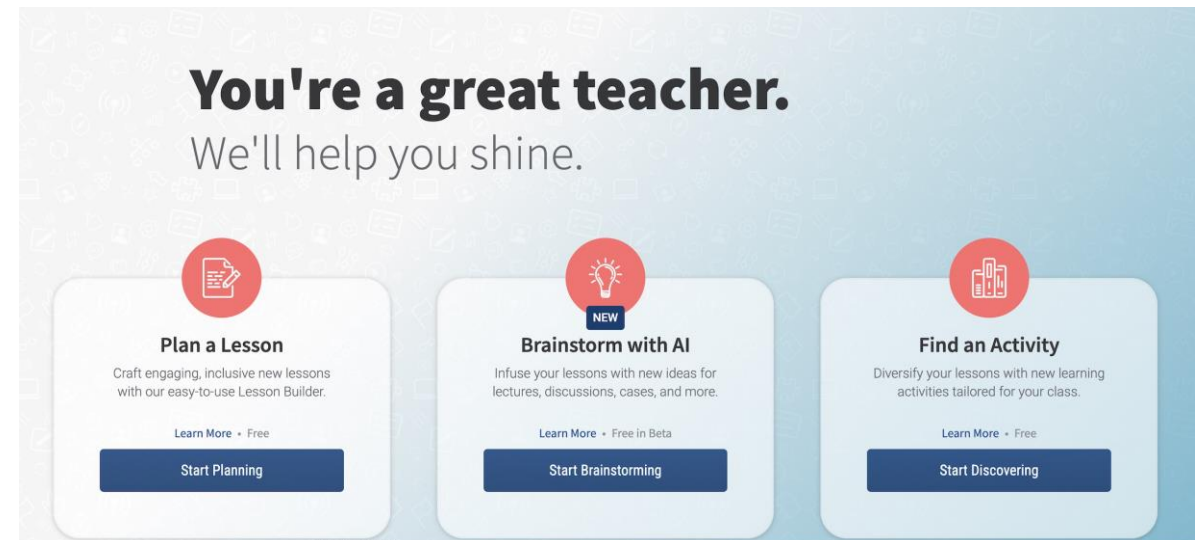
How would you integrate this strategy into your class?

Activity: Sharing about a concept or information with a partner can help reinforce knowledge or point out where misunderstandings may occur.

Useful Tools



<http://www.merlot.org/merlot/index.htm>
(search term: "Active Learning")



<https://teaching.tools/> (look in "Find an Activity")

Feedback Polls

Activity: Quick feedback polls provide information for instructors and support engagement for students.

Join at [slido.com](https://www.slido.com)

