

Lectures that Impact Student Learning – Who does what and how frequently!

Results of a Survey of NTU staff on approaches used to make lectures 'interactive'

Making connections / explaining difficult concepts

I use the following techniques	Frequently	Occasionally	Not at all
Refer to some recent news, published articles and books, social media comments, etc	66%	32%	3%
Use an analogy	50%	39%	11%
Create a mind map	13%	29%	58%
Use a prop	18%	50%	32%

Questioning / Quizzing¹

I use the following questioning techniques	Frequently	Occasionally	Not at all
Questions where I know the answer	89%	8%	3%
Questions where I do not know the answer	13%	63%	24%
Questions where no answer is expected but encourages thinking and reflection by the students	38%	54%	8%
Questions I answer immediately	28%	56%	17%
Questions to check student understanding of the content	53%	31%	17%
Questions asking students to reflect on a past experience	37%	50%	13%

Quizzes

I use quizzes in my lectures	Frequently	Occasionally	Not at all
	16%	55%	29%

Student writing based techniques

I make use of the following techniques that require students to write and collaborate	Frequently	Occasionally	Not at all
Think-pair-share	32%	46%	22%
One-minute paper	6%	31%	64%
Gap-filling exercises (i.e. complete a sentence, fill in the blank)	11%	50%	39%
A short scenario	21%	56%	23%
Describing and/or reflecting on a personal experience	22%	69%	8%

¹ Following the classification of Milne and Sanchez García (2013), Language Value, 5(1), 129-151.

Use of multimedia

I make use of the following sources of multimedia	Frequently	Occasionally	Not at all
Short video clip (e.g. from Youtube, Predismo)	47%	45%	8%
Section or whole of a recorded TV programme (e.g. using BoB)	18%	45%	37%
Internet search by students	19%	31%	50%

Role play / simulation / interviews

I make use of the following approaches that involve students and/or external speakers	Frequently	Occasionally	Not at all
Role play / simulation (e.g. of an interview)	18%	39%	42%
Students interview a guest speaker	3%	32%	66%

Top approaches that staff say they will try!

Recent news articles	Quiz in a lecture
Have music playing	Creative use of props
Research in action	Role play
Different questioning techniques	Goodie bag with prizes – to encourage engagement through reward
Students interviewing a guest speaker	Mind map
Re-setting classroom attention e.g. by demonstrating something; having an unusual item in the room (the 'Donkey in the corner'), having students close their eyes.	Student writing techniques, e.g. Gap filling exercises, think-pair share