Video 1: Interactive lecturing, why is it important and what does it mean?

Research shows that students have difficulties with keeping their attention to a lecture, as you can see in this graph,

Especially when they aren't actively involved. Though the student attention span is dependent upon a range of different factors, like motivation, emotion and time of day, the decrease in the attention of students is for a large part caused by the way the lecture is presented. To be more concrete, lectures sometimes lack a form of interactivity: between you as a teacher and your students, but also between students.

My name is Romy van Leeuwen and I'm an educational consultant working at Risbo. In my experience, teachers and lecturers would like to make their lectures more engaging and interactive, but find it a challenge. But why is it important to make your lecture more interactive? And how can you start with designing your lecture in a way that it fosters interaction? That's what we're going to find out in this video. After watching this video, you'll be able to start creating your own interactive lecture. In the next video, we will dive deeper into actually designing your lecture.

While preparing your lecture it is important to keep in mind that though the actual presentation of the learning material is important, it is not the only factor influencing the quality of your lecture. **Design**, **facilitation** and **direct instruction** are all important elements that influence the student learning experience. Design refers to creating innovative learning activities, facilitation refers to providing new means for interaction between you and your students, and direct instruction refers to sharing knowledge in various ways, among others with learning activities.

Learning activities refer to the various methods one can use to teach students, for instance lecturing, asking questions, facilitating discussions and promoting group work. Design, facilitation and direct instruction combined with a proper presentation of the learning material, will structure, support and shape the students' learning experience. It helps students cognitively process the presented material, increases their satisfaction, and supports a sense of community. In other words, it increases the active attitude of your students, which means that all students are involved in activities that encourage them to develop a deeper understanding of content by working with and reflecting upon the material being presented.

So how do you increase student engagement, attention and interactivity, by the use of these three elements? Let me illustrate how you can achieve this with an example.

Suppose you are a psychology teacher. You are preparing a lecture for your course on cognitive psychology. The topic of your lecture is about language disorders, let's say, dyslexia.

If you know the topic of your lecture, it is important to start with thinking about the teaching aim of your lecture: what is it that you want to achieve with this lecture? In this case, you want to provide your students with knowledge about dyslexia.

Additionally, think about what you want students to learn from your lecture. Do you want them to understand the causes of dyslexia, remember the DSM criteria or create their own possible solutions or remedies?

If your teaching aim and learning objectives are clear, it is time to move to the next step which relates to the **design** of your lecture. But before we start with actually designing the lecture, it is important to know that a high quality lecture not only focusses on the during the lecture part.

It is also important to connect your lecture to the pre lecture part and the post lecture part. Of course you already need to have an idea of what you want to discuss during your lecture, what activities and resources you would like to use and how you are planning on checking students' learning. For example, you can use a quiz, a group discussion, a case study, working in groups, short pitches, and presentations. To get more inspiration on what type of activities you can use for your lecture, have a look at our Interactive Activities guide. In this example we use an article about a person with a language disorder as a resource and work in pairs and have a group discussion as an activity and to check students' learning. If you have a broad overview in mind, it is time to think about how to connect this to the pre and post class.

What do students need to read or watch before coming to class? What kind of activities do students need to do as a preparation? How do you check their learning? And the same questions can be asked for after the lecture, what can students read or watch, what kind of activities do students need to perform after class and how do you check their learning? Take a look at the pre, during and post activities for the lecture about dyslexia.

If it is clear how you want to connect your lecture to the pre and post class, it is time to dive into the "during lecture" part by creating a lesson plan.

But what is a lesson plan and how can it help you with designing an interactive lecture? That's what we're going to find out in the next video. You now know why it is important to make your lecture interactive and how you can connect the different parts of the lecture. For now, thank you for watching and so you next time!