



Transforming learning through scholarship

TILT Annual Learning and Teaching Conference, 5th July 2016

Interactivity: What's the worst that could happen?

DELITe Project

Delivering Engaging Lectures and Interactive Teaching

NTU-wide Interactive Learning Project

David Ellicott, Faye Taylor & Jake Bennett

- ▶ Introduction
- ▶ What's the worst that could happen?
- ▶ What works- General NTU DELITE Project findings
- ▶ What Works- Specific ARS Findings
- ▶ What Works in Practice- Creation of Stakeholder video for Students- Purpose, Challenges, Outcomes, Commitment, Rewards, Lessons for the Future
- ▶ Questions





Dr. Pepper: What's the Worst that could happen?

What's the Worst that Could happen?	What's the worst that has happened?

Students Love It?



From The Onion, USA 2015

Oh God, Teacher Arranged Desks In Giant Circle
OVERLAND PARK, KS—Appearing stunned and unsettled as they entered her classroom Wednesday, students from Ms. Frederickson’s fourth-period social studies class were reportedly overcome with panic upon discovering that, oh God, all the desks had been arranged in a giant circle. “I have no idea what’s going to happen here, but it can’t be good,” said a visibly shaken Katie Wahl, 11, who according to reports began steeling herself for whatever god-awful group project, class discussion, or sharing of personal experiences the sixth-grade teacher might have in store for them. “We’re definitely going to have to go around one by one and talk or read aloud. God, we might even have to break into teams and debate something. This really, really sucks.” At press time, sources confirmed that, damn it, the only seats still available in the circle were the ones directly on either side of the teacher

Why deliver Interactive Lectures and Teaching?

Interactive lectures encourage students to be actively involved in learning and promoting application of knowledge.

Interactive learning is a characteristic of teaching shown to appeal to students, leading to greater engagement and learning within teaching sessions across subject areas.

Success for All: It will improve student retention and success: HEA report in 2012 highlighted the critical importance of "*Meaningful interaction between staff and students*" to achieve student belonging and consequent engagement (Thomas, 2012)

“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.”

(HEA, 2016:10)

*Research has shown that students who are actively involved in the learning activity will learn more than students who are passive recipients of knowledge. (Butler, 1992; Feden, 1994; Kraft, 1985; Murray 1991)
Steinert and Snell*

"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 (2014:76)



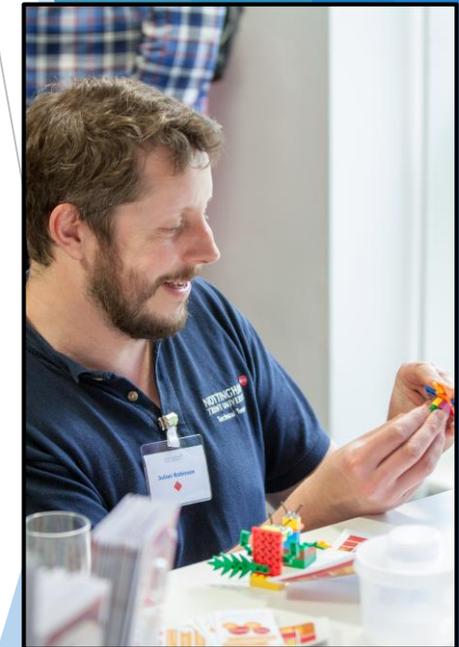
"Technology is only valuable if it addresses a specific instructional deficit and does not become a focus in its own right" (Caldwell 2007 in Evans et al 2015:64)

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

"Introducing interactive activities into lectures might be one way to combat the problem of how to better engage students in more active learning within the constraints of large-scale teaching methods."
Morrow and Friel

Types of Interaction

Student Pair Working	Student Group Working	Debates between Groups
Use of Case Studies	Practice based Scenarios	Student Presentations
Use of Visual Images	Use of Audio	Use of Video
Use of Props or Objects for students to handle, observe	Quizzes	Surveys
Social Media	Audience Response Systems	Guest speakers



Interactivity at NTU- DELITe Findings

1. Students who experienced interactive lectures and teaching felt more engaged and involved with the learning process.
2. Interactive content needs to be skillfully balanced within a session, to maintain student engagement and energy levels
3. A range of interactive approaches can appeal to a wider number of students within a cohort.
4. Interaction can encourage a more personalised learning environment and facilitate helpful, supportive dialogue between students and with their tutors.
5. Student satisfaction can be increased through the use of interaction but increases in student satisfaction are never solely the consequence of introducing or increasing interaction in teaching.
6. Technology can facilitate wider participation from students but the focus must always remain on the pedagogy for any technology or tools to be effective.

