# Application of Interactive Teaching Methods

# What Is Interactive Teaching?

The interactive teaching is NOT something new or mysterious.

If you are a teacher and you ask questions in class, assign and check homework, or hold class or group discussions, then you already teach interactively.

Interactive teaching is just giving students something to do, getting back what they have done, and then assimilating it yourself, so that you can decide what would be best to do next.

# Interactive Teaching Styles Used in the Classroom

Teaching involves an opened-minded plan for helping students meet and exceed educational goals. Teaching styles may differ from the teacher to teacher, class to class and school to school. Yet every teaching objective must include a structured but flexible process for student advancement.

Interactive teaching styles incorporate a multitude of goals beneath a single roof. Interactive classes are designed around a simple principle: Without practical application, students often fail to comprehend the depths of the study material.

# Interactive Teaching Styles Used in the Classroom

Interactive training styles provide four basic forms of feedback:

- *Measurable student accomplishments* — *Teachers making use of interactive teaching styles are better equipped to access how well students master a given subject material.*

- *Flexibility in teaching* — *Applying training methods that involve two-way communications enable the teacher to make quick adjustments in processes and approaches.*

- *Practice makes perfect* — *Interactive instruction enhances the learning process.*

- *Student motivation* — *Two-way teaching dispels student passivity.*

# Learning Styles

**We think too much about effective methods of teaching and not enough about effective methods of learning.**
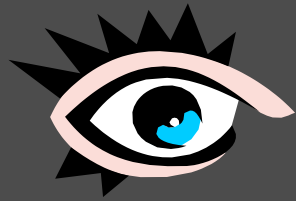
- ◉ Visual Learners 29% - remember images, shapes and colours

- ◉ Auditory Learners 34% - remember voices, sounds and music

- ◉ Kinaesthetic 37% - remember by doing, moving and touching

# Applying interactive education

## *I hear and I forget.*
## *I see and I believe.*
## *I do and I understand.*

*- Confucius*

**The empires of the future are the empires of the mind.**

*– Winston Churchill*

# 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
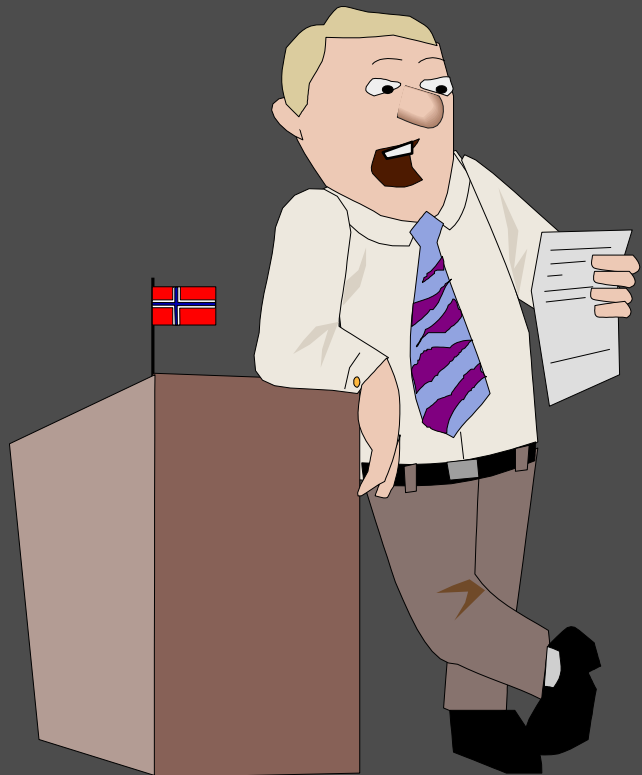
# Increase Participation

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
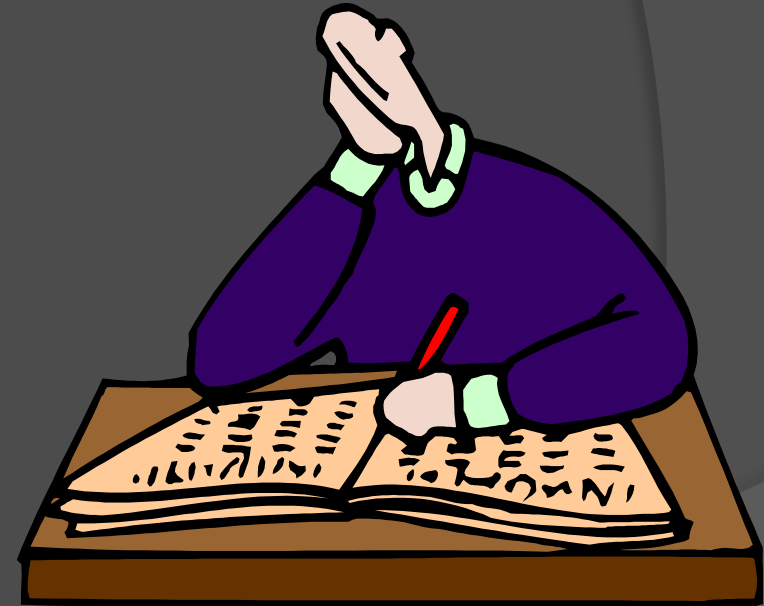
# Working in Groups



- 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
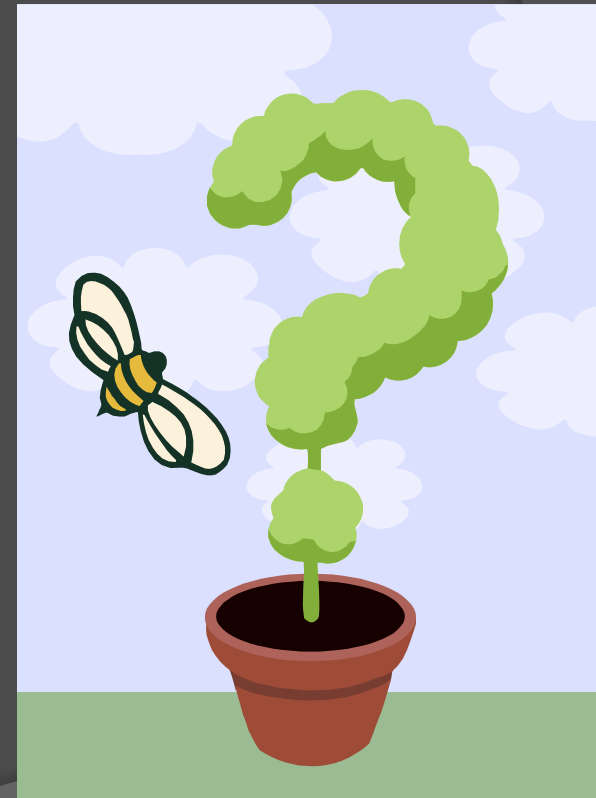10. Process the information

# 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.

*Higher Education interdisciplinary Reform in Tourism management and Applied Geoinformation curricula*

# **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

*The options for interactive training styles number into the dozens.*

*Kevin Yee from the University of Central Florida provides concise descriptions of 186 different approaches to interactive educational formats.*

# 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..

# TEACHER THE GREATEST INNOVATOR

Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.

To teach is to learn twice

Teachers should guide without dictating, and participate without dominating

The critical factor is not class size but rather the nature of the teaching as it affects learning.

# LEARNING NEVER ENDS

# THANK YOU!!!