

Ideas for student activities and interactivities in lectures

1. Annotation - bring an image alive by showing it on the OHP and get students to annotate their photocopy of it, in pairs. Then a scribe annotates the displayed copy from student suggestions.
2. Role play - a 20 minute debate or role play in the middle of a lecture, where different students take the roles
3. 60 seconds – a one minute break in the middle, to stretch, collect thoughts etc.
4. Ban writing – for part of a lecture ban note making, to pay attention, then restart it. A handout is needed to provide the notes.
5. Gapped handouts – a narrative handout but with gaps for student input, answers to problems etc.
6. Three segments – divide the hour into 3 sections and have student discussion or tasks in the middle of 2 mini-lectures.
7. Peer teaching – put students in threes and give one of each triad the guidance notes with which to teach the other two. Rotate the teacher.
8. Worksheet – use the last 10-15 minutes for students to complete problems on a worksheet, in pairs, based on the lecture content.
9. Study diary – lecture notes are supplemented with a reflective account written after it, then later submitted for assessment.
10. Appoint a scribe – ask one student to be your scribe/assistant for part or all of a lecture, to do the writing of special terms, questions etc.
11. Student presentations – students prepare short presentations in advance, and a few are asked to give them (at random?)
12. Quiz – break up the lecture with a quiz, maybe marked in pairs
13. DIY – divide up the lecture into topics and ask small groups to prepare short presentations on one, then each topic is presented by a different group (may need pre-reading)
14. Questions – break up the lecture with students writing questions. They can answer each others and/or pass them to the front for the teacher to answer.
15. Buzz groups – give groups of 3 small tasks to do, involving talking about it. Circulate. Groups can be asked to report back.
16. Performance – interrupt the lecture with something unusual like music, an animated slide, showing an artefact, sing a song etc. Wake them up.
17. Vote with your feet – in a topic where there are different views, tell students to decide their view in advance. When they arrive, they sit on the left or the right depending on their view (or the middle). At the end, or the middle, of the lecture, ask people to move if they changed their mind. Student activity can be based on those staying or moving.
18. A seminar in a lecture – at the previous lecture, ask students to prepare for a seminar paper and ask 3 to prepare thoroughly: they will facilitate the seminar while you sit to one side.
19. A duo – two teachers give opposing views of a subject.
20. A handout – with a memorable image for the lecture like a picture, mind map, diagram etc.
21. Reading break – a 5 minute break to read a passage from a handout, to prepare for the next lecture section

22. *Agent provocateur* – arrange in advance for a few students to be ‘plants’ and ask particular questions or make specific points.
23. Shared note-making – ask trios of students to divide up the work of note making (e.g. one copies the board, one paraphrases the lecturer) and then meet afterwards to share their notes and get a complete record.
24. Video clip – play 5 or 10 minutes of video followed by buzz groups
25. Recap – at half time have 5 minutes to recap: students list the main points so far, or questions they need answering, then compare notes in pairs or threes
26. Any questions? – hand out post-it notes half way through and at the end give 5 minutes for questions to be written on them. Students leave the post-its on the bench as they leave. Answer them next time, or by group email or by a web page (FAQ).
27. Mini-evaluation – after a few weeks, hand out post-its asking what are the best aspects of the lectures (one side), and what are the worst aspects (other side).
28. Write your own exam – at the end of a lecture leave 10 minutes for students to write an examination question on the topic, with a brief marking scheme for a good answer. Students leave them with you as they leave. Good ones could be used! Feedback the best ones next time, and comment on incorrect marking schemes.
29. Bring your favourite – in advance, ask students to decide their favourite (poem, painting, web site, whatever is relevant). Then ask some at random for their favourite and why. Can be used to start a topic.

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1-25 are based on P. Davies *Practical Ideas for Enhancing Lectures* SEDA Special 13