

*Collaboration
on canvas*

Strategies for Effective Lecturing

The Choice is Yours

Interactive Lecture Activity	Brief Activity Description
Write a Question	Ask students to write one to three questions they have about the material <i>just</i> covered via lecture. Then allow students to ask some questions (volunteers only) and either you answer them or ask another student to answer them.
Exam Questions	Either alone, in pairs, or groups of three, ask students to write an exam question about the material <i>just</i> covered during the lecture. Ask several groups to share their question with the rest of the class and facilitate the ensuing discussion.
Send a Problem	In groups, each member writes a review question on an index card and group members answer it by writing their consensus answer on the back. The cards are then passed to other groups to answer.
Solve a Case	Working in groups of three to five, groups are given either the same or different real-world cases exemplifying the content you delivered via lecture. Prompts to assist students in solving the case include: What is the problem? What might have caused the problem? What evidence can be gathered to support or discount any of the hypotheses? What conclusions can be drawn? Further recommendations? Upon their conclusion, groups discuss their answers with the remainder of the class.
Minute Papers	After a lecture section or at the end of the class, ask students to answer: "What was the most important point of the material just covered/of today's class?" and/or "What question do you still have about this material?" Allow three to four minutes for writing.
Note-Taking Pairs	After a lecture section, students pair with a peer to compare and summarize their notes pertaining only to that section. Partners offer corrections, additions, etc. After the next lecture section, partners pair again but reverse roles. Partners continue to alternate roles throughout the class session, week, month, semester, etc.
Homework Problems	Allow students to work on a homework problem after each main point is presented. This works quite well for quantitative content courses. Students may either work alone or in pairs.
Buzz Groups	Give one or two prepared questions to groups of three to five students. Each group records its discussion and agreed upon answer before reporting to the whole class. Assist the class in providing one succinct, synthesized answer based on all the groups' responses.

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3-2-1 Strategy	3 things you found out, 2 interesting things, 1 question you still have. Demonstrated during today's workshop. See Power Point handout as well.
Picture Making	Using the three to four main topics of the class session, ask groups of three to five students to illustrate one of the main topics on large flip chart paper. Each group then explains its pictorial representation of the topic to the rest of the class, followed by a whole class discussion.
Truth Statements	Ask each group of three to five students to decide on three things they know to be true about the particular issues either to be discussed during the class session or to confirm their understanding during or at the end of the class session.
Forced Debate	Ask all students who agree with one side of a theory, principle, research finding, etc. to stand on one side of the room and those in opposition to it to stand on the other side of the room. Once they have selected their position, inform them that they will now need to argue for the opposing position.
Graffiti Discussion	Using whiteboards or flip chart paper posted around the classroom, each student writes an answer to a question prompt on the board or paper without any discussion with peers. The class then conducts a visual analysis of the "graffiti discussion" and decides on an agreed upon single, "best" answer. See additional handout for more information.
Application Cards	Using index cards, ask students to note one to three applications of the principle, theory, procedure, etc. they have just learned about via lecture. Applications must be novel and not extensions of what was heard in class or read in the textbook.
Think-Pair-Share	Pose a question to the class allowing one to two minutes for individuals to prepare their answer. Pair students so that they can discuss their individual responses with one another. Ask students to justify their answer if they disagree and be prepared to share an agreed upon answer with the rest of the class after three minutes of paired discussion.
Misconception/Preconception Check	Identify specific common misconceptions and preconceptions students typically have about the course content or subject area in general. Create a questionnaire using multiple-choice, short-answer, or Likert-type rating scales to understand how students' initially held beliefs and ideas may interfere with learning of the course material.
Echo 360 Engagement Tools	Polls, short-answer questions, image identification, item ranking, back channeling, to name some of the Echo 360 Engagement Tools available with Power Point.

References:

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