

Interactive Lecturing Strategies

This chart provides just a few strategies for making lectures more interactive. There are numerous others, but these should get you started.

Activity	Description	Where Found
The Feedback Lecture	Give 2 mini-lectures, separated by small group “study sessions” built around a study guide and/or problem-solving sessions, in which students work together to apply concepts from the lecture. (Gives students time to process the mini-lecture, to make connections, to raise questions, to teach one another, etc.)	Bonwell & Eison
The Guided Lecture	Ask students to listen to short lectures (20-30 minutes) without taking notes. Then, have them write down everything they remember (5 minutes), focusing on major concepts. Then, put students into small groups/pairs and have them clarify / elaborate and flesh out notes and reconstruct the lecture.	Bonwell & Eison
The Responsive Lecture	Ask students to generate questions for the day; then, use the class period to respond to those questions. Set aside one lecture every week or two for this kind of session.	McGlynn
The One-Minute Paper	At the end of class, ask students to write a one-minute response to a question you pose. The question can ask them to process some specific aspect of class content already presented or ask them to write about the main point of the lesson. (Variations include: the Muddiest Point, in which they write about the least clear point of the lesson; the Affective Response, in which they react to some aspect of the material presented.)	Angelo & Cross
The Pause Procedure	Every 13-18 minutes during the lecture, pause and ask students to think about the lecture for 1-2 minutes, jotting down notes, and/or asking clarifying questions. You can use pauses for review, discussion, and/or as classroom assessment opportunities (clickers can be handy tools here).	Bonwell
The Lecture Quiz	Devise a short quiz that asks students to process information from the lecture, perhaps applying it in some way. Use the quiz as fodder for discussion and review.	Various
Note Review / Comparison	After lecturing for 20 minutes or so, stop and ask students to compare the notes they’ve been taking with a peer’s notes. Then, have them work together for a few minutes to flesh out / add to their own notes.	Various
Think/Pair/Share	Stop periodically during the lecture and ask students to think about the content just delivered, then to pair up with a peer and discuss briefly (maybe answering a question, maybe applying the content), then finally, to share with the class.	

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