

TECHNIQUES OF INTERACTIVE TEACHING

TA123

1.5 hours

1

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INTERACTIVE TEACHING

Materials



students



Peers



Teacher

INTENDED LEARNING OUTCOMES

- By the end of this workshop, you are expected to be able to...
 - **Explain** the procedure of some common interactive techniques
 - **Relate** the techniques to the 7 factors of successful learning
 - **Compare and Explain** the pros and cons of interactive techniques and the traditional teaching

Activity 1

1. In your learning experience, have you experienced any interactive teaching technique(s) which you found helpful to your learning?
2. How did it help you?

Examples of Interactive Teaching Techniques

EXAMPLES OF INTERACTIVE TEACHING TECHNIQUES

- Think-Pair-Share
- Buzz group
- Case Study
- Asking questions
- Note review
- Role-playing
- Short writing exercises
- Demonstration
- Discussion
- Brainstorming
- Debate (between students)
- Debate (between students and Teacher)
- Simulation

INTERACTIVE TEACHING TECHNIQUES FOCUSED TODAY

(1) DISCUSSION

- Think-pair-share
- Buzz group

(2) SHORT WRITING EXERCISE

- One-minute paper
- Directed Paraphrasing



THINK-PAIR-SHARE



THINK-PAIR-SHARE

- Pose an open-ended question
 1. Let them think on their own first (1-2 mins)
 2. Get them pair up and compare their answers (2-3 mins)
 3. Ask them to share their responses with the class (2-3 mins)
 4. Option (a): Debrief (1-2 mins)
 5. Option (b): Mock-grade them and explain your assessment criteria (1-2 mins)

BUZZ GROUP



BUZZ GROUP

- Divide students into groups of 3-5 people
- Give 3-8 mins for the group to work on a specific problem
- Walk around to answer questions
- Ask for answers from each group

SHORT WRITING EXERCISES



SHORT WRITING EXERCISES

1. Give students a card / a sheet of paper
2. Ask them to answer a question anonymously
3. Collect responses
4. Respond in the same or next lesson
 - Review important points
 - Clarify misconceptions
 - Answer questions

SHORT WRITING EXERCISES - EXAMPLES

1. Muddiest point (1-2 mins)

- What is the least clear point in the session?

2. One minute paper (1-2 mins)

- In 1-2 sentence, what is the most useful point (s) of the session and what is the question (s) remaining in your mind?

3. Directed paraphrasing (1-2 mins)

- In 1-2 concise sentence, define what deep learning means to you. Write a definition below that will make sense to you friends.

COMMON PROCEDURES

- Give complete **instructions** (both verbally and textually)
 - (i) Context (ii) Time (iii) Group or individual
 - (iv) Expected responses
- **Walk around** the classroom
- Debrief/ highlight the **key points**

TIPS

- Start with a simple technique that you feel comfortable with.
- Don't answer your own question too quick.
 - **Wait** (10-15 seconds)
 - **Wait..... longer**, if question is lengthy, sophisticated (writing on paper first)
 - Non-verbal cues
 - Confused/ misunderstood. **ASK!**
- Correct the wrong answers. But keep the points/ criticisms to **matter**, not people.

Activity 2 – 1 min paper

1. Which technique is more appealing to you?
2. What is stopping you from trying it or, using it well?



WAIT A MINUTE!