#4285187

<https://app.sli.do/event/2r9mW49xjSneRvcxbPC4ja>



slido

Please download and install the Slido app on all computers you use

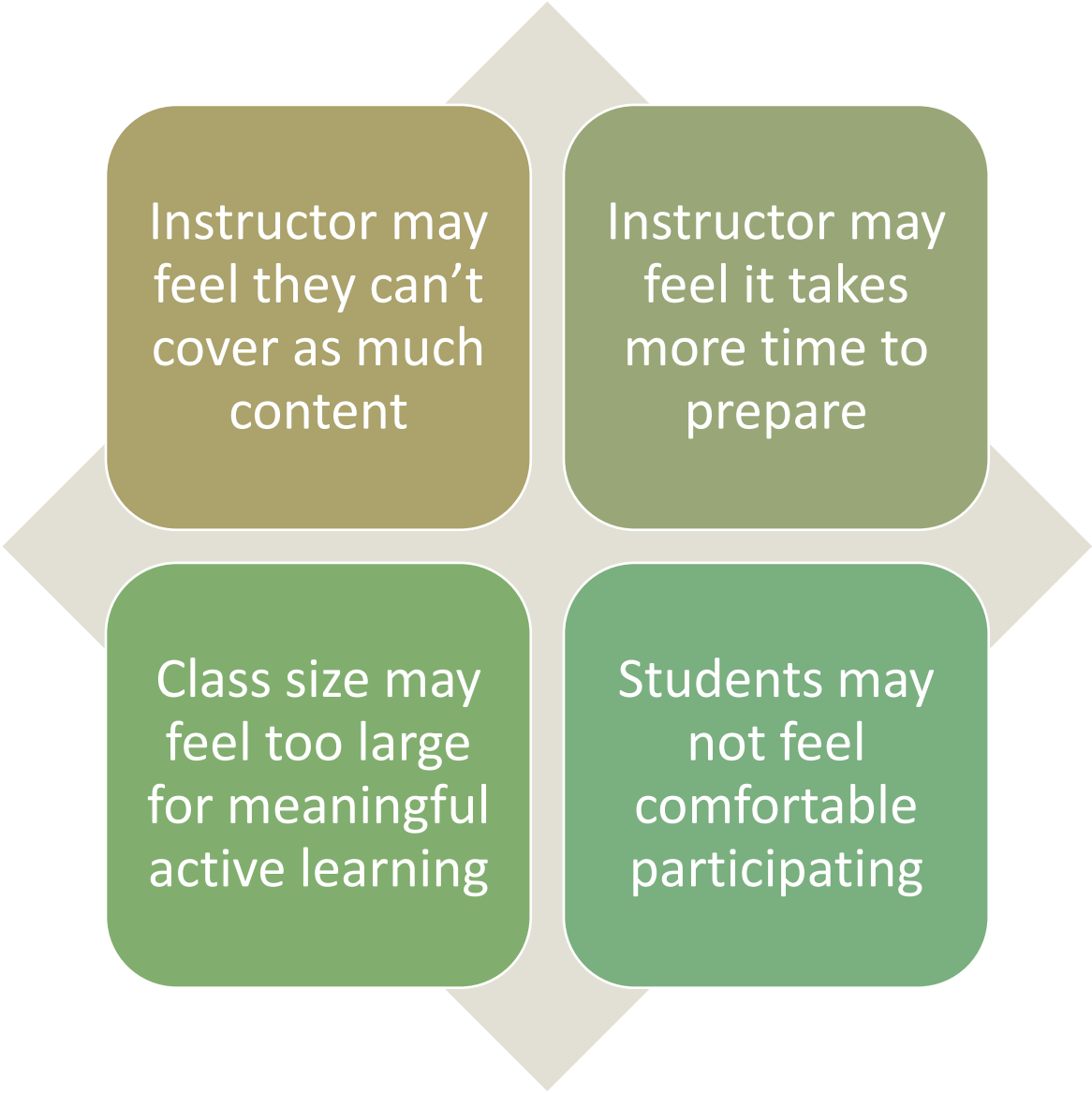


Which active learning strategy would you like to try in your class?

① Start presenting to display the poll results on this slide.

Challenges

Challenges with interactive lecturing



Instructor may
feel they can't
cover as much
content

Instructor may
feel it takes
more time to
prepare

Class size may
feel too large
for meaningful
active learning

Students may
not feel
comfortable
participating

Circling Back





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Engaged Learning through Interactive Lecturing

Structure + Pause

(with Variety + Predictability)

creates a cycle of attention, doing, and reflecting

Final thoughts on interactive lecturing

01

It gives you the opportunity to share content and to check on student understanding

02

It provides the students with opportunities to demonstrate what they know

03

It gives you and the students the space to create an inclusive and supportive learning environment



Reflection

Look back at the goals you wrote down at the beginning of this session: write for 1 minute on how these goals were met (or not) today.

Select References

Barkley, Elizabeth F. and Claire Howell Major (2018). [Interactive Lecturing: A Handbook for College Faculty](#)

Harvard University, Derek Bok Center for Teaching & Learning. Twenty Ways To Make Lectures More Participatory.

