



ECHO 360 Active Learning Platform (ALP)

PRACTICAL IDEAS TO ADD INTERACTION INTO YOUR LECTURES

Before the lecture (e.g. the first 5 mins/ waiting time/ people to come in, etc.)

Tip: Have the interactive slide open 3-5 mins before the lecture to give 'early birds' something to do.

'A warm-up' quiz or a summary

Start lectures with a brief (3-4 questions) quiz

OR

1-2 sentences summary on the previous content

- Multiple choice
- Image quiz
- Text response (public for vicarious learning)

What examples did you find?

Ask students to share 'real life' examples of what you were discussing in the previous lecture.

- Q&A (Note that in addition to text, Q&A tool can have images/URL, etc.)

Start 'with a bang'!

Start with a poll

- Multiple choice
- Image quiz
- Text response (public for vicarious learning)

Start with a misconception

Present a misconception about the topic of your lecture.

Get students to discuss this misconception together with the students and either vote or type up their answers.

- Multiple choice
- Image quiz
- Text response (public for vicarious learning)

An interesting fact

Turn an interesting fact into a question with 2-3 choices. Get students to vote

- Multiple choice
- Image quiz

Prepare the ground for 'deep learning'

Flip it

Before presenting key information, pose a question or a problem. Students can reply individually OR discuss it with the person next to them and reply together.

Tip: Manage time (e.g. give students 3-4 minutes to think/discuss and remind them to post their answers when there is 1 minute left)

- Multiple choice
- Image quiz
- Text response (public for vicarious learning)

A common misconception

Present an example with a mistake or misconceptions. Ask students to identify it.

Tip: Invite students to keep looking for more 'bad' or 'good' examples after the lecture and share these examples the tutorials or at the start of the next lecture.

- Multiple choice
- Image quiz
- Text response (public for vicarious learning)

Video break

If using a video to illustrate some key concepts, pause and have a brief activity (e.g. prediction of what's to come next)

- Multiple choice
- Image quiz
- Text response (public for vicarious learning)

Press conference

Students work in pairs or teams to write questions on a topic. The instructor answers them in a 'simulated' press conference.

- Q&A

Create 'penny drop' moments (allocate time for students to reflect and consolidate)

Peer explanations

Give 5 minutes for students to ask their questions in Q&A. Invite everyone to respond. Pick the best answers.

- Q&A

Apply it!

Ask students to think of real-life examples or 'wicked (real and complicated) problems' to make lecture content more applied/meaningful.

- Q&A or Text response (public)

Pros and cons

Get students to brainstorm pros and cons of a procedure, a method, a decision, etc.

- Text response (public for vicarious learning)

Silent break

Ask students to look at their lecture notes, fill in the gaps, check them and bookmark the important content.

- Bookmarking

<p>Discussion</p> <p>Ask students to discuss a question/problem or misconception with 2-3 people and write their short answer.</p>	<ul style="list-style-type: none"> Text response (public for vicarious learning)
<p>Summary of a peer's answer</p> <p>Students listen to each other and create a summary of each other's answers.</p>	<ul style="list-style-type: none"> Text response (public for vicarious learning)
<p>The key ideas are...</p> <p>Ask students to formulate (in their own words) the key ideas of this particular lecture or lecture segment.</p>	<ul style="list-style-type: none"> Text response (public for vicarious learning)
<p>What are your questions?</p> <p>Ask students to look at the slides and ask questions.</p>	<ul style="list-style-type: none"> Q&A

Check the 'pulse' of your lecture

<p>Confused?</p> <p>Ask students to review the last 10 slides and flag confusing content.</p>	<ul style="list-style-type: none"> Flagging
<p>Rate your confusion</p> <p>Ask students to rate their understanding on 1-5 scale.</p>	<ul style="list-style-type: none"> Multiple choice

Sum up

<p>A quiz</p> <p>Get students to respond to 3-4 questions on the key content/ideas of this lecture.</p>	<ul style="list-style-type: none"> Multiple choice
<p>Pair work</p> <p>Students work in pairs to formulate the key things we've learnt and 2 things we'd like to learn more about.</p>	<ul style="list-style-type: none"> Text response (public for vicarious learning)
<p>What's wrong with this example?</p> <p>Students work on identifying an error.</p>	<ul style="list-style-type: none"> Multiple choice Image quiz
<p>1 minute paper</p> <p>Get students to formulate the key ideas in 1-2 sentences. Prompt them by asking "what was the most important concept of this lecture?" or "what was the muddiest point of this lecture?"</p>	<ul style="list-style-type: none"> Text response (public for vicarious learning)

Would you like more assistance?

Contact your Faculty Learning and Teaching team for a personalized consultation/assistance.