**WHY SHOULD WE CARE ABOUT INTERACTIVE
TEACHING???**

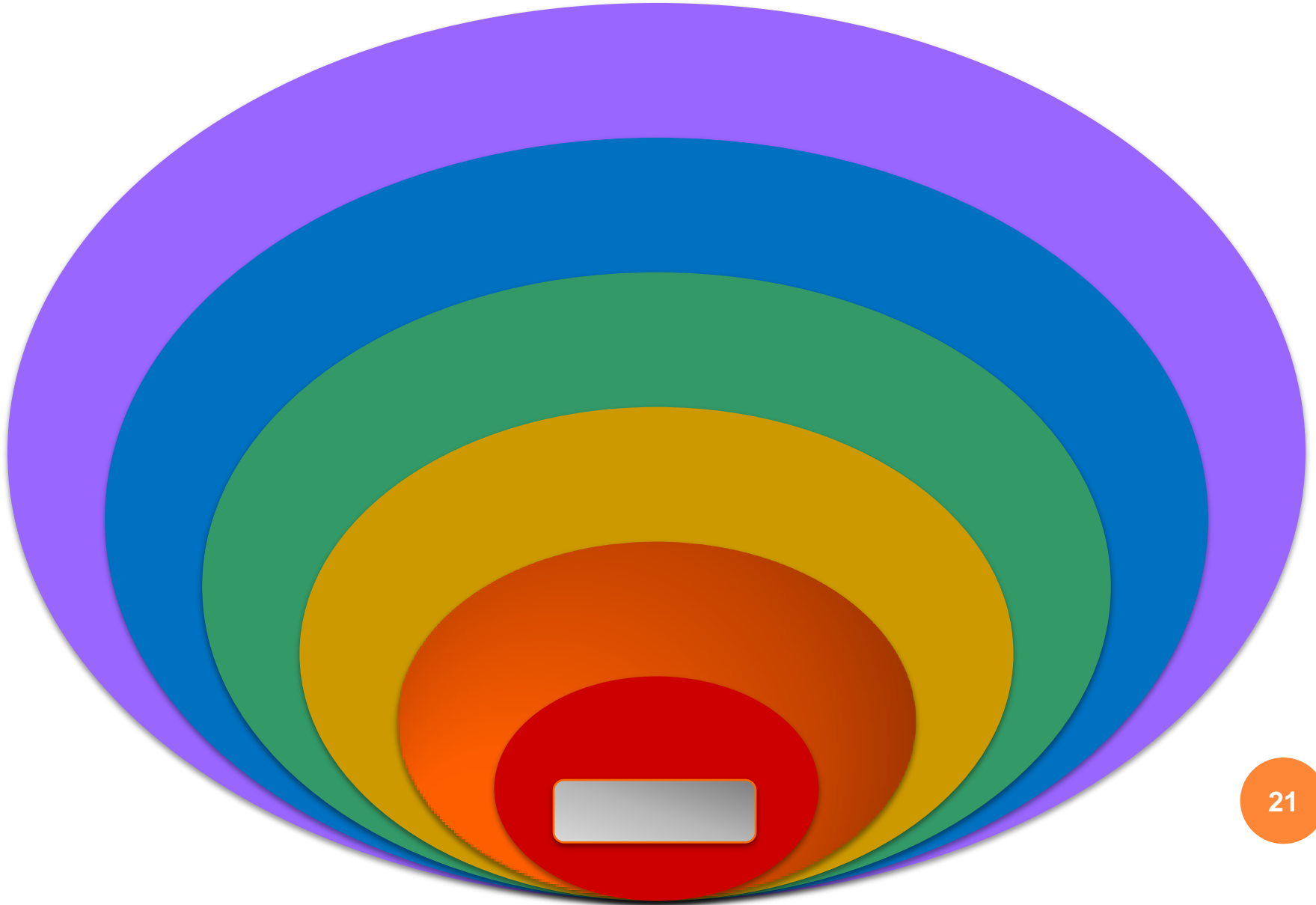
IT'S ALL ABOUT LEARNING

- "If the child is not learning the way you are teaching, then you must teach in the way the child learns"
- *Rita Dunn*

ACTIVITY 3 – BUZZ GROUP

- Form groups of 3-5
- Try to identify the 7 factors based on your learning experience and the quotes given in the following slides
- Questions to be considered:
 - How do you learn well?
 - What makes you feel good in a recent learning exp?
 - What about your bad learning exp?

7 FACTORS OF SUCCESSFUL LEARNING



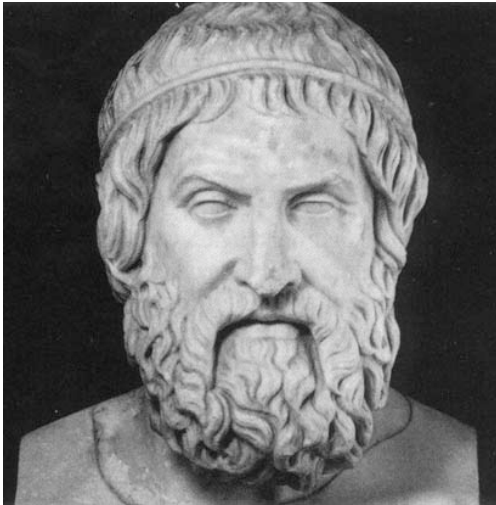
Learning is experience.
Everything else is just information.

$$E = mc^2$$

and

$$I = \text{Rock}$$

- "One must learn by doing the thing;
for though you think you know it,
you have no certainty, until you try."
- Sophocles



<http://freefreeman.com/antigone/khakevin/AntigoneSS.html>

- An expert is a man who has made all the mistakes, which can be made, in a very narrow field.

