

## **Interactive Mass lecturing**

Interactive mass lecturing is a two-way interaction between teachers and a mass of students. Teachers are acted as ‘facilitator’, giving chances to students to perform brainstorming, discussing and sharing. So students can actively participate in the learning process and they are no longer passive. The use of interactive mass lecturing can promote active learning, heighten attention and motivation, give feedback to the teacher and the student, and increase satisfaction for both sides.

### Why Interactive Mass Lecture?

#### **Problems about large class teaching:**

- It is hard for tutors to promote interaction due to the large, barren and foreboding class setting
- It is difficult for teachers to get to know students so students may seem bored in such an impersonal environment
- There are perceived psychological barriers on teachers in promoting interaction in lecture
- It is regarded as a one-way, highly transmissive method which fails to achieve higher thinking skills and attitude development
- Students are seen as passive recipients of information, who are not engaged in the learning process
- Large lectures make it harder to cope with a variety of students and fail to pitch the subject matter at an appropriate level

### **Promoting active and engaged learning in higher education**

- In the last two decades, the number of university students increase rapidly, which implies corresponding changes in teaching methods
- There has been a gradual move of higher education from an elitist to a mass system since the 1990s. Therefore, teachers are expected to accommodate the characteristics and needs of learners in the mass higher education system
- While lengthening the period of university study towards the 3-3-4 new academic structure, the cultivation of high intellectual abilities, language proficiency, and the capabilities to contribute to the future economy of HK are strongly emphasized. In 2010, the University Grants Committee (UGC) restated the importance of teaching as the primary role of higher education institutions in Hong Kong, learner-centred teaching approach is recommended to stimulate active learning among university students

## Interactive lecturing

Definition	Benefits	Theories
<ul style="list-style-type: none"> <li>-A two-way interaction between the presenter and participants is promoted</li> <li>-Increase discussion among participants</li> <li>-Student's involvement with the materials or the content of the lecture, not necessary for participants to do all of the talking. Teacher as facilitator or coach</li> </ul>	<ul style="list-style-type: none"> <li>-Promote high level thinking</li> <li>-Active involvement</li> <li>-Increase attention and motivation</li> <li>-Increase student motivation and teacher satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>-Students must do more than just listen, they must read, write, discuss, or be engaged in problem-solving</li> <li>-Students must be actively engage in their learning for it to be effective</li> <li>-To be actively involve, students must be engaged in higher-order thinking tasks to perform to the higher intellectual level of analysis, synthesis and evaluation</li> <li>-Active learning, which emphasize learner's participation, is related to discovery learning theories, which stresses contextualized experiences, discussion, and learning by doing</li> </ul>

## The Project

### Sample

- The pilot study was carried out in a core module entitled “Approaches to Teaching and Learning” in the 4-Year B.Ed (Primary) programme by the Hong Kong Institute of Education. Four tutors from the Department of Curriculum and Instruction (C&I) and 190 year-two students participated in this project. The adoption of interactive mass lecturing in this module fits well to the subject matter as it is related to learning and teaching – which should be

adopted through authentic learning experience. The report presented here is based on the trial of one of the sample teachers, for a ten-week cycle in the academic year 2006-2007

### **Active Learning Design**

The project was to put “interactive lecturing” on trial. The underpinning of interactive mass lecture is active learning. It is suggested that the best way to learn is to be actively engaged, via various means such as reading, writing, discussing and solving problems. To be actively involved, students should be able to engage in higher-order thinking learning activities which help them exercise higher intellectual abilities such as analysis, synthesis and evaluation. Students should be expected to “discover” knowledge instead of being a passive recipient. The following principles are used to guide planning of the activities

- To provide the structure for engaging activity
- To continually engage learners
- To provide varieties of activities for motivational reasons
- To develop continuity in the activities
- To identify forms of publicizing the activity outcomes for giving recognition
- To provide contextualized materials
- To design challenging tasks with novelty
- To prove outside classroom connections and communications

### **Curriculum Design of interactive mass lecturing (plus tutorial)**

The design principle of the mass lecturing curriculum is to maintain a close link between mass lectures and tutorials. It stresses “integration” and “connection”. The idea of ‘active

learning’ is penetrated into the planning of the whole curriculum, in the ten mass lecture sessions and five tutorial sessions.

