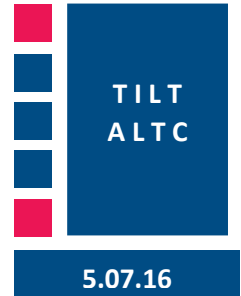


# Transforming learning through Scholarship

## Session Abstract



Interactivity: What's the worst that could happen?

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This session was an opportunity to learn more about some of the varied and innovative methods, techniques and tools colleagues have employed to increase interaction within their lectures and teaching and consider the evaluation of the impact of these for students and for staff.

The NTU DELITe Project (Delivering Engaging Lectures and Interactive Teaching) was a pioneering approach for inspiring and supporting new and increased interactive teaching and learning. DELITe aimed to energise learning and teaching across the whole of NTU. Led by an academic colleague and supported by professional services, the project involved over 100 teaching staff, who have committed to experimenting with or increasing interactivity in their teaching. DELITe provided a supportive environment for practice exchange, experimentation, constructive feedback and evaluation and aspires to impact mainstream teaching across NTU.

The benefits of active student engagement in learning are well-established by research and while approaches such as enquiry-based learning or SCALE-UP (Student-Centred Active Learning Environment with Upside-down Pedagogies) have a substantial impact on courses for which they are used, their impact on teaching overall is limited. Critically with DELITe, all nine NTU Schools were represented and the project included subjects as diverse as Architecture and Accounting, Physics and Psychology contributing to collaboration and practice-sharing across disciplines. Cohort sizes ranged from 9 to 400 students and included foundation and undergraduate levels.

To make teaching more interactive, academic colleagues have experimented with digital technology (e.g., using audience response systems, videoing, flipping teaching and mobile technologies) as well as non-digital techniques, e.g. Ketso, a workshop tool to generate and display ideas. The experiences of staff and impact on student learning, engagement and satisfaction have been evaluated and results and case studies are to be shared within and outside NTU.

Many colleagues have acknowledged they have taken risks in introducing something new or innovative in to their teaching and whilst there is a challenge in accommodating interactive elements the evidence from the DELITe evaluation and from wider pedagogic research indicates there is also a potential significant reward in terms of the student experience and ultimately their learning. The session aimed to demonstrate that introducing interactivity is a risk worth taking and enable colleagues to consider how they might plan for a successful introduction of new interactive content.

Two specific tools which have been utilised widely by DELITe participants have been the use of Audience Response Systems and the increased use of recordings in teaching sessions. The evaluation findings from DELITe were also looked at in the session and the

evidence of what makes for a successful and engaging lecture or teaching session using these tools were considered.

The session was intended to be interactive and those attending were encouraged to participate and share their own experience and knowledge of interactive teaching.

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