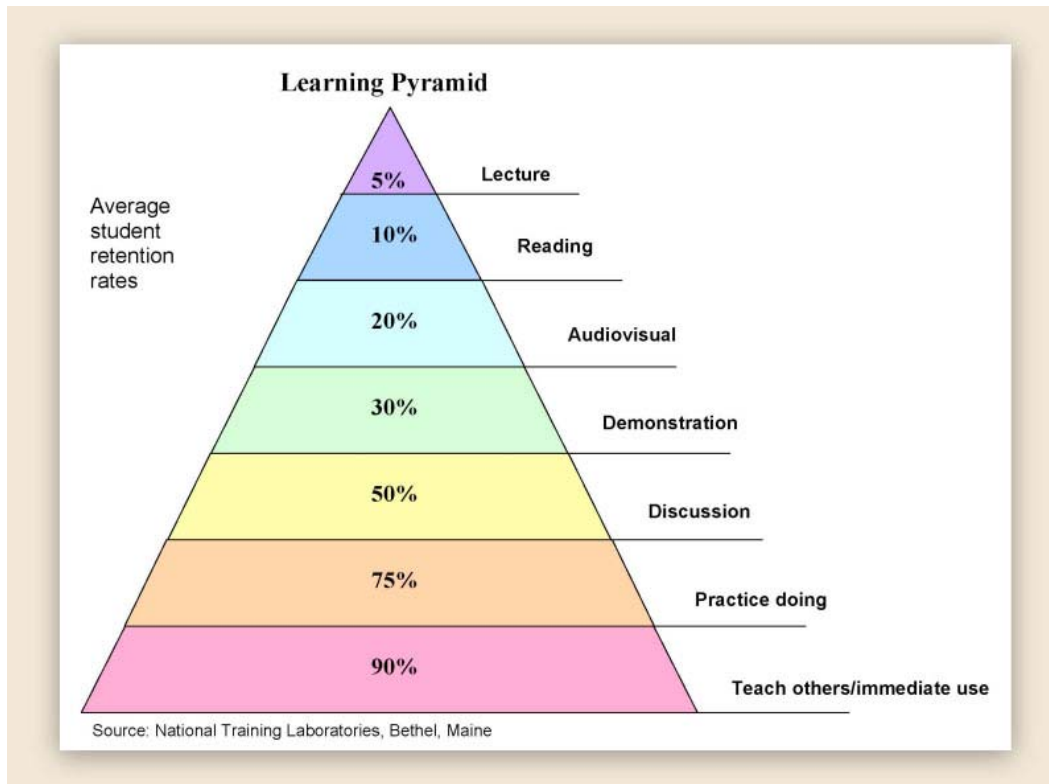


Interrupt your Lecture for Learning

"Learning is not a spectator sport." - Chickering & Gamson

Background:

Academic nursing is not new to the trend of active and collaborative learning. Clinical experiences, skills labs, and simulation are hallmark activities of nursing education, yet the lecture remains as a primary component of teaching. Consider the research on learning effectiveness:



With this pyramid in mind, the person who benefits most from the lecture is the lecturer (the most active participant)! The lecture is certainly useful and necessary, but should work with other teaching activities to achieve course objectives. Student attention disappears and they begin to surf, tweet, etc. after about 15 minutes. Recent research found a student brain more active during sleep than during a lecture-based class!

Lecture Interrupting Activities for Face-to-Face Student Encounters:

- 1. Pause.** Ask students to review notes, compare notes with another, write down a question about what you just presented, answer a question, and identify the key points made thus far.
- 2. Think - Pair - Share.** Pose a question and give students 1-2 minutes to reflect and write a quick response. Then students turn to neighbor to discuss their response /create a better response together for 2-3 minutes. Choose 2 or 3 pairs to give summaries of their answer, collect the rest to review if desired.
- 3. Correct the Error.** Create an intentional error based on important content and ask students to correct the mistake.
- 4. Complete the Sentence.** Create a sentence stem and have the students complete the sentence. They must have knowledge and understanding to complete (convergent/divergent, cause/effect, definition).

5. **Compare/contrast.** Identify 2 important parallel elements from the previous 20 minutes of lecture. Have students identify similarities/differences. Make sure you haven't presented the elements as a comparison previously.
6. **Support a Statement.** Create a statement and have the students locate support or justification for the statement in their notes, readings, or experience.
7. **Reorder the Steps.** Present a series of steps or events in mixed order and have the student reorder them in the correct sequence.
8. **Reach a Conclusion.** Present the students with a statement (including data) and have the students draw a conclusion based on the data.
9. **Paraphrase the idea.** Have the students rephrase an idea in their own words and direct toward a specific audience, novice, colleague, or patient.
10. **Explain the figure/diagram.** Present a figure or diagram and have the students explain it in their own words in their notes.
11. **Multiple choice clicker question.** Present a question using the student response system. See aggregated responses. Discuss answer as a group.
12. **Video clip.** Include short video clips with a particular task attached. Direct the students to notice something about the clip or discuss a key idea afterward.
13. **Prediction.** Ask the students to make prediction about the outcome of a scenario.
14. **Case Study.** Use a case study to illustrate key points and invite student interpretation.
15. **One Minute Paper.** Ask students to use a notecard and answer a writing prompt - What was the most important concept? What is not clear? How does X connect with Y? What is the most confusing point? Collect these and look for an opportunity to clarify (after the next break).
16. **Exam question.** Have the students write an exam question for previous lecture content and submit it.
17. **Refer to Readings.** If readings have been assigned for class, refer to them. Ask questions about the reading.
18. **Pass the question.** When a student asks a question, instead of answering yourself, ask for an answer from other members of the class. Remember to repeat and paraphrase the answer so all can hear and understand.

* Use an activity every 15 - 20 min during a lecture. Select activities based on your prep time (most require little preparation), the amount of time you have (most activities require very little time), and your specific goals.

* For **online lectures**, it may be helpful to record them in segments of no longer than 20 minutes (chunking), ending with a question they must answer or an activity. Make your lecture recordings clear (they are not able to ask immediate questions), organized (students are less willing to tolerate confusing or extraneous information), concise (about 5 key points or concepts), relevant (add stories!) and use visuals (not text) whenever, and as much as possible. Storyboard your lecture and rehearse before recording. You may also use some of the activities listed above. Pose a question at the end of the recording and post an answer on Bb.

Resources and References:

1. VU CFT - How to Lecture Well
<http://cft.vanderbilt.edu/teaching-guides/teaching-activities/lecturing/>
2. Zull, J. (2002). The art of changing the brain. Stylus.
3. Derek Bok Center for Teaching and Learning, Harvard University