

Interactive Teaching

- Involves facilitator and learners
- Encourage and expect learners to participate
- Use questions to stimulate discussion, emphasizing the value of answers
- Give participants hands-on experience
- Use teaching aids to gain and retain attention



Where to Start...



- Start with clear learning objectives/outcomes
 - Helps you plan session and helps participants by providing clear view of the session's direction
- Follow an outline and provide copies to participants
 - Periodically refer to the learning outcomes during the session to remind everyone where you are and prevent people from getting lost

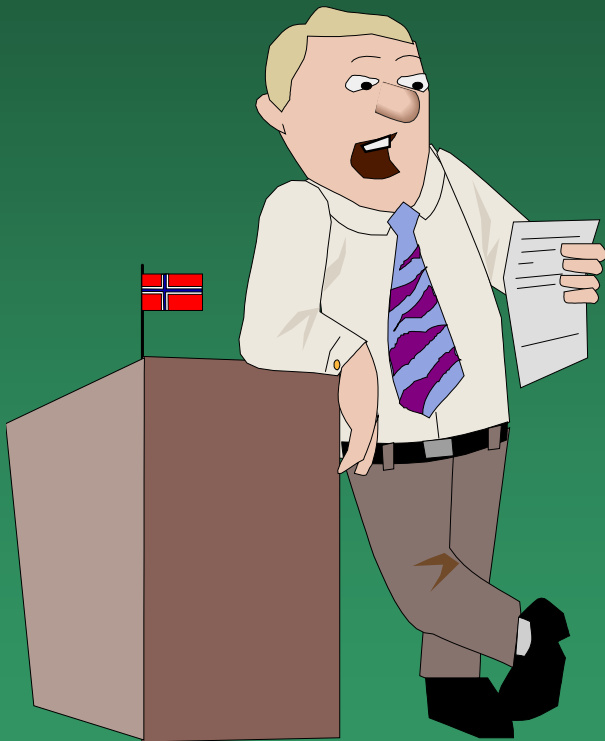
Increase Participation

Research shows people will:

- Listen for only 15-20 minutes without a break
- Learn more when given an opportunity to process what they are learning
- Retain more if they review or use the information immediately after learning it



Lecturing. . . .



- Lecture is the duct-tape of the teaching world
- Lecturing delivers “concepts”
- It delivers a lot of information in a short amount of time
- Conveys information that is difficult to present in another way

Avoid Over Use Because:

- In a lecture your learners are passive
- Doesn't guarantee understanding, no feedback from learners
- Easily bores the audience unless well prepared



Points to Keep in Mind



- **Lowest** retention value of all teaching techniques
- Make more interactive by involving the group by frequently stopping and asking questions
- Strive for a “30% / 70%” split
 - 30% lecture/ 70% active discussion
 - This won’t always be possible

Why use facilitation rather than lecture in a training session?

- Participants like to be actively involved
- Participants want to share knowledge and ideas
- You don't have to be an expert and answer all questions, because learners can address questions as well
- Keeps group's attentive and involved



Working in Groups



- Work groups are the workhorse of interactive teaching
- Work groups should be standard in every training program!

Using Work Groups

- Stimulates individual input
- Learners obtain feedback from multiple perspectives
- Offers opportunity for peer instruction
- Allows you to evaluate their learning



How to Utilize Work Groups

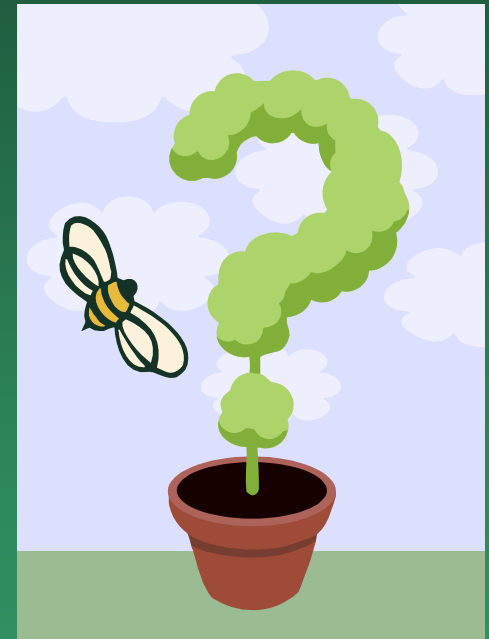
1. Explain the procedure
2. Form groups
3. Describe task
4. Specify a time limit
5. Ask for scribes
6. Recommend a process
7. Monitor progress
8. Act as a timekeeper & answer questions
9. Have groups report to entire group
10. Process the information

When to Use Group Work

- Warm ups
- Practice Session
- Review
- Break Up Lectures
- Complete assignments

