





Interactive Learning Strategies



In the Beginning...orient learners: link information to prior knowledge/establish relevance

- Think-pair-share: one thing you already know about this topic/one thing you would like to learn
- Ask a question
- Suggest questions or concepts learners should be considering as they listen to the lecture
- Ask learners to create a list of what they think the key concepts are that you will be covering—check them off as they are discussed

- Focus note taking

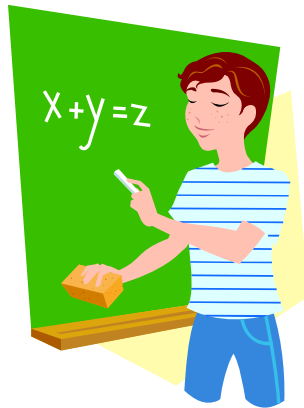
			
Important Facts	New Ideas	Questions	Action Plans
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- Use a quote/cartoon/video/demonstration
- Offer a case for consideration & discussion
- Provide a real-life example or ask for one from your learners to illustrate a concept
- Give a pre-test (followed by a post-test): audience works together to answer questions

In the Middle... help students remember & use information: link application exercises/discussion to your key points

- Create opportunities for application of material
 - Explain **HOW** and **WHY***
 - Provide a problem solving case
 - Pose a question

- Questions



Remember to make the environment supportive and conducive to questions

- Ask questions of the group
 - Ask questions to specific learners
 - Respond by asking an additional question that encourages analysis of material
 - Ask learners to answer a question posed by their peer
- Use different media forms (examples) to encourage discussion
 - Introduce the “clip” and focus the learners’ attention
 - Use images: *pictures & stories*
 - Ask students to provide examples
- Audience reaction/response
 - Use index cards with words or colors to represent affirmative/negative response to a question or agreement/disagreement with a statement

At the End...help learners review information/make connections/see further application

1. Paired exercise

- One thing you learned/one question that still remains
- Ask neighbor a question based on content of lecture
- Tell neighbor how you will use the information you learned

2. Large group exercises

- Ask someone to pick a number: group must list that “#” of key points they learned during the lecture
- Learner take turns picking paper strips out of a box—strips contain questions to be answered/key points to be explained



- Shared action plan

- Learner writes action plan on a post-it note and pastes it to a flip chart as leave the room
- Learner writes action plan on an index card and gives to neighbor or to teacher
- Pass object around the room: when learner is holding object, must share:
 - what he plans to do with the information he learned
 - her commitment to teach what she has learned: to whom, when, how will she teach the material

3. Ask for questions to re-emphasize key points/clarify misunderstandings/gauge level of engagement of learners

- Collect written questions during lecture, review during exercises and answer at the end

4. Individual exercise

- “One minute paper”

Notes from our discussion on September 14, 2009

In the beginning:

Use questioning with audience response to do a needs assessment and modify presentation using this information

Use simulation/case/video/actual patient to present clinical relevance of the material to be presented

Pose a question for discussion

Provide a problem that requires analysis by the class

In the middle:

Ask the class to develop a graphic description of the material presented thus far (do so at the board—consider using Smart Board if available) or at their seats in groups

Present a problem and ask audience to work in small groups to apply the material presented thus far to propose solutions

Use video/web-based clips—ask for analysis/reaction

Use role play/actual patient—demonstrate relevance of material

Use audience response

At the end:

Give a “quiz” with rewards

Use audience response to assess learning—information available for self assessment/development of additional learning needs

Present a case for the class to work on after the presentation and ask them to propose management or treatment strategies (discussion can occur virtually/online or in a later small group session)

Ask members of the audience to summarize the key points

Ask the audience for questions and have other members of the audience answer the questions