

- A. Title of submission: Interactive Teaching Promotes “Inner Active Learning”
- B. Names of the authors: Renee Ridley, MSN, CFNP, RN and Connie Siefker, MS, RN
- C. Murray State University, Department of Nursing
- D. Mailing address(es): Murray State University Dept. of Nursing, 120 Mason Hall, Murray, KY, 42071
- E. Email address(es): [renee.ridley@murraystate.edu](mailto:renee.ridley@murraystate.edu); [connie.siefker@murraystate.edu](mailto:connie.siefker@murraystate.edu)

## Interactive Teaching Promotes “Inner Active Learning” Abstract

Characteristics of student learners have changed over the past 20 years; today’s learners crave stimulation, have a short attention span, expect immediate answers/feedback and are technologically competent. When nursing educators incorporate active learning methods into the curriculum to meet student learning preferences, content mastery remains high and critical thinking and writing skills increase. Interactive teaching/learning requires students to read, write, discuss or be engaged in problem-solving activities. It requires the use of higher-order thinking skills such as analysis, synthesis, and evaluation, as well as critical thinking and problem solving skills. Interactive teaching puts the focus on student problem-solving and projects rather than faculty presentation of material.

Activities such as games, role playing, skits, case studies, hands-on demos, debates, food, interviews, question and answer sessions can be effective in introducing concepts and assist students in applying knowledge. Some examples: “Who Wants to be a Millionaire- Postpartum Edition”, “Name that STD”, “High Risk Newborn Jeopardy”, “Musculoskeletal Assessment Game”. How about giving each student a lifesaver to suck on to illustrate cervical effacement/dilation? Role-playing a history-taking interview requires students to use communication techniques such as open-ended questions, clarification, non-verbal communication techniques, etc. Examples of these and other teaching techniques will be shared during this interactive session.

### OBJECTIVES:

1. Describe how interactive teaching differs from traditional classroom lecture.
2. Examine reasons that interactive strategies should be used.
3. Identify two interactive teaching/learning strategies for implementation into your teaching next semester.