Ingredients to consider for effective interactive teaching

- ▶ Focus always on the Pedagogy
- ▶ Develop and invest in Relationships
- ▶ The right approach at the right time at the right level
- ▶ Variety of Approaches

"Pedagogy! For me, it's all about maximising student engagement and thus improving their wellbeing as well as their educational outcomes." – NLS lecturer

"the interaction generally led to stronger connections with students, you got to know them better as more responses and communication with them."

It is harder to introduce interaction with different year groups. First years tend to be a little more wary and less secure and have to be encouraged more to take risks.- EDU lecturer

I recognise the students have different learning preferences and so using different interactive approaches appeals to as many students as possible.- ARES lecturer

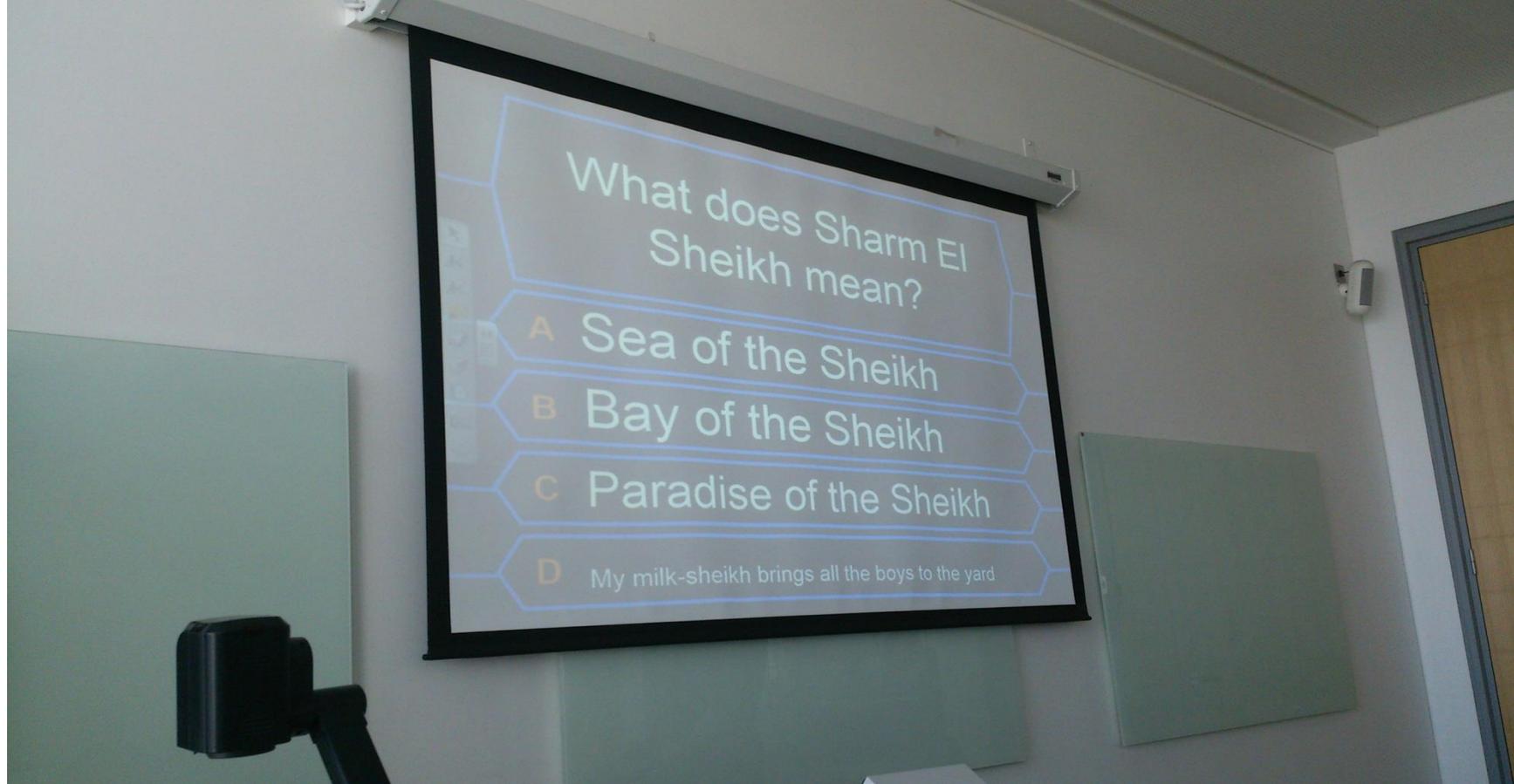
Audience Response Systems

Why Use?	To enhance the interactivity, encourage student engagement and learning- Pedagogy!
What to use?	Google forms, Kahoot!, PollEverywhere, Socrative, Turning Point, mQlicker- consider features e.g. numbers, types of questions, accessibility etc.
When to Use?	For recapping learning; for checking knowledge and understanding; to stimulate discussion and debate etc.
How to Use?	Individually, Pairs, Groups; Competitively; Linked to other activities
Benefits	High Student Response Rate, Increases Interactivity, Makes Engagement in Class easier, Anonymous, Fun,
Potential Barriers	Unreliable technology; Late arriving students; Multiple links and long URL's; Drop off in interaction

A few insights from a Tourism module

What's the worst that could happen?

