

5 Important Interactive Teaching Strategies

Interactive lessons are key to engaging and motivating students. Here are five strategies to use to help increase interaction.

1



Collaborative learning:

Invite students to work together to complete a task.

2



Debate:

Encourage participation through debating an interesting issue.

3



Peer tutoring:

Increase interaction by having a student teach a concept.

4



Classroom discussion:

Encourage all students to give their opinion in a live discussion.

5



Brainstorming:

Collectively solve a problem by asking everyone to add their solution.

Sources: Evidenced-Based Teaching, BookWidgets

Improving College Teaching Strategies For Developing Instructional Effectiveness

Maryellen Weimer



Improving College Teaching Strategies For Developing Instructional Effectiveness:

Improving College Teaching Maryellen Weimer,1990-01-22 This book shows college administrators deans department heads and faculty development professionals how to improve the instructional performance of faculty members It offers strategies for overcoming resistance and motivating faculty members to improve their teaching and identifies the resources activities and services that will help them to succeed

Learner-Centered Teaching Maryellen Weimer,2002-10-16 In this much needed resource Maryellen Weimer one of the nation s most highly regarded authorities on effective college teaching offers a comprehensive work on the topic of learner centered teaching in the college and university classroom As the author explains learner centered teaching focuses attention on what the student is learning how the student is learning the conditions under which the student is learning whether the student is retaining and applying the learning and how current learning positions the student for future learning To help educators accomplish the goals of learner centered teaching this important book presents the meaning practice and ramifications of the learner centered approach and how this approach transforms the college classroom environment Learner Centered Teaching shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone

Routledge Library Editions: Higher Education Various,2021-03-29 The volumes in this set originally published between 1964 and 2002 draw together research by leading academics in the area of higher education and provide a rigorous examination of related key issues The volume examines the concepts of learning teaching student experience and administration in relation to the higher education through the areas of business sociology education reforms government educational policy business and religion whilst also exploring the general principles and practices of higher education in various countries This set will be of particular interest to students and practitioners of education politics and sociology

Resources in Education ,1997

University Teaching James Forest,2018-10-10 Originally published in 1998 University Teaching looks at the world of university and college teaching in the study of higher education Providing a broad perspective it examines preparation assessment and reward from cross cultural perspectives and explores the cultural and social influences that affect these dimensions The book provides a considerable richness in diversity of topics and authors and provokes the reader to observe the many commonalities in the thinking and approaches towards college teaching that pervade the higher education systems worldwide

The Chicago Handbook for Teachers, Second Edition Alan Brinkley,2011-06-15 Representing teachers at all stages of their careers authors offer practical advice for almost any situation a new teacher might face from preparing a syllabus to managing classroom dynamics From publisher description

Lessons from Good Language Teachers Carol Griffiths,Zia Tajeddin,2020-04-30 Explains how good language teachers work drawing on teacher training theory as well as many examples and case studies

Student Success in Community Colleges Deborah J. Boroch,Laura Hope,Bruce M. Smith,Robert S. Gabriner,Pamela M. Mery,Robert M. Johnstone,Rose Asera,2010-02-22 Student Success in Community Colleges As more and more

underprepared students enroll in college basic skills education is an increasing concern for all higher education institutions. *Student Success in Community Colleges* offers education leaders, administrators, faculty, and staff an essential resource for helping these students succeed and advance in college. By applying the book's self-assessment instrument, colleges can pinpoint how their current activities align with the most effective, proven practices. Once the gaps are identified, community college leaders can determine the best strategic direction for improvement. Drawing on a broad knowledge base and illustrative examples from the most current literature, the authors cover organizational, administrative, and instructional practices, program components, student support services, and strategies and professional learning and development. Designed to help engage community college leadership and practitioners in addressing the practices, structures, and obstacles that enhance or impede the success of basic skills students, the book's strategies can be tailored to various institutional levels, showing how to unite faculty, staff, and administrators in a cooperative effort to effect institutional change. Finally, *Student Success in Community Colleges* reveals how investing in a comprehensive basic skills infrastructure can be a financially sustainable model for the institution as well as substantially beneficial to students and society. This is a most unusual and valuable book; it is packed with careful analysis and practical suggestions for improving basic skills programs in community colleges. Compiled by a team of practicing professionals in teaching, administration, and research, it is knowledgeable about what has been done and imaginative and practical about what can be done to improve the access and success of community college students.

K Patricia Cross, professor of higher education, emerita, University of California, Berkeley
For its first hundred years, the community college was committed primarily to access; in its second hundred years, the commitment has changed dramatically to success. This book provides the best road map to date on how community colleges can reach that goal.

