How to Give an Interactive Presentation

Interactive Activities **Made Virtual**	
Use Poll Everywhere - has open-ended response and multiple choice options and you can share the graph of answers selected. It's easy to embed into your slide show.	**Knowledge Probe** • Posing questions at the start of a lecture is a good way to stimulate thinking about the content you will cover for the day, it primes the mind to apply concepts. Prepare 2-3 short-answer questions or 5 multiple-choice questions from the lecture content. Have the students work in pairs or individually to answer the questions, have them save their answers. The questions can be readdressed in a mid-lecture or end-of-lecture activity (case that applies the concepts) to help students see how their knowledge and understanding has increased.
Have learners text a pair their answer. Or just have every type into the Zoom chat. Read a few aloud and call on the writers to share additional thoughts.	**Think-Pair-Share** • Pose a question/problem. Students spend 1-2 minutes thinking about the problem alone then discuss problem in pairs. Pairs are asked to report to the entire class. Works well in large and small classroom settings at any time during the class. Effective way to involve learners, especially those apprehensive about speaking up in class. Provides instructor with feedback on what learners have/ have not grasped.
	Pause and Clarify • Ask learners to discuss idea with neighbor. Pause lecture for 2 minutes while learners chat with neighbors about their respective understanding of key or difficult conceptual content. Aim is for each student to clarify their own understanding by comparing their perspective with that of their partner. Works best when teacher asks question requiring application of understanding, rather than simply recall of information.
	Quick Think • Every 15 minutes or so insert a "quick think" exercise to increase attention, interest, and learning. Participation options vary: students can record their responses individually and then explain their answers to a neighbor, they can verbally generate an answer with a neighbor, or they can be asked to silently think about a possible response. Provide feedback so that students can hear or share correct or possible answers. Some examples include: Select the best answer, correct the error, complete a sentence starter, compare or contrast, support a statement, re-order the steps, reach a conclusion, paraphrase the idea.
Not much to change, here. Just call on people or ask for a volunteer to raise hand	**Mini-Case** • Begin the lecture with a realistic case involving the concepts that will be discussed that day. Include a brief question that requires the application of key concepts. Students will each work on the question then report their answers when called upon. Mini-cases are more effective when students are presented the case beforehand (in notes, at the end of previous session or as pre-class material).

Socratic Questioning

- Query students in manner that helps them uncover answers. Ask learners about thought process, probe assumptions, and ask for evidence. Can be used in large and small classes, but learning climate guidelines must be established: respect all around; non-judgmental attitudes.

Minute Writes

Have learners use the group chat. To keep anonymous, ask learners to text your directly or email you their response.

- Pose a question about a course concept; ask learners to write a response in 1-2 minutes. Collect responses & without revealing names, share sample responses & give feedback. Works in large or small settings; effective technique for determining learner progress – understanding course material, reaction to course material.

Muddiest Point

- As with "Minute Writes," students are given a couple of minutes to write the "muddiest point" or most confusing concept to understand. Can provide clarification in real time or through email/online discussion.

Critical Thinking Activity

- Provide a small group breakout session designed around a thought provoking question/case that concerns the material just presented and/or builds upon concepts presented in previous lectures. After breakout, select a student from a group to respond to the question or task. Then ask others to participate by adding to the case. Finish session by providing a summary

Jigsaw Learning Activity

- Jigsaw learning requires that students become experts in a subject area and then teach that topic to peers who have become experts in other topics. Steps: 1) divide class into small groups of 4 to 6 students. 2) Assign each group a subject area to learn. 3) Rearrange groups so that there is 1 expert in each group. Experts reciprocally teach their peers.

Probably not possible in a virtual classroom at this time

Adapted from: The Interactive Lecture, An Instructor's Manual, Office of Medical Student Education, University of Arizona, College of Medicine;

UW-Madison Teaching Academy, Office of the Vice Provost for Teaching & Learning, and DoIT Academic Technology

Bleason, BL, Peeters, MJ, Resman-Targoff, BH et al. An Active-Learning Strategies Primer for Achieving Ability Based Educational Outcomes. American Journal of Pharmaceutical Education 2011; 75 (9)Article 186.

	Prime your learners
<u>Again, Poll Everywhere, Kahoot, or quizzes embedded in Nearpod would work well.</u> *(This list of tips has been used in classes of up to 1,200 as well as in smaller groups).* Can informally poll the audience by asking for a show of hands	• Create a pre-class survey of knowledge to find out student assumptions/knowledge **Start Strong** • Begin session with a question(s) to help you understand what students are thinking. *"What image do you have of patients who are obese?"* • Activate background knowledge – have learners reflect on how topic applies to them **Review throughout** • Ask questions, check for understanding, have participants explain what they learned in own words **Style** • Use a conversational tone • Students feel at risk when talking–deal tactfully with responses • Address wrong answers as bad assumptions • Get out from behind your podium; move closer to students when speaking • If you want students to talk-look at them **Use variety to touch upon all learning styles** • Show a Ppt presentation with pictures, cue words, and sounds; have participants come up and describe what is on the slide; discuss. • Follow a brief lecture with a small-group discussion, then a role play. • Change pace during the session **Encourage Learner Participation** • Invite challenges • Pause after asking a question (at least 8 seconds) • Use feedback • Encourage peer interaction **Pause in the lecture after making a major point** **Use cases to exemplify content/issues you want to convey** **End Strong** • End lectures prior to the end of a session • Summarize key points • Allow time for questions • Use the lecture time to set up problems that will be discussed after the lecture time • Use a 1-question quiz based on material just covered (individually or in groups), allow for discussion
Adapted from *Participatory Lectures*, Derek Bok Center for Teaching and Learning, Harvard University, 1992 My favorite is using "Commitment to Change" where residents write on post-its or index cards what they will change based on what they just learned. This could be done virtually via text or email or group chat. Commitments are stronger when publicly made. Finish with a brainstorm of main learning point. Can be done in Zoom chat or in Poll Everywhere (open-ended response)	