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.