

Student Workshop- DELITe Conference

A one hour workshop session with 20-30 participants

Aims of the Session:

1. For participants to reflect on what students understand about interactive lectures and teaching
2. For participants to share their own experiences of the challenges and positive outcomes from introducing or increasing interaction in to their teaching
3. To share findings from the DELITe Project on students views on interaction
4. To enable participants to consider the value and impact of interactive activities for their own subject areas

Session Outline:

Introduction- Welcome and personal introductions and outline of the session and Aims

Activity One- At tables for groups to consider what Interaction means:

- 1) to them and to 2) Students,

What does it Look Like, Sound Like, Feel Like

Ask Groups to share their thoughts on Flipcharts?

Activity Two- Give participants a list of student statements about interaction and ask them to categorise them in terms of *Students would always say this* to *Students never say this*

Presentation of DELITe Findings- short presentation of some of the broad findings on the impact of interaction on student engagement, learning and interaction. Identifying some of the conditions and factors that seem to engage and appeal to students

Reflections and Questions

Quotes from Students used in Activity Two

1. *I like interactive lectures*
2. *I enjoy working in groups*
3. *I prepare more if I know a lecture is going to be interactive*
4. *I see the value delivering presentations*
5. *I learn more from an interactive lecture*
6. *I am reluctant to join in to role plays*
7. *I learn a lot from watching a video that is linked to a relevant task*
8. *Interactive activities can provide me with valuable personal feedback on my understanding of the topic*
9. *I would rather work by myself than in a group*
10. *I enjoy completing Polling questions or Quizzes in the lectures*
11. *I get to know my tutor better through interactive lectures and seminars*
12. *Interactive activities can take too long to complete*
13. *I prefer being taught in the more traditional ways*
14. *I value the tutor asking us questions during the lectures*
15. *Interactive activities are not really worth the effort*
16. *I don't like having to move around and work with different people*
17. *I prefer to sit with my friends in lectures*
18. *It makes me feel uncomfortable to voice my opinions in the large group*
19. *Applications of theory to real-life situations makes understanding theory easier*
20. *Handling objects is a great way to learn for all subjects*
21. *I feel bad when I didn't know the answer to the question*
22. *Interaction is hard work*
23. *Interactive activities challenge me*
24. *Interaction keeps students interested*

DELITE Findings and Student reflections on Interactive Lectures and Teaching

3 significant Themes:

- Students and Technology;
- Students and Risk-Taking;
- Student: Tutor Relationships

The ability of active and interactive learning approaches to engage and increase students learning, is endorsed by a recent HEA report¹, which refers to findings that,

"the more interactive and stimulating the pedagogic conditions... the more realistic and relevant to participants the learning milieu is – the more the consequent outcomes will be complex, generative and yet unpredictable."
(Dalrymple, Kemp and Smith 2014, p. 76).

The benefits of active student engagement in learning are well-established by research, as noted by the HEA in a review of teaching excellence internationally in 2016²,

¹ Evans, C., Muijs, D. and Tomlinson, M. (2015) *Engaged student learning- High-impact strategies to enhance student achievement*. Higher Education Academy: London.

² Middlehurst, R. and Fielden J. (2016). *Learning excellence: A summary analysis of 26 international case studies*. Higher Education Academy. Available at https://www.heacademy.ac.uk/sites/default/files/learning_excellence_summary_v2.pdf

"active, experiential and student-centred learning approaches are a strong element across the majority of cases with clear benefits reported in terms of student engagement, retention and success." (p.10)

Information from the DELITE evaluation

The DELITE project sought to demonstrate that interactive teaching and lectures can lead to greater student engagement, satisfaction and learning.

"Reduced levels of student-teacher interaction can result in anonymity, passivity, absenteeism and social isolation in students". (Carbone & Greenberg, 1998; Gibbs, 1992) .

Evidence from NTU student surveys in 2014-2016 (NSS and EvaSys responses) indicates interactive learning is a characteristic of teaching shown to appeal to students, leading to greater engagement and learning within teaching sessions across subject areas.

"The DELITE project has already had a very positive impact on students. Feedback from students...shows that the variety of teaching methods...allows students to learn in a way that best suits them...lectures which are more interactive feel more personal, which leads to higher engagement and understanding of the course material. Consequently, students are more passionate about their learning as they have more drive to succeed..." Vice-President for Education of NTU Student Union

Interactive teaching: For the purpose of the project, interactive teaching is defined as teaching involving an active interchange between students; lecturer and students and student's active engagement with lecture content.

There is no consensus as to what is meant by student satisfaction or learning, both are shaped and constructed by a multitude of factors. In relation to DELITE we were focussed on satisfaction in relation to lectures and teaching experienced by students.

The initial survey of 80 'full' DELITE participants, showed all participants felt there was a close link between how they taught and student *learning, engagement* and ultimately *satisfaction*. Most participants wanted to increase interactivity to improve student learning (69%). This was the primary aim for the majority of participants and if not primary, then the secondary aim.

In terms of what type of interactivity was the Primary focus for the lecturer, Student to Content was identified by a majority (51%):

"I taught this module last year...specific comments from students were that interactive elements helped them to learn".

"Last year I saw that the more interactive sessions led to better and deeper learning by the students and this was reflected by the quality of the assessments they submitted"

Participants recognised a danger of over-using certain tools, with novelty and value of using a tool, e.g. ARS, diminishing over time if used too regularly,

"It could be overdone and students could become bored with it".

Feedback from students was universally very positive in terms of the impact of the interactive teaching sessions provided.

Students in smaller class sizes were more likely to Strongly Agree than Agree with the statements, a reflection perhaps of the more personalised and individual attention lecturers could provide to students in these sessions.

Student Comments on the lectures in terms of interactivity:

"We can share ideas and be more active"

"It keeps students engaged with the lecture, enables understanding of the topic being lectured and allows the student to enjoy the lecture"

"It helps a lot, I can evaluate my ideas"

"This kind of lecture helped me to assess my own understanding of topics thoroughly more so than other lectures"

"I thought the different levels of interaction in this session were useful, whole class discussion as I went through the content and set up helped us understand the context and also see where our understanding level was at overall"

On a NBS Module, where there had been increased interaction, students had commented:

I personally value the interactive teaching method of the lectures and seminars x8

I value the amount of support given for the coursework, including the videos x5

It is interactive, we work through questions together x5

I like the lectures where you have to send a text message with your answer.

Interactive examples to work through.

Seminars because they are interactive x12

Similarly on an ADBE Module Students commented:

The variety of methods used to teach; interactive seminars, lectures, computer and games in the lecture.

The interactiveness of the seminars and the lectures- Allows you to see how much you understand

I find the online tests during lectures a fun way of teaching and the competitive nature gets the students involved

I value seminars and lectures as they are both interactive and well taught

The different styles of learning we do in the lectures make the module interesting instead of just looking at numbers.

I like the interactive lectures and modules (x2)

I like the interactive nature of the module e.g. online test during lecture