



The good example

- Interactive lecturing

Ideas and examples for interactive lecturing

Invite questions from all students

- Ask questions and get feedback on students' learning.
- Use student response systems to motivate and enhance the learning process.
- Variety of question types: Multiple choice, true false or text answer.
- Round off lessons by making students reflect on their own learning: What did you learn today? What was difficult?

Create dialogue using cases

- Use a mini-case involving a relevant concept.
- Include a brief question that requires the use of a key concept.
- Students work with the case individually or in pairs and report their answer.
- Mini-cases are more effective when students are asked to prepare beforehand.
- Cases can be used at the beginning, mid-way or end of the lecture.

Use handouts that support student learning

- Don't hand out "full" notes or slides.
- Leave room for your students to engage and take ownership.
- Prepare hand-outs with headings, exercises, tasks, references etc. Examples: Memory matrix, defining features matrix or pro and con grid

Planning good learning opportunities for students

Lectures are seldom the only learning opportunity. Therefore it is important to consider how to distribute objectives and content between different learning opportunities:

- What are students supposed to study on their own?
- What will be part of group activities?
- What will be learned by solving problems and doing assignments?
- And finally: What is left for lectures?

Further reading

- Dahl, B. og Troelsen, R. (2013). Forelæsning. In Reinecker, L. et al. (red.) (2013): Universitetspædagogik. 1. udg. Samfundslitteratur. Side 177-187.
- Race, P. (2007). The Lecturer's toolkit. A practical guide to assessment, learning and teaching. 3. udg. London & New York.

In short

- **Flip your classroom** - [watch a short video](#) on the idea of moving direct instruction outside the classroom and use class time for active problem solving.
- **Think-pair-share** - pose a question that requires some thought and let the students think about it individually (1 minute). Let students discuss their answers with their neighbours OR pair students of opposite beliefs. Round off with a plenary discussion.
- **One-minute papers/essays** - let your students write for one minute on a specific question at the end of class: E.g. What was the most important thing you learned today? Let the students share and compare with neighbours.
- **Have students 'make' notes - not 'take' notes** - help learners make notes. Pause and allow a couple of minutes for making notes. Then give students 1 minute to compare notes.

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