# Interactive teaching strategies

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**Abstract**

A new quality of learning and teaching in general, is an absolute priority for education. The teachers are not only sources of information, they are also meant to lead managers and teaching so as to develop the interaction among students and training/development of key social personality traits. The students want to understand natural phenomena, to know scientific truths and to acquire knowledge to be applied in practice and for these reasons they are dissatisfied by the traditional education. The teachers and students, in most universities that have used the traditional lecture in courses, have revealed the limited effectiveness in both teaching and learning. The teacher must use methods to encourage discovery learning, heuristic and research methods. Dynamic and communicative teaching methods, also called interactive teaching methods, constitute the basic elements of a recently developed process to motivate learning, so that the students and future engineers develop a critical position about the taught content. Using interactive techniques and strategies, the students become more engaged in learning; retain more information, thus becoming more satisfied.

**Keywords**: Interactive, teaching, strategies

## Introduction

The interactive teaching and learning strategies described in this section are used to engage students in the resilience and wellbeing, drug education and road safety content included in each focus areas of this resource. Strategies are indicated in bold text in the learning activities. Teachers should refer to this section of the resource for an explanation of the purpose and how to implement the strategy with their students.

The strategies aim to promote critical and reflective thinking, research and evaluation skills that will help students to take positive action to protect, enhance and advocate for their own and other's health, wellbeing and safety. Students use personal and social capability to work collaboratively with others in learning activities, to appreciate their own strengths and abilities and those of their peers and develop a range of interpersonal skills such as communication, negotiation, team work, leadership and an appreciation of diverse perspectives.

## Interactive teaching

- ❖ Involves facilitator and learners
- ❖ Encourage and expect learners to participate
- ❖ Use questions to stimulate discussion, emphasizing the value of answers
- ❖ Give participants hands-on experience
- ❖ Engages the pupils in their learning
- ❖ It is organized to meet objectives
- ❖ Builds on existing skills
- ❖ Provides for a range of learning styles
- ❖ Cultivates transferable, independent learning.
- ❖ Use teaching aids to gain and retain attention

## Objectives

- ❖ To identify the different learning styles
- ❖ To explore how interactive teaching strategies support all learners
- ❖ To share practical ideas for whole class teaching.

## The learning activities and strategies have been organized under the basic elements of an inquiry process

Tuning in strategies provide opportunity for students to explore their current knowledge, attitudes and values about health and safety issues. While working independently or collaboratively, students can use suggested graphic organizers to record and share information. Teachers will also be able to use evidence gathered from students' responses to plan a program to cater for the needs of all students.

- ❖ *Finding out* strategies help students' identify gaps in their existing knowledge and understanding of key health, safety and resilience and wellbeing concepts, and work collaboratively to gather information through self-directed investigation. Students will be able to use the information gathered to generate and communicate ideas and record responses.

- ❖ *Sorting out* strategies encourage students to sort, analyze, organize, review, compare and contrast information to further develop and consolidate their knowledge, understandings, skills, attitudes and values. Summarizing key information and clarifying relationships or associations between information and ideas will assist students to draw conclusions and apply their understandings.

- ❖ *Reflecting* strategies allow students to identify, discuss and consider changes in their understandings, skills, attitudes and values.

## Using teaching and learning strategies

Teachers are encouraged to use their professional judgment to review the suggested strategies and decide on the most appropriate for meeting the needs of their students

and deliver the essential content in a resilience and wellbeing, drug education or road safety context.

*1. Adapting teaching and learning strategies*

The strategies linked to learning activities are a suggestion only. As teachers know their students learning styles and needs they can select alternative strategies or adapt those suggested to deliver the content. For example:

- ❖ *a think-pair-share* can easily be adapted for students to use when sorting out information or reflection on their learning at the end of an activity
- ❖ *a placemat* can be used to tune students into a new concept or to consider information when making decisions
- ❖ *a thumbs up, thumbs down* can be used by students to indicate their attitudes at the start of an activity or as a reflection strategy to evaluate changes in their knowledge and understandings.

*2. Addressing students' learning styles and needs*

When teachers are asked to cater for individual differences it does not mean that every student must be given an individual work program or that instruction is on a one to-one basis. When teaching and learning is individualized it is reflected in classroom organization, curriculum and instruction. Teaching and learning strategies can include a range of whole class, group and individual activities to accommodate different abilities, skills, learning rates and styles that allow every student to participate and to achieve success.

After considering the range of their students' current levels of learning, strengths, goals and interests, it is important teachers select strategies that:

- ❖ focus on the development of knowledge, understandings and skills
- ❖ will assist students to engage in the content
- ❖ will support and extend students' learning
- ❖ will enable students to make progress and achieve education standards.

