LECTURE is not a 4 letter word:

Strategies to enhance learner activity in a lecture setting

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PURPOSE

• To empower nursing educators with practical and interactive teaching strategies they can implement in a large lecture setting. Of the possible 36 interactive lecture summaries, the participants will be able to select strategies of most interest to them. The learners will develop their own repertoire of interactive strategies that they can implement at their next teaching opportunity.
Objectives

• 1: State how increased interactivity in the classroom can influence learning outcomes.
• 2: Identify no less than three interactive strategies to implement in the lecture setting.
• 3: Indicate how they will apply interactive strategies in their own nursing classroom.
Engagement
Kearsley and Shneiderman, 1998

- State of mind
- Motivation
- Playful
Goal

- Increase engagement
- Decrease boredom
NLN: Nurse Educator Competencies

• “Knowing and Using a Variety of Teaching Methods” p. 21

• Traits of effective teaching include (Kaiser, 2000)
  – Student–centered approach
  – Willingness to learn new strategies
  – Transform relevant content into clear information
  – Knowledgeable about the content
  – Demonstrated concern for students
  – Appropriate evaluation methods
Interactive Strategies

• 1- Best Summary
• 2- Bingo
• 3- Bites
• 4- Brainstorm
• 5- Concept Analysis
• 6- Crossword Lecture
• 7- Debrief
• 8- Dyads and Triads
• 9- Eg-hunt
• 10- Essence
• 11- Fictional Case Study
• 12- Fish Bowl
• 13- Glossary
• 14- Idea Map
• 15- Intelligent Interludes
• 16- Intelligent Interruptions
• 17- Interactive Story
• 18- Interpreted Lecture
Interactive Strategies

- 19-Item List
- 20-Job Aid
- 21-Multilevel Coaching
- 22-One, Two, Four
- 23-Press Conference
- 24-Question Cards
- 25-Questionaire Analysis
- 26-Rapid Reflection
- 27-Selected Questions
- 28-Shouting Match
- 29-Slide Sets
- 30-Superlatives
- 31-Table Talk
- 32-Talk Show
- 33-Team Quiz
- 34-Teamwork
- 35-True or False
- 36-Two minds
1. Best Summary

• **Basic Idea.** Each participant prepares a summary of the main points at the end of a presentation. Teams of participants switch their summaries and select the best summary from each set.

• **Application.** This lecture game is especially useful for informational or conceptual content.
2. Bingo

• **Basic Idea.** Presenter hands out BINGO cards to participants. Presenter then delivers parts of a lecture interspersed with short-answer questions. Participants play BINGO by identifying the answers on their cards.

• **Application.** This lecture is especially useful when the instructional content is primarily factual or conceptual.
3. Bites

• **Basic Idea.** The topic is presented in small chunks. Participants create questions for two experts to respond.

• **Application.** This lecture game is especially useful for exploring controversial topics without getting bogged down in unnecessary debates. It requires two experts on the topic, preferably with divergent points of view.
4. Brainstorm

• **Basic Idea.** Presenter conducts a brainstorming session on an open-ended question, contributing his or her ideas when appropriate. After brainstorming, presenter derives some general principles on the topic and corrects any misconceptions.

• **Application.** This lecture game is especially useful when the instructional content is primarily informational or conceptual, or if the content involves analyzing and solving a problem.
5. Concept Analysis

• **Basic Idea.** Presenter asks a series of questions related to a concept. Building on participants’ responses, presenter explores the critical features and types of the concepts.

• **Application.** This lecture game is especially useful for exploring concepts with which participants are familiar.
6. Crossword Lecture

• **Basic Idea.** Participants receive a crossword puzzle that contains questions to test the mastery of the major learning points in the presentation. During the puzzle-solving interludes, participants pair up and solve as much of the puzzle as possible.

• **Application.** This lecture game is suited for any type of content that can be summarized by a series of one-word-answer question (which are converted into crossword puzzle clues).
7. Debrief

• **Basic Idea.** A brief and powerful experiential activity is followed by a debriefing discussion to elicit and share useful insights.

• **Application.** This lecture game is especially useful when the instructional content involves counter-intuitive principles, attitudes, and values.
8. Dyads and Triads

- **Basic idea.** Participants write closed and open questions and gain points by answering each others’ questions.