- The ten lectures acted as the “main organizer” of the module curriculum, so a well developed learning sequence on the topics within the module content is set to build the lectures into the tutorial session organically

- The role the lectures play is to input and highlight concepts and theories on the main learning themes of the module

- The lecture content is pitched towards the level of students

- Tutorial plays the role of support, remedial, application, investigation, revision and consolidation on learning specific themes that are introduced in lectures

- The curriculum plan is assessment-oriented; it is an important element that ties to all the class activities and small tasks through the module period

- The final assignment should be comprehensive to measure the expected learning outcomes of the module on learning and teaching – a micro teaching assignment

## Diagram

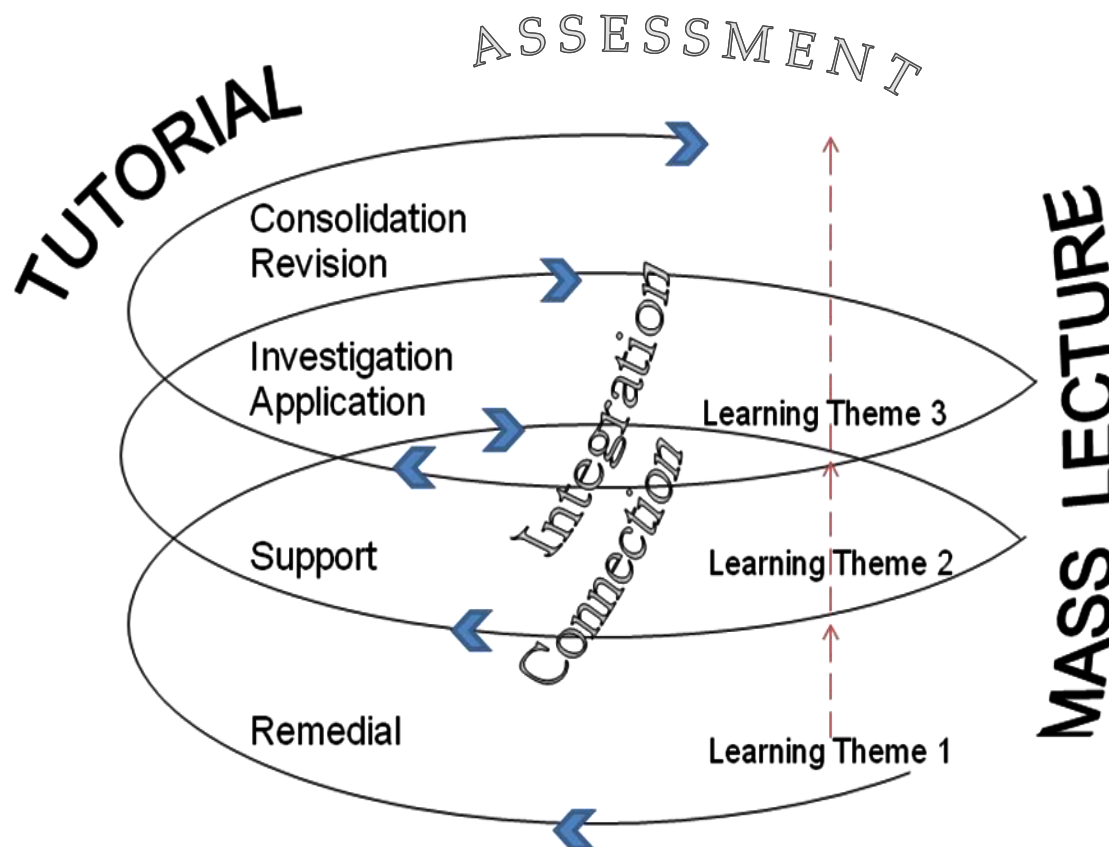


Diagram: The Curriculum Organization of Mass Lecture-Tutorial Showing a Dynamic Relation

## Interactive Techniques

Table: Teaching Methods and Strategies Used in the ML+T Mode

<i>Methods/Strategies</i>	<i>Functions</i>
Questioning:	stimulate interest, arouse attention, ice-breaker, provide valuable feedback, different types such as straightforward questions, brainstorming, surveying questions, quizzes and short answers.