(Niels Bohr, 1885-1962)

- "To teach is to learn twice."
- Joseph Joubert

Your turn

ACTIVITY 3 – BUZZ GROUP

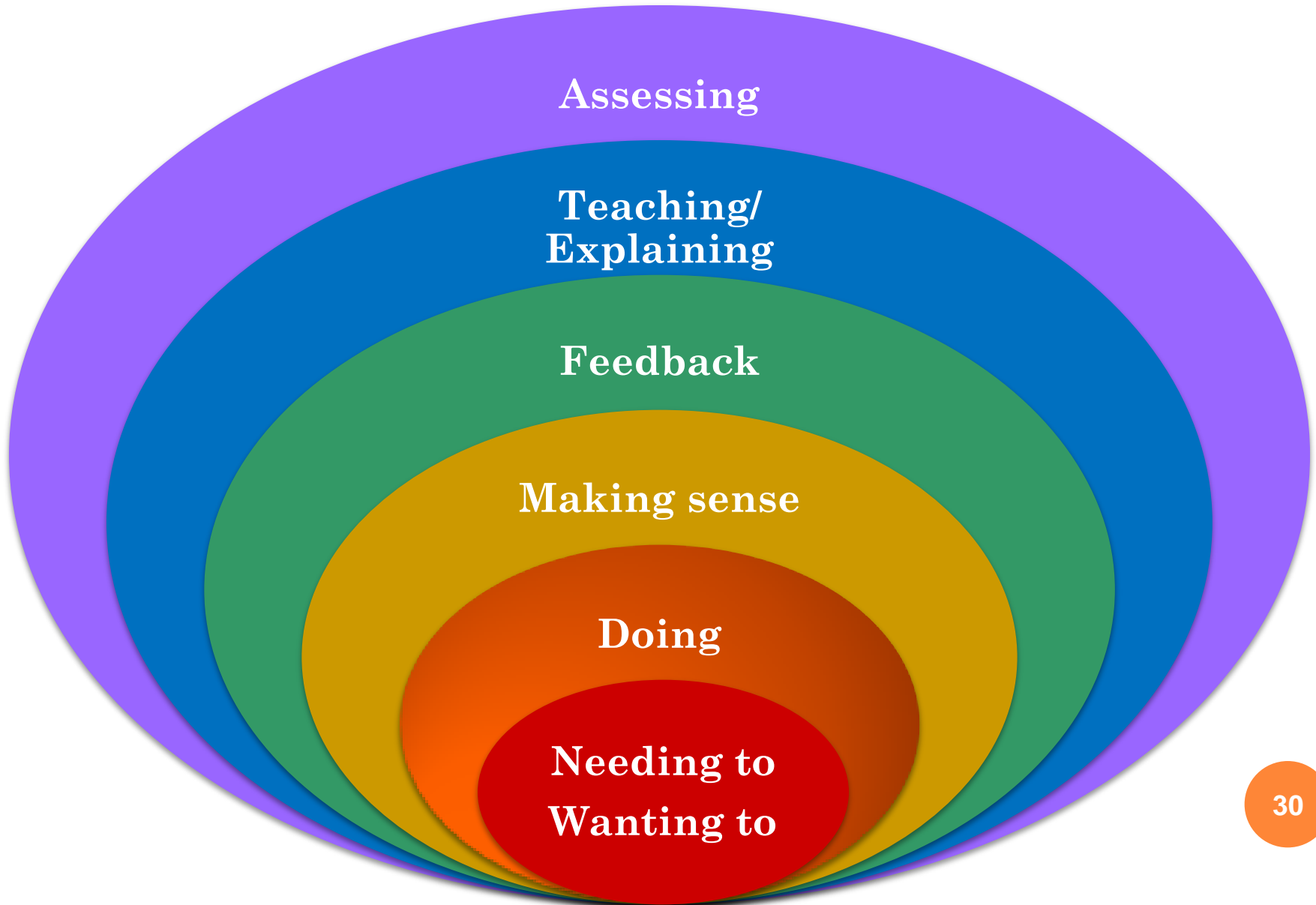
- Form groups of 3-5
- Try to identify the 7 factors based on your learning experience and the quotes given in the following slides
- Questions to be considered:
 - How do you learn well?
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TEACHING