Terry O Banion, president emeritus, League for Innovation and director, Community College Leadership Program, Walden University
This guide is the most comprehensive source of information about all facets of basic skills or developmental education. It will be invaluable not just to community college educators across the nation but also to those in high schools and four-year colleges who share similar problems.

W Norton Grubb, David Gardner Chair in Higher Education, University of California, Berkeley
Developing Transformative Spaces in Higher Education Sue Jackson, 2018-03-19
Higher education has been presented as a solution to a host of local and global problems despite the fact that learning and assessment can also be used as mechanisms for exclusion and social control. *Developing Transformative Spaces in Higher Education: Learning to Transgress* demonstrates that even when knowledge may appear to be the solution, it can be partial and disempowering to all but the dominant groups. The book shows the need to contest such knowledge claims and to learn to transgress rather than to conform. It argues that transformative spaces need to be found and that these should be about the creation of new opportunities, ways of knowing, and ways of being. Working in and through spaces of transgression, the contributors to this volume develop frameworks for the possibilities of transformative spaces in learning and teaching in higher education. The

book critiques the ways in which Western higher education culture determines the academic agenda in relation to dialogue on social differences minority groups and hierarchical structures including issues of representation among different groups in the population It also explores the personal and political costs of transgression and outlines ways in which transitions can be transformative The book should be of interest to academics researchers and postgraduate students engaged in the study of higher education education studies teacher training social justice and transformation It should also be essential reading for practitioners working in post compulsory education

Faculty Productivity William G. Tierney, 1999 Academic life at the beginning of the 21st century will bring changes to the role of the professorate how they are rewarded and what their responsibilities are This book focuses on topics that pertain to the reform of faculty work and offers disparate opinions on the nature of the work

Advances in Medical Education A.J.J.A. Scherpbier, Cees P.M. van der Vleuten, J.J. Rethans, A.F.W. van der Steeg, 2012-12-06 About 550 registrants from 51 different countries attended the Seventh Ottawa Conference on Medical Education and Assessment in Maastricht We received 525 abstracts for the conference divided in thematic poster sessions and platform presentations Organising the conference was an honour and we tried to meet the high standards of a friendly and relaxed atmosphere which has characterized previous Ottawa conferences During and after the conference about 250 papers were submitted for publication in the conference proceedings leaving us little time for a post conference depression Despite the large number of papers the editors have attempted to review and edit the papers as care fully as possible Occasionally however correspondence exceeded reasonable deadlines preventing careful editing of a small number of the papers Although we felt that our editorial task was not quite finished we nevertheless decided to include these papers We thank the many authors for their enthusiastic and prompt response to occasionally tedious editorial suggestions and requests We are sure that this collective effort has resulted in a book that will make an important contribution to the field of medical education The editors want to thank Jocelyn Flippo Berger whose expertise with desk top publishing and perseverance was a great help

Exploring Learning & Teaching in Higher Education Mang Li, Yong Zhao, 2014-09-24 The focus of this book is on exploring effective strategies in higher education that promote meaningful learning and go beyond discipline boundaries with a special emphasis on Subjectivity Learning Refreshing Lecturing Learning through Construction Learning through Transaction Transformative Learning Using Technology and Assessment for Learning and Teaching in particular The research collected in this book is all based on empirical studies and includes research methods and findings that will be of great interest to teachers and researchers in the area of higher education The main benefit readers will derive from this book is a meaningful insight into what other teachers around the world are doing in higher education and what lessons they have learned which will support them in their own teaching

Higher Education in the United States James J. F. Forest, Kevin Kinser, 2002-06-21 Surveys the changing landscape of American higher education from academic freedom to virtual universities from campus crime to Pell Grants from the Student Privacy Act to student diversity In the years following

World War II college and university enrollment doubled students revolted faculty unionized and community colleges evolved Tuition and technology soared as did the number of first generation minority and women students These changes radically transformed the American system of postsecondary education Today that system is in trouble Its aging professoriate prepares for retirement but low academic salaries can no longer attract the best minds to replace them A flood of corporate dollars funds commercial research but money for basic research the seedbed of American scientific preeminence has dried up Colleges and universities also face heated competition with for profit education providers for students faculty and external financial support along with the costs of providing remedial education to growing numbers of students who are unprepared for postsecondary education