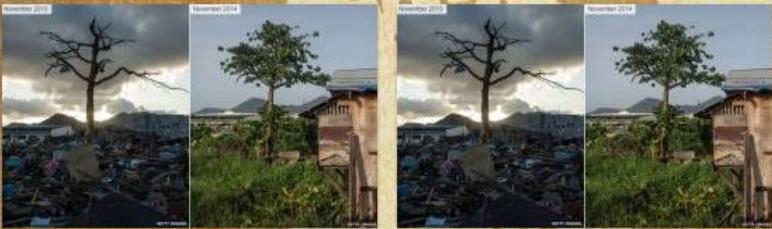
My own and my students' experience of using polling!



Padlet

CLONE SHARE ⚙️ ⋮

You + 14
CRISIS - OPT 1



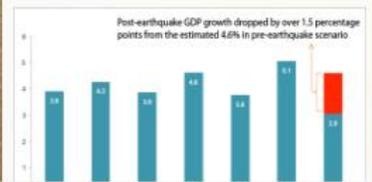
Philippines response and aid

<http://www.bbc.co.uk/news/world-asia-24928138>

Nepalese Earthquake (Financial Recovery)

The earthquake lowered GDP by 1.5 percentage points in fiscal year 2015, when compared to 2014. You could say that full recovery would not have taken place until the GDP post-earthquake is equivalent to or greater than pre-earthquake GDP.





Scenario	GDP Growth (%)
Pre-earthquake scenario	4.6
Post-earthquake scenario	1.5

Tourism in Philippines in the aftermath of Typhoon Haiyan

<http://www.telegraph.co.uk/travel/news/Typhoon-devastates-Philippines-tourism/>

<http://www.theguardian.com/travel/2013/nov/27/tourists-urged-return-the-philippines-typhoon-haiyan>

<http://www.smh.com.au/world/tourist-destinations-not-affected-by-typhoon-haiyan-20131111-2xcgu.html>

<http://www.theaustralian.com.au/news/philippines-tourism-to-suffer-as-super-typhoon-haiyan-hits/story-e6frg6n6-1226755931203>

<http://metro.co.uk/2014/01/09/travel-to-the-philippines-its-open-for-business-for-feasting-diving-and-walking-4254564/>

Nepal Earthquake

Japan Tsunami

Negative events don't always affect attraction?

Tourism industry was expected to earn \$1.5bn prior to the Tsunami. Tourism fell by:

- 62% April
- 50% May
- 36% June and July

By October 2011 the BBC reported that Japan's tourism industry was recovering.

US State department advised people not to travel to the area unless necessary. Japanese tourism has made a fairly good recovery since the disaster.

2011, prior to the Tsunami tourism was expected to be 2.2% of GDP. In 2016 it is expected to be 2.4%. Shows that the disaster has not had much impact on the industry.

Japan earthquake and tsunami facts

Magnitude of 9.0 on the richter scale

Over 100,000 homes destroyed



Typhoon Haiyan: Aid in numbers - BBC ...

International governments and aid agen...

BBC NEWS

Sharm El SH

Sharm El Sheikh Plane Crash



Philippines arrivals after Haiyan

In 2014, the number of inbound

Nepalese Earthquake Recovery (A story of a local)

<https://www.mercycorps.org/articles/nepal/subba-shows-us-why-cash-key-recovering-after-disaster>

the impact of media on public perception after Haiyan

<http://www.wsj.com/articles/BL-SEAB-2895>

The scale of the storm and its carnage have made for a week of international headlines, frightening away tourists across the central Philippines and triggering mass cancellations at resorts, though the record-breaking typhoon struck only six of the country's 7,107 islands.

Resorts at major destinations such as Boracay, Palawan, Cebu and Bohol, however, have seen cancellation rates of 30 to 40 per cent since the storm hit, said Cesar Cruz, president of the Philippine Tour Operators Association in Manila. "The cancellations are still coming in," he said.