- Other people's knowledge is just information
- Teaching is helping people to turn information into knowledge...
- ... by getting them to do things with the information
- ...allowing them to make mistakes
- ...and giving them constructive feedback about their attempts

- Learning by doing
- Learning from feedback
- Wanting to learn
- Needing to learn
- Making sense
(getting one's head round it/ digesting/ assimilating)
- Teaching / explaining to others
- Assessing (reflection on the thinking or learning)

7 FACTORS OF SUCCESSFUL LEARNING



ACTIVITY 4 – THINK-PAIR-SHARE

- Think of one teaching technique that you have used/ will use.
- How does it relate to the 7 factors of successful learning?
- Think on your own first, write it down (~1min)
 - ➔ Then, share with the person next to you

WHEN?

- You have learnt a few techniques and the 7 factors of successful learning behind doing the techniques
- When will you use them?

'When' is related to the PURPOSE



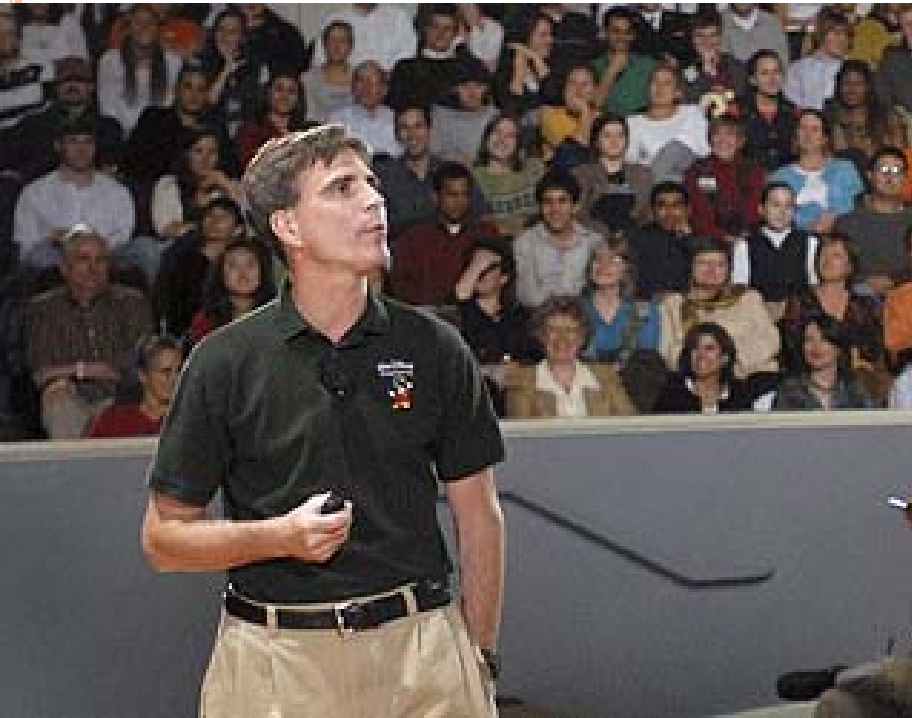
- To process (making sense)
- To apply (doing)
- To share (feedback, explaining)
- To assess the learning (assessing, feedback)
- To assess the prior knowledge
- To re-gain their attention

‘Lecture’
vs
‘Interactive Teaching’

WHAT'S WRONG WITH LECTURING?



LECTURING CAN BE MOTIVATIONAL!



Randy Pausch – The Last



Randy%20Paush%20202.jpg

PROS & CONS

	Lecturing	Interactive Teaching
Pros	Efficient in conveying information Factual knowledge Demonstration Conceptual framework	More effective Doing/ making sense/ feedback/ teaching/ assessing
Cons	Less effective	Time

INTENDED LEARNING OUTCOMES

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 - **Relate** the techniques to the 7 factors of successful learning
 - **Compare and Explain** the interactive techniques with the traditional teaching

FRIENDLY REMINDER

- No one strategy fits for every one
- Come to us

REFERENCES

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- Angelo, Thomas A. and Cross, K. Patricia (1993). *Classroom assessment techniques: a handbook for college teachers (2nd ed.)* Jossey-Bass publishers. San Francisco.
- Ko, Edmond and Noakes, Nick (2010). Course materials from PDEV501: Preparation for your academic career, Spring 2010, HKUST.

~ the end ~

- Online evaluation