Video 2: Designing interactive lecturing

Hi there and welcome back to the second video on how to design an interactive lecture! In the previous video we talked about why it is important to make your lectures interactive and how you can make connections to the different parts of the lecture. In this video I will elaborate further on designing your lecture by the use of a lesson plan. After watching this video you will know what a lesson plan is and how you can use it as a tool for designing an interactive lecture.

So, what is this lesson plan? A lesson plan will help you seeing the broad line of your lecture and will thus help you with the **design** and **direct instruction**. It requires you to think about the main theme of your lecture, how it relates to the previous lecture and students' prior knowledge, and the learning objectives. Furthermore, it helps you with structuring your lecture, by allowing you to write out the exact time, subsequent activities and necessities of the different parts of your lecture. In other words, you will script your lecture: what are you going to explain, how and when.

Here you can see what a lesson plan looks like. If we think about the example we used in the previous video about teaching a lecture on dyslexia, your **course** would be cognitive psychology, the **main theme** of your lecture dyslexia, and the composition of your **group** second year psychology students. Think about your previous lecture, what did you discuss? Also think about the affective and cognitive situation of your students before the lecture: are they willing to learn this subject and do they already have some prior knowledge? Again write down some learning objectives for your lecture: what do you want students to understand or be able to do after your lecture?

When you've filled in all these elements, it is time to actually start thinking about the content of your lecture and how you are going to **design** it. A great way to create a clear overview of your learning content and add more structure in your lecture is by the use of chunking. The short term memory can store up to about seven pieces of information at one time. It then needs time to process the information and store it in the long term memory. You can facilitate this process by breaking down the content of your lecture in small pieces of information, so that it is easier for the brain to process. Divide the content of your lecture in logical pieces, or rather chunks, of information. Additionally, chunking provides an opportunity for students to make the content meaningful: they can connect new knowledge to previously acquired knowledge, since it is divided in small pieces of information.

With this in mind, we return to the actual lesson plan. What are we specifically going to do during the lecture?

Let's say we take 15 minutes to introduce the topic of language disorders and more specifically dyslexia, by lecturing. After these 15 minutes it is time to change from lecturing to a different teaching method: you're going to discuss an article you've given the students pre-class, about someone with a language disorder. Ask the students to discuss the mind-maps they made pre-class with their neighbor. Afterwards, you **facilitate** a group discussion about their views.

After 20 minutes you'll explain some more things about dyslexia, for example the DSM criteria.

You'll end your lecture with showing the students a short clip about someone with reading difficulties. You tell the students before watching the clip that they need to argue whether or not this person has dyslexia. When done watching, give the students some time to think about their answer and then pick

students at random to explain their view. Asking your students questions about content **facilitates** interaction between you and the students and between students.

You see what's happening here? You use various types of activities. In other words, you **design** innovative learning activities that let you **facilitate** interaction and let you vary in your **direct instruction**. That's all of the three important elements that influence the student learning experience combined! Studies show that the greater variety of ways we can input information into our heads, the easier the recall will be. Using a variety of activities thus helps students to create deep and long lasting memories.

You now know how to structure your pre, during and after class, how to design the lecture itself and how you can use different activities in your lecture to improve students' learning experience. Now it's time to start creating an interactive lecture yourself!

Thank you for watching and good luck!