- **Application.** This interactive lecture is useful with any type of instructional content.
9. Eg-Hunt

- **Basic Idea.** Presenter uses examples to explain several related concepts. Later, participants generate examples to demonstrate their mastery.

- **Application.** This lecture game is especially useful when the instructional content deals with a set of related concepts.
10. Essence

• **Basic Idea.** Participants write several summaries of a lecture, repeatedly reducing its length.

• **Application.** This interactive lecture is particularly useful with factual, conceptual, or informational content that can be effectively summarized.
11. Fictional Case Study

- **Basic Idea.** Presenter tells a story that illustrates different steps in a process. Teams of participants create and present their own stories.

- **Application.** This lecture game is especially useful for exploring a procedure or process.
12. Fish Bowl

- **Basic Idea.** Presenter conducts a coaching session with an individual participant. Other participants observe and learn vicariously.

- **Application.** This lecture game is especially useful when the instructional content involves procedures and principles.
13. Glossary

- **Basic Ideas.** The presenter identifies a key term related to the training topic. Teams of participants come up with a definition of the term. The presenter collects these definitions, inserts the correct definition among them, and plays a “dictionary”-type guessing game.

- **Application.** The lecture game is particularly suitable for technical content with key concepts and definitions.
14. Idea Map

- **Basic Idea.** While presenter lectures, participants take notes using an idea mapping approach. At logical junctures, the lecture stops to permit teams of participants to consolidate their idea maps.

- **Application.** This lecture game is especially useful when the instructional content involves factual information and concepts.
15. Intelligent Interludes

- **Basic Ideas.** The presenter requires participants to use different types of intelligence to process the content presented in the lectures.

- **Application.** This lecture game works effectively with any type of content. The presenter should be familiar with Howard Gardner’s seven types of intelligence.
16. Intelligent Interruptions

- **Basic idea.** Presenter stops the lecture at random intervals and selects a participant. This participant asks a question, makes a comment, or challenges a statement as a way of demonstrating that he or she has been intelligently processing the presentation.

- **Application.** This lecture is especially useful when the instructional content is informational.
17. Interactive Story

• **Basic Idea.** Presenter narrates a case incident in the form of a story. During pauses at critical junctures, participants figure out what happened, why it happened, or what should happen next.

• **Application.** This lecture game is especially useful when the instructional content requires the analysis of a situation, identification of the basic cause, or selection of the best solution.
18. Interpreted Lecture

- **Basic idea.** The presenter pauses from time to time during the lecture. A randomly selected participant “translates” the lecture into plain English.

- **Application.** This lecture game is particularly useful with complex topics. It requires a high level of language skills among participants.
19. Item List

- **Basic idea.** Participants review a list of items in a handout and select a few that need detailed explanation. Presenter clarifies these items.

- **Application.** This lecture game is especially useful when the instructional content can be organized into a list of items.
20. Job Aid

• **Basic Idea.** Presenter steps through the use of a job aid. Participants form teams and use the job aid to work on an application exercise. Participants then work individually to master the use of the job aid on another application exercise.

• **Application.** This lecture game is especially useful when the content involves a procedure and a job aid.
21. Multilevel Coaching

• **Basic idea.** Presenter “lectures” to a small group of participants and tests them to make sure that they have acquired the skill. These participants become coaches and train the others.

• **Application.** This lecture game is especially useful with motor skills and foreign language acquisition where demonstration, coaching, and feedback are critical factors. It is best interspersed among other regular activities since it primarily involves one-on-one coaching.
22. One, Two, Four

- **Basic idea.** Participants recall successful strategies that they have used (or have heard about from others) for solving problems in a specific area. They share these strategies with a partner and later with a group of four people.

- **Application.** This lecture game is especially useful when participants have practical experience in solving problems in a specific area.
23. Press Conference

• **Basic idea.** Participants organize themselves into teams and write a set of questions on different subtopics. Presenter responds to the questions in a press-conference format.

• **Application.** This lecture game is especially useful when the instructional content is primarily factual or informational.
24. Question Cards

• **Basic Idea.** After your presentation, ask teams of participants to write 20 short answer questions based on the content. Collect all questions, shuffle the cards, and conduct a quiz program.

