Interactive Lecture

Description	As the name suggests, the interactive lecture is characterised by interactions, both teacher with students and students with their peers. It breaks the information presentation into several sessions so that frequent learning activities can take place to foster deeper processing of content. The key is to activate thinking and encourage participation. A diverse range of activities, such as brainstorming, case study, open-ended discussion and teamwork exercises can be integrated into the lecture. It is suitable for both small and large classes – some teachers have used it successfully in tiered theatres with over 100 students.
Example 1	**Introduction**. Start the lecture by introducing some essential basics on the topic. **Individual Work.** Students individually study a real-life case and attempt to answer some questions about the case. **Group Activity.** Then students form into groups of three to four with those sitting next to each other. The groups share and discuss their answers. **Debriefing.** Invite answers from a few groups and conduct discussion around these answers to build up the major teaching points. Provide supplements for the points missed by the students. **Refocusing.** Bring them back to focus on the learning objectives, reiterate the central viewpoints and introduce alternative perspectives. **Making Connection.** Close the lecture by making a connection to the next session by giving students an outside class assignment.
Example 2	**Introduction.** Start the lecture by introducing some essential basics on the topic. **Individual Work.** Students practise solving numerical problems. **Explanation.** Invite a few students to present their solutions on the board, with the teacher eventually giving the model answer. **Diagnostic Activity.** Give a short quiz to summarise the key issues that have been covered.
How Active?	In an interactive lecture, learning activities are made possible at frequent intervals so that students are not passive information receivers. In both Examples 1 and 2, students engage themselves in ‘thinking’ and work on the ‘task’. However, limiting the activities to individual problem solving in Example 2 cuts short of the experience of interaction and learning in a ‘team’.
How Related to Real Life?	The activities in an interactive lecture, if well chosen, are good vehicles for introducing relevance. Example 1 is a good example as it engages students in applying theories to discuss and work on real-life phenomena. On the other hand, the numerical problems lack authenticity.
What Learning Outcomes?	Moving from passively receiving information to actively thinking enhances understanding to a high level. An interactive lecture with well-chosen activities is able to develop various characteristics of an active learner. These characteristics include being able to make inquiries, examine issues and solve problems.