<i>Promote Student Responses:</i>	engage student to think in the content and materials of the lesson, enhance lively atmosphere in lecture
<i>Breaking Student into Small Groups</i>	promote discussion and in-depth investigation, encourage application of new concepts, develop problem solving and communication skills
<i>Think-Pair-Share:</i>	change to lively interactive pattern, encourage communication, presentation and sharing
<i>Short Written Exercise</i>	develop note taking habit, focus student's attention, publicize ideas and promote whole class sharing
<i>Role Play and Demonstration</i>	involve students actively, encourage participation and responses, highlight the critical aspect in the subject matter, develop good rapport
<i>Making Use of Student Responses</i>	recognize student achievement, revise concepts and theories, enhance motivation, as a feedback channel
<i>Extended/Continuous Tasks and Exercises</i>	encourage continuous exploration and investigation, provide formative feedback
<i>Giving an Organizer/Conclusion</i>	clarify concepts, as revision and conclusion

## Interactive mass lecturing Exemplars

### 1) Engaging learners at the beginning

To encourage students to think and consolidate what they have learned, teacher asked students to make comments over the questions or issues in 'E-learn' after each mass lecture

and tutorial. At the beginning of a mass lecture, teacher chose some of the students' comments and feedbacks which are outstanding to share with the whole class. Furthermore, teacher made use of the students' response in 'E-learn' platform to elicit discussion. In this way, it will enhance the students' incentive to think and share their opinions both inside and outside the classroom.

## **2) Inviting student participation**

Before showing a video clip, teacher divided the whole mass lecture students into 2 groups according to their seats (front and back section) in the lecture hall. Then she distributed 2 different core-related questions in papers in two different colors. Students had to make notes and discuss with their neighboring peers (about 5 minutes) after viewing the video. Then for the front section, students were asked to pass their paper to their left hand side, while students in the back section were asked to pass theirs to the right. Students who gathered the paper in their row had to act as a reporter to present the answer.

## **3) Invite students participation through questioning**

In one of the mass lectures, teacher brought the question 'what are the advantages and disadvantages of Cooperative Learning?' to students. As the question was asked at the beginning of the lecture, it aimed at giving students a 'warm up exercise' for brainstorming. Teacher gave feedback to students answer; her elaboration on the question comes forth afterwards to provide students with understanding and consolidation on the topic.

## **4) Role play and demonstration**



In a mass lecture, teacher spent about 10 minutes to role play a lesson. She invited a group of 15 students to role play her students, and she performed teaching of about four minutes on the topic “Is teaching regarded as a profession in the society of Hong Kong?”. In the demonstration, she used questioning skills in different ways. After the demonstration, teacher discussed with all the students the strategies she used and the functions of different types of question. She further used video examples to consolidate student learning on “questioning skills”.

### **5) Making use of audience’s responses**

Teacher showed a video about a teaching scenario to the students and asked them to observe and criticize the lesson. Students were asked to vote for the performance of the teachers in the video on different aspects such as teaching organization, teaching skills, teaching plan and assessment, which they had to show their views by raising their hands. Teacher then collected students’ response and feedback. Afterward, some students were asked to further elaborate their point of views. They were highly motivated and enthusiastically involved in this learning activity.

In another occasion, teacher identified students from the tutorial groups to share the lesson plans they developed for the module assignment. After the students presented the plans in front of the class, teacher checked on the merit on the plan and highlighted the strategies the students used in developing their lesson plans. Teacher further distilled the concepts from the reported lesson plans and made comments on it, by this interaction, students were motivated in studying the course and they became more engaged in the lecture, and the link between lectures and tutorials were successfully built.