Interactive Techniques

1. Think/Pair/Share
2. Buzz Session
3. Case Study
4. Incident Process
5. Question & Answer Period
6. Short writing exercises
7. Note Review
8. Demonstration



Incorporating Interactivity

- As you select activities, consider the learners' wants and needs, number of participants, size and layout of the room
- Ask yourself
 - “What am I trying to teach these people?”
 - “Do I want them to share ideas and learn from each other?”
 - “Do I want them to internalize something on their own?”
 - “Do I want to test their knowledge?”
- Plan a variety of activities into your session to help participants stay interested

Think/Pair/Share (5-7 minutes)

- Pose a question or problem.
 - This should require participant to explain a concept in their own words or to apply, synthesize, or evaluate what they've learned.
- Give participants one minute to **THINK** about their answers individually.
- Have them **PAIR** with a partner to compare answers.
- Ask them to **SHARE** their responses with the class.

Buzz Session (10- 15 minutes or <)

- Divide participants into groups of 3 to 6 participants
 - Small size of group allows each participant to contribute
- Give the groups 3 to 8 minutes to consider a specific, limited problem or question
 - Shortness of time requires groups to work hard and stay on target
- Walk around the room to answer questions
- Ask for answers from each group, or provide the answer to on an overhead/flip chart/board

Case Study

- Provide account of actual problem/situation an individual/group has experienced
- Provides a means of analyzing & solving a typical problem
- Open-ended proposition that asks the basic question
 - “What would you do?”
 - Solution must be practical - the best you can come up with under the circumstances
- Effective method of provoking controversy & debate on issues for which definite conclusions do not exist

Incident Process

- Method of learning how to solve problems and work out solutions by using actual incidents that involve real people in real situations
- Less formal, less demanding form of case study



Question and Answer Period

- Allow a certain amount of time for questions at the beginning, middle, or end
- Plan this time & tell participants about it in advance
- Questions may be asked orally by individuals, groups, or in writing
 - **TRY:** distributing index cards at the start of your session. Ask participants write down a question they have and return it to you before the break
 - Then review their questions while the participants are on break
 - When they return, answer their questions while summarizing key points learned before the break
 - Use this as a transition in to the next sections

Asking Questions

- Open-Ended Questions
 - Ask questions to get participants to think, analyze, or evaluate
 - Prepare questions ahead of time
 - Questions should not have a single, right answer, e.g., “How could this procedure be improved?” or “What problems might occur with this technique?”
- Closed-Ended Questions
 - Have a short, definite answers
 - Work best when asked fairly rapidly in a series to break the participants out of a passive mode

Short Writing Exercises

- Give participants a card or sheet of paper
- Ask them to write their responses
- Collect responses & review them
- Clarify all misunderstandings & answer questions
- **Muddiest Point** *(10 minutes: 2 min. of writing, 8 min. of answering/discussion)*
 - Use to immediately explain points that have not been clearly understood.
 - Ask the participants to write their least clear or “muddiest” point.
- **Three Minute Summary**
 - Use this to clarify points and assess the depth of participants’ understanding.
 - Ask them to summarize the key points of the seminar.



Note Review (4-5 minutes)

- Can be used in the middle of a seminar, after a break, or at the end
- Give participants 3 minutes to read their notes thoroughly and underscore or circle important points
 - Mark anything that doesn't make sense
 - Mark the location of missing information
- Circle the room answering individual questions
- After they've completed the exercise, ask for questions so you can clarify questions

Demonstration

- Demonstration is one of the most effective teaching methods because of its visual impact.
- A visual presentation of one or more techniques, processes, skills, etc.
- You or a participant, often assisted by others, go through the motion of showing, doing, explaining, etc.

Introducing & Conducting Activities

- **Give the Rationale**, explain why you're doing the exercise
- **Explain the Task** with complete & detailed instructions
- **Define the Context**, tell them how they will complete the task
- **Explain What is to be Reported**, explain how to structure their responses
- **Monitor the Exercise**, stay near to answer questions
- **Debrief the Exercise**, highlight key points after groups have given data

Other Proven Techniques

- Peer instruction
- Practice sessions
- Discussion
- Job aids
- Role play
- Brainstorming
- Games
- Field Trips
- Competition
- Assigned reading

Summary

- Telling is not teaching, nor is listening learning.
- You must engage participants in learning activities that lead to a higher level of understanding and result in the participant's ability to apply what he learned on the job.
- Interactive teaching is a two-way process of active participant engagement with each other, the facilitator, and the content.

Summary

- Keep in mind, however, that interactivity is a means to a greater end – participant learning. The most effective learning involves leading participants to a point of reflection on content
 - What does this mean to me?
 - How can I use this?
 - Is this better than what I'm doing now?
 - This reflection is the goal of interactivity.