

Interactive Lecture Strategies

Source: Barkley, E. F. & Major, C. H. (2018). *Interactive Lecturing: a Handbook for College Faculty*. San Francisco: Jossey-Bass.

The chart below briefly summarizes techniques presented in Barkley and Major's 2018 handbook, which is [available online through the UW Libraries](#) and available in print by request.

Directory of Interactive Lecturing Techniques

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Prepare

Actively Preparing	Helps students learn by having them...	Complexity for the instructor is...	Detailed explanation is available on...	Notes
Active Reading Documents	Follow a detailed process for comprehending and applying information from a reading by answering the questions in a teacher-created document.	Planning: Moderate Material Prep: High Implementation: Low	Page 200	
Know Wonder Learned	Complete a handout that asks them to list what they know about a topic, wonder about a topic, and have learned about the topic.	Planning: Low Material Prep: Low Implementation: Low	Page 204	
Two-Minute Question Development Talks	Pair up for two-minute talks where they discuss the out-of-class assignments and develop questions for the lecture.	Planning: Low Material Prep: Low Implementation: Moderate	Page 209	
Individual Readiness Assurance Tests	Complete a series of questions on previously assigned reading material at the start of a class session.	Planning: Moderate Material Prep: Moderate Implementation: Low	Page 212	
Anticipating New Information	Helps students learn by having them...	Complexity for the instructor is...	Detailed explanation is available on...	
Update Your Classmates	Write a memo to a student, real or fictional, who missed class the day before to describe the missing information and explain why it might be important to the upcoming lecture.	Planning: Low Material Prep: Low Implementation: Low	Page 217	

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Sentence Stem Predictions	Receive a sentence stem to complete that prompts them to predict information to come in the lecture.	Planning: Moderate Material Prep: Moderate Implementation: Low	Page 221	
Guess and Confirm	Write down facts they expect to learn from lecture, then check off the list during lecture, and at the end discuss what they expected to hear but didn't and ask questions about it.	Planning: Low Material Prep: Low Implementation: Low	Page 227	
Preview Guide	Receive a set of statements about the topic and indicate whether they agree or disagree with the statement; at the end of the lecture, they indicate whether they changed their mind.	Planning: High Material Prep: Low Implementation: Low	Page 232	
Attend				
Listening for Information	Helps students learn by having them...	Complexity for the instructor is...	Detailed explanation is available on...	
Advance Organizers	Refer to an organizational template to help them understand the structure of information to come in the lecture and then complete the organizational framework during the lecture.	Planning: Moderate Material Prep: Moderate Implementation: Low	Page 238	
Lecture Bingo	Mark on bingo cards when they hear an answer to a question.	Planning: Moderate Material Prep: Moderate Implementation: High	Page 245	
Listening Teams	Work in teams, each of which has a specific assignment and discussion prompt for the day's lecture, after which each team reports out.	Planning: Low Material Prep: Low Implementation: Moderate	Page 249	
Live-Tweet Lecture*	Tweet the lecture to share important information they are learning using a hashtag provided by the instructor.	Planning: Low Material Prep: Low Implementation: Low	Page 253	
Taking Notes	Helps students learn by having them...	Complexity for the instructor is...	Detailed explanation is available on...	

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Guided Notes	Complete during the lecture a framework of incomplete notes provided by the instructor.	Planning: High Material Prep: Moderate Implementation: Low	Page 260	
Cued Notes	Listen for cues from the professor and then record lecture notes related to the cue.	Planning: Moderate Material Prep: Moderate Implementation: Moderate	Page 264	
Coded Notes	Use a system of codes (such as * = important point) to interact with their notes.	Planning: Moderate Material Prep: Moderate Implementation: Low	Page 269	
Note-Taking Pairs	Work with a partner at the end of the lecture to compare notes and build a better set of notes.	Planning: Low Material Prep: Low Implementation: Moderate	Page 274	
Sketch Notes	Recast lecture notes into a set of visual notes that use single words or phrases combined with simple images.	Planning: Low Material Prep: Low Implementation: Moderate	Page 278	
Use				
Rehearsing Information	Helps students learn by having them...	Complexity for the instructor is...	Detailed explanation is available on...	
Translate That!	Explain in their own words the fact or concept that the instructor just presented.	Planning: Low Material Prep: Low Implementation: Moderate	Page 289	
Think-Pair-Share	Think about a prompt question, pair up to discuss, and then share with the whole class.	Planning: Low Material Prep: Low Implementation: Low	Page 293	
Snap Shots	Think about and then choose a response to a multiple-choice question posed by the lecturer, and then try to convince their assigned partner that their response is correct; the instructor then provides the answer so that students can assess	Planning: Moderate Material Prep: Low Implementation: Low	Page 297	

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	the accuracy of their understanding.			
Applying Information	Helps students learn by having them...	Complexity for the instructor is...	Detailed explanation is available on...	
Thick and Thin Questions	Write down two types of questions about the lecture content: Thin Questions that can be answered directly from the lecture and Thick Questions that require students to think beyond the lecture.	Planning: Low Material Prep: Low Implementation: Low	Page 304	
Support a Statement	Locate in their lecture notes details, examples, or data to support a statement provided by the instructor.	Planning: Moderate Material Prep: Low Implementation: Moderate	Page 309	
Intrigue Journal	List and describe the five most interesting, controversial, or resonant ideas they heard in the lecture, indicating what they would like to learn more about.	Planning: Low Material Prep: Low Implementation: Moderate	Page 313	
Real-World Applications	Analyze a theory or concept from the lecture and then figure out how to apply it in the realm of practical or actual experience.	Planning: Moderate Material Prep: Moderate Implementation: Low	Page 317	
Assess				
Checking Understanding	Helps students learn by having them...	Complexity for the instructor is...	Detailed explanation is available on...	
Pre-Post Freewrite	Write for about five minutes, indicating what they already know about that day's topic; students write again at the end of class, and the difference between the two writings should demonstrate what they have learned.	Planning: Low Material Prep: Low Implementation: Low	Page 322	
One-Sentence Summary	Summarize a lecture in a single sentence.	Planning: Low Material Prep: Low Implementation: Low	Page 327	

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3-2-1	Jot down and share with a partner or in a small group three ideas or issues presented; two examples of uses of the idea or information covered; and one unresolved or remaining question or area of possible confusion.	Planning: Low Material Prep: Low Implementation: Low	Page 333	
RSQC2	Follow a structured process (recall, summarize, question, comment, and connect) to pull together their understanding of a given lecture.	Planning: Low Material Prep: Low Implementation: Low	Page 336	
Reflecting on Thinking	Helps students learn by having them...	Complexity for the instructor is...	Detailed explanation is available on...	
Punctuated Lecture	Ask questions about what they are doing at a given moment during a class.	Planning: Moderate Material Prep: Moderate Implementation: Low	Page 343	
Post-Lecture Knowledge Survey	Review questions and rate their confidence in answering them.	Planning: Low Material Prep: Moderate Implementation: Low	Page 347	
Lecture Wrapper	Write what they think the three most-important ideas of the lecture were on an index card, hand the cards in, and then compare their responses to the ideas the instructor shares were the most important.	Planning: Low Material Prep: Moderate Implementation: Low	Page 352	
Lecture Engagement Logs	Keep running logs of their preparation, participation, and reflection in lecture courses.	Planning: Low Material Prep: Low Implementation: Low	Page 356	

*** Note about Live Tweeting:** This technique can also be adapted for use with other tools like Google Slides Q&A (if you present during class using Google Slides), TopHat, Padlet, or others where students can create a short post for others in the class to see.