• **Application.** This interactive format is especially useful with factual content. It is suited for participants who are capable of constructing valid short-answer questions. The quiz program part of this activity requires ample time.
25. Questionnaire Analysis

- **Basic idea.** Participants respond to a questionnaire and compute their scores. Presenter helps them to interpret the scores and learn about the topic.

- **Application.** This lecture game is especially useful when the instructional content involves values, attitudes, personality characteristics, or preferences that can be explored through a questionnaire.
26. Rapid Reflection

• **Basic idea.** Presenter pauses at different junctures during the presentation. Participants reflect on the latest segment of the presentation and write down one insight or application idea. A few random reflections are shared with the entire group.

• **Application.** This interactive lecture format is especially useful with content that generates insights and application ideas.
27. Selected Questions

• **Basic idea.** A list of questions (generated before the presentation) is reviewed, organized, and prioritized by audience members. You begin your presentation by answering the questions selected by most participants. You repeat the process by responding to “popular” questions that are successively selected by the listeners.

• **Application.** This interactive lecture format is useful when your audience members represent different areas of interest and levels of knowledge. It is suited for presentations that involve a broad survey of a topical area. The format requires a willingness on your part to let go of control of the session.
28. Shouting Match

- **Basic idea.** Participants organize themselves into three teams and assume positive, negative, and neutral roles toward a controversial issue. Presenter conducts an informal debate among the teams and adds her own comments.

- **Application.** This lecture game is especially useful with potentially controversial instructional content.
29. Slide Sets

- **Basic idea.** The presenter distributes copies of key diagrams used during the presentation, a different diagram to each team. After a subtle pause, each team sends a representative to make a summary presentation of the major points related to the diagram it received.

- **Application.** This interactive lecture format is especially suited for technical content that uses several diagrams during the presentation.
30. Superlatives

• **Basic idea.** Interrupt your presentation at the end of each logical unit and ask teams to identify the most important, the most disturbing, the most surprising, or the most complex idea presented so far.

• **Application.** This interactive lecture format is especially suitable when participants know how to take notes and discuss them. It is appropriate for presentations that can be divided into 7-10 minute sections.
31. Table Talk

• **Basic idea.** Presenter introduces two contrasting approaches. Participants collect information about the similarities and differences between these two approaches. Presenter organizes, summarizes, and clarifies the information.

• **Application.** This lecture game is especially useful for comparing two alternative approaches. Usually one approach is traditional and the other is a new alternative that you are recommending.
32. Talk Show

- **Basic idea.** Presenter acts as a talk-show host and interviews a panel of experts. Participants contribute additional questions and comments.

- **Application.** This lecture game is especially useful when the instructional content is somewhat controversial.
33. Team Quiz

- **Basic idea.** Presenter does a “data dump” of factual information. Presenter stops the lecture at intervals, allowing teams to participants to come up with questions on the materials covered so far and to conduct a short quiz.

- **Application.** This lecture game is especially useful for presenting significant amounts of technical information or conceptual content.
34. Teamwork

- **Basic idea.** Participants are divided into two or more groups. Each group listens to a lecture (and watches a demonstration) about a different part of a procedure. Participants then form teams with one member of each group. Team members work on an application exercise and help each other master all steps in the procedure.

- **Application.** This lecture game is especially useful when the instructional content involves a step-by-step procedure.
35. True or False

- **Basic idea.** Presenter displays a series of statements about the topic and asks participants to decide whether each is true or false. Presenter then provides background information related to each statement.

- **Application.** This lecture game is especially useful when participants are likely to have major misconceptions about the topic.
36. Two Minds

• **Basic Idea.** Teams of participants prepare a list of questions about a topic. Two experts give independent responses to each question. After listening to both responses to a question, teams identify key similarities and differences.

• **Application.** This lecture game is especially useful for exploring controversial topics without getting bogged down in unnecessary debates. It requires two experts on the topic, preferably with divergent points of view.
Objectives

• 1: State how increased interactivity in the classroom can influence learning outcomes.

• 2: Identify no less than three interactive strategies to implement in the lecture setting.

• 3: Indicate how they will apply interactive strategies in their own nursing classroom.
References


Interactive lectures: Summaries of 36 formats at http://medicine.fiu.edu/assets/docs/Content-specific.pdf