### 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)*

**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.*

**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)

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

### 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.

**Apply it!**  
Ask students to think of real-life examples or ‘wicked (real and complicated) problems’ to make lecture content more applied/meaningful.

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

**Silent break**  
Ask students to look at their lecture notes, fill in the gaps, check them and bookmark the important content.
**Discussion**
Ask students to discuss a question/problem or misconception with 2-3 people and write their short answer.

**Summary of a peer’s answer**
Students listen to each other and create a summary of each other’s answers.

**The key ideas are...**
Ask students to formulate (in their own words) the key ideas of this particular lecture or lecture segment.

**What are your questions?**
Ask students to look at the slides and ask questions.

**Check the ‘pulse’ of your lecture**
**Confused?**
Ask students to review the last 10 slides and flag confusing content.

**Rate your confusion**
Ask students to rate their understanding on 1-5 scale.

**Sum up**
**A quiz**
Get students to respond to 3-4 questions on the key content/ideas of this lecture.

**Pair work**
Students work in pairs to formulate the key things we’ve learnt and 2 things we’d like to learn more about.

**What’s wrong with this example?**
Students work on identifying an error.

**1 minute paper**
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?”

**Would you like more assistance?**
Contact your Faculty Learning and Teaching team for a personalized consultation/assistance.