*3. Being inclusive of all students*

Many students with disability are able to achieve education standards commensurate with their peers provided necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning. Teachers can adapt the delivery of activities and strategies in this resource to ensure students with disability can access, participate and achieve on the same basis as their peers.

*4. Facilitating values education*

Health and physical education issues require students to consider their own beliefs, values, attitudes and behaviors. Teachers conducting values learning activities should act as a facilitator and remain non-judgmental of students who display beliefs that may not agree with their particular stance on an issue. Teachers should also make students aware that:

- ❖ Sometimes people form opinions without being well-informed
- ❖ Personal experiences often contribute to opinions
- ❖ Nominal group relationships
- ❖ Online interaction such as chat, forums and email

- ❖ There will usually be a cross-section of opinions within any group and that these opinions need to be respected
- ❖ Peers, family, society, media and culture will influence values.

## Interactive teaching styles used in the classroom

Great teachers are nimble, observant, and responsive, always keeping an open mind about how to best engage their students and get them excited about learning—and that means considering trying out different interactive teaching styles in the classroom.

Interactive teaching styles are designed around a simple principle: without practical application, students often fail to comprehend the depths of the study material. Interactive teaching is also beneficial for you as the teacher in a number of ways, including:

- ❖ *Measurable student accomplishments:* Teachers making use of interactive teaching styles are better equipped to assess how well students master a given subject material.
- ❖ *Flexibility in teaching:* Applying training methods that involve two-way communications will enable you to make quick adjustments in processes and approaches.
- ❖ *Practice makes perfect:* Interactive instruction enhances the learning process.
- ❖ *Student motivation:* Two-way teaching dispels student passivity, and when more students are engaged, you'll have much more fun too.

## Applying interactive education

Whereas students often lose interest during lecture-style teaching, interactive teaching styles promote an atmosphere of attention and participation. Make it interesting. Make it exciting. Make it fun. As you well know, telling is not teaching and listening is not learning.

The ARMA International Center for Education offers the following guidelines to express the focus of interactive educational teaching styles:

- ❖ Encourage student participation.
- ❖ Use questions that stimulate response, discussion, and a hands-on experience.
- ❖ Use teaching aids that press for answers, and capture/hold the student's attention.
- ❖ Set up a workgroup environment.
- ❖ Involve yourself as well as the student.

## 5 Interactive teaching styles that make a difference

Now is the time to start bringing life into your teaching styles. Here are some of the most effective ways to engage your students.

*1. Brainstorming:*

Interactive brainstorming is typically performed in group sessions. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to pull together. Types of interactive brainstorming include:

- ❖ Structured and unstructured
- ❖ Reverse or negative thinking
- ❖ Team-idea mapping
- ❖ Group passing

❖ Individual brainstorming

*2. Think, pair, and share***:**

Establish a problem or a question, then pair your students. Give each pair sufficient time to form a conclusion, and permit each participant to define the conclusion in his or her personal voice. You can also request that one student explain a concept while the other student evaluates what is being learned. Apply different variations of the process—your students will be engaged, communicating, and retaining more information before your eyes.

*3. Buzz session*

Participants come together in session groups that focus on a single topic. Within each group, every student contributes thoughts and ideas. Encourage discussion and collaboration among the students within each group; everyone should learn from one another's input and experiences.

*4. Incident process*

This teaching style involves a case study format, but the process is not so rigid as a full case study training session. The focus is on learning how to solve *real* problems that involve *real* people—preparing your students for life beyond your classroom. Provide small groups of students with details from actual incidents and then ask them to develop a workable solution.

*5. Q&A sessions*

On the heels of every topic introduction, but prior to formal lecturing, ask your students to jot down questions pertaining to the subject matter on 3×5 index cards. After you collect the cards, mix them up and read and answer the student-generated questions.

**Conclusion**

After selecting the learning objectives and assessments for the presentation, we need to think about the various instructional activities we will use to engage students with the material and enable them to meet the objectives. Many instructional strategies are flexible, and can be used in service of several learning objectives, but some of them are better suited for a particular set of objectives. In most cases, we will need to use a combination of instructional strategies. The whole class session should be interactive, with a balance of contributions from teacher and pupils. It should serve and not detract from the objective. Model the technique a number of times before you expect the children to use it effectively. Support pupils who will be less confident by rehearsing, priming or pairing them. Consider the space you will need if pupils are to move around comfortably. Consider how you will distribute, collect, store and protect resources.

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