Boston University, Center for Teaching & Learning. Interactive Lecturing,
https://www.bu.edu/ctl/ctl_resource/interactive-lecturing/

Elon University, Center for the Advancement of Teaching & Learning. Interactive Lecturing,
<https://www.elon.edu/u/academics/catl/interactive-lecturing/>

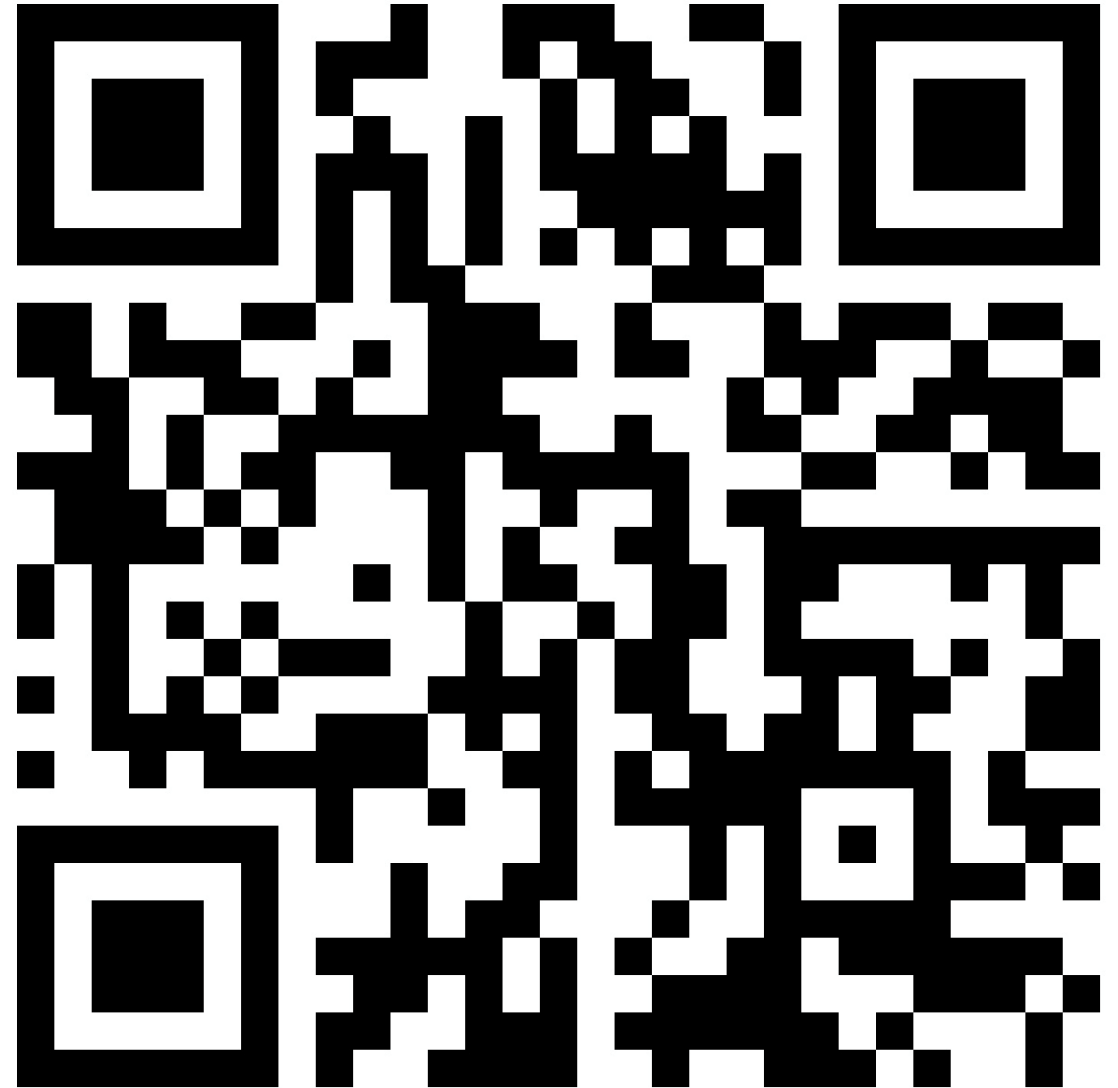
Eison, Jim (2010). [Using Active Learning Instructional Strategies to Create Excitement and Enhance Learning.](#)

Poorvu Center, Yale University, <https://poorvucenter.yale.edu/EffectiveLearning>

Exit Ticket

Please take a minute to write down 1 TAKEAWAY and 1 QUESTION from today's presentation.

<https://padlet.com/dfbreen1/exit-ticket-1ig2fjngxkn73kzu>



Q & A



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Thank you – please stay in touch