Philippines: Asia's tough tourism sell

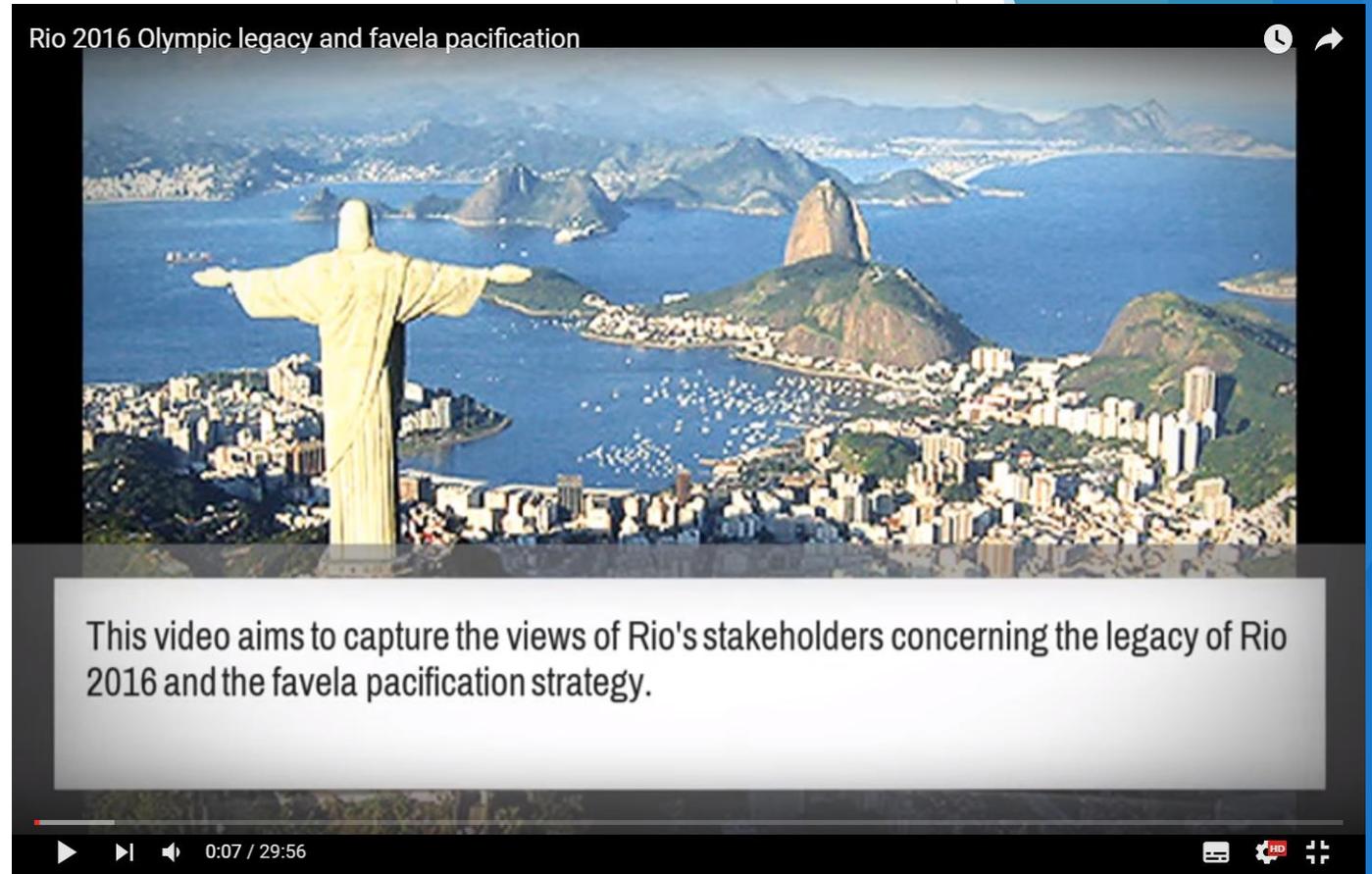
<http://travel.cnn.com/explorations/escape/philippines/whats-problem-philippine-tourism-918924/>

Despite the nations beaches and weather it has struggled to attract tourists.

+

Use of Role-play and Video Recordings

- What were the goals of the activity?
- Why did I decide to do it this way?
- What worked well?
- What went wrong?



References

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

Harvard Business school, (n.d.) *The Case Method at HBS*. available at <http://www.hbs.edu/teaching/inside-hbs/> accessed on 21.04.2016

Morrow, L. and Friel, N., (2010). Making lectures more interactive – a student's informed view and an academic's implementation available at www.gla.ac.uk/media/media_148140_en.pdf

Ramsden, P. (2003) *Learning to Teach in Higher Education* 2nd Ed. RoutledgeFalmer: Abingdon.

Steinert, Y. and Snell, L. (1999). Interactive lecturing: Strategies for increasing participation in large group presentations. In *Medical Teacher*; Jan 1999; 21, 1

Thomas, L. (2012) *Building student engagement and belonging in higher education at a time of change: a summary of findings and recommendations from the What works? Student Retention & Success programme*. Published by Higher Education Academy Available at:

https://www.heacademy.ac.uk/sites/default/files/what_works_summary_report_1.pdf