Higher Education in the United States provides a comprehensive analysis of these issues and others that scholars and practitioners of higher education study discuss and grapple with on a daily basis The Social Worlds of Higher Education Bernice Pescosolido, Ronald Aminzade, 1999-03-22 This is the first comprehensive guide to teaching in the social sciences ever published Two complete works in one provides a survey of the larger institutional context and alternative perspectives on current debates in higher education as well as a comprehensive and practical guide to teaching Contains original essays by leading teachers and scholars including Craig Calhoun Teresa Sullivan Dean Dorn Paul Baker Charles Tilly Howard Aldrich Daniel Chambliss and Mary Romero The accompanying Fieldguide for Teaching includes an additional 80 articles excerpts teaching tips exercises checklists and overheads covering a complete spectrum of teaching concerns

Pathways to the Profession of Educational Development Jeanette McDonald, Denise Stockley, 2010-07-13 The contributors to this volume are academics working directly or indirectly with teaching and learning centers and professional communities serving in the capacity of educational developer researcher or specialist unit manager or director or senior administrator Drawing on survey and interview data individual experience or perspective and familiarity with the educational literature they offer a context to understand and appreciate how the field of educational development developer practice and individual pathways have evolved further highlighting what territory remains to be explored and uncovered Over the last fifty years educational development has evolved from an informal set of instructional improvement activities championed by individuals to a scholarly field of study and practice that aims to advance teaching and learning at the individual institutional and more recently sector levels During this time educational development work has moved from the fringes to the mainstream of the higher education landscape bringing to the community a diverse group of dedicated academic professionals This volume draws on their experience and insight to provide an invaluable guide to future challenges and issues This is the 122nd volume of the Jossey Bass higher education quarterly report series New Directions for Teaching and Learning which offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers *Higher Education: Handbook of Theory and Research* Michael B. Paulsen, 2015-01-12 Published annually since 1985 the Handbook

series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains chapters on such diverse topics as research on college students and faculty organization and administration curriculum and instruction policy diversity issues economics and finance history and philosophy community colleges advances in research methodology and more The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world

Research in Education, 1970 *Teaching Communication* Anita L. Vangelisti, John A. Daly, Gustav W. Friedrich, 2013-11-05 The field of communication was founded in part because of a need to make people better communicators That meant teaching them how to communicate more effectively whether it be in public settings or in private Most of that teaching has happened within the classroom and many professionals have spent their lives instructing others on various aspects of communication Inside this second edition the editors have assembled a fully comprehensive and contemporary discussion of topics and issues concerning the teaching of communication The chapters contained herein contributed by key voices throughout the communication discipline address conceptual as well as practical issues related to communication instruction The contents of this new edition reflect the dramatic changes that have occurred in communication education since the publication of the first edition in 1990 This book focuses initially on the goals of communication education then delves into the preparation of specific communication courses It includes assistance for instructors in organizing instructional content and discusses the use of instructional strategies and tools as well as offering ideas on evaluating the processes and products of instruction The volume also covers unique teaching assignments that may be encountered from the basic course to continuing education and addresses 2 year college teaching directing forensic programs distance education and consulting It concludes with important professional issues faced by both new and experienced communication instructors including ethics and political issues within classrooms and departments This volume is a necessity for anyone starting out a career as a communication instructor Veteran educators who know that learning to teach is a continual growth experience will find useful and invaluable information within the book's pages Whatever background and level of experience all communication educators will find this new edition to be an essential resource for their work

To Improve the Academy Catherine M. Wehlburg, Sandra Chadwick-Blossey, 2003-09-15 An annual publication of the Professional and Organizational Development POD Network in Higher Education volume 22 of To Improve the Academy is a collection of articles that focus on the role of faculty instructional and organizational development in ensuring excellence in education Recognizing the urgency caused by a

recent rash of budget and staff cuts and falling course enrollment the authors provide new perspectives on how to address the growing need for providing quality effective higher education The book is divided into six sections Section I Past Present and Future of SoTL provides an overview of the scholarship of teaching and learning Section II Assessment and Faculty Development presents tested methods for assessing both student learning and the impact of faculty development Section III Curriculum Design and Evaluation describes different tools for redesigning curriculum and improving student learning Section IV Faculty Development Tools presents models for enhancing current methods of faculty development Section V Student Learning and Faculty Development focuses on helping faculty work with students to enhance and improve their learning Section VI Faculty Development with Part Time Instructors includes ideas for integrating adjunct faculty and graduate students into the life of an institution This book makes sense of how the changing climate in higher education is affecting how when and in what circumstances American students are learning It offers an essential resource for improvement in higher education to faculty and instructional development staff department chairs deans student services staff chief academic officers and educational consultants **Professional Development** Sally Shake Gaff, Conrad Festa, Jerry G. Gaff,

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