Hitting Pause: Practical Ways to Incorporate Lecture Breaks to Reinforce Learning

Heloisa Rutigliano
Assistant Professor, Department of Animal, Dairy and Veterinary Sciences, Utah State University

Marlene Israelsen Graf
Professional Practice Associate Professor, Department of Nutrition, Dietetic and Food Sciences, Utah State University
At the end of this presentation, participants should be able to:

1. List the benefits of faculty-based Learning Circles to teaching
2. Explain the benefits of using lecture pauses
3. Effectively incorporate lecture pauses into their teaching
Let’s Kahoot!
A Little Pre-Test 😊
SOME DEFINITIONS...

- **LEARNING CIRCLE** = A community of faculty who meet on a regular basis to share ideas and discuss research and literature related to teaching and focused on a topic of interest.

- **PAUSE** = Designated lecture breaks or periods of time designed for reflection and self-evaluation. In a classroom setting, effective use of pauses can help facilitate student-centered learning, processing, connection, engagement, and empowerment.

- **ACTIVE LEARNING** = Any approach to instruction in which students are asked to engage in the learning process.
OUR LEARNING CIRCLE...

• First Meeting - September 2018
• 7 Faculty Members, Various Disciplines and Teaching Roles
• Our Focus: Active Teaching Strategies & Effective Pedagogy
• Read, Studied, Shared, and Implemented *Hitting Pause* Book (by Gail Taylor Rice) ISBN: 978-1-62036-653-0
• Support Provided by Empowering Teaching Excellence Staff at Utah State University
• **Marlene Israelsen Graf**
  Professional Practice Associate Professor
  Nutrition, Dietetics, and Food Sciences
  College of Agriculture & Applied Sciences

• **Heloisa Rutigliano**
  Assistant Professor
  School of Veterinary Medicine
  College of Agriculture & Applied Sciences

• **Rose Judd-Murray**
  Assistant Professor
  Non-Formal and Community-Based Education
  College of Agriculture & Applied Sciences

• **Denise Stewardson**
  Extension Assistant Professor
  Director of Agriculture in the Classroom
  Agricultural Systems Technology & Education
  College of Agriculture & Applied Sciences

• **Lacee R. Boschetto**
  Instructor
  Family & Consumer Sciences Education
  College of Agriculture & Applied Sciences

• **Marie Lund**
  Instructor
  School of Teacher Education and Leadership
  Emma Eccles Jones College of Education and Human Services

• **Jilda Yap**
  Instructor
  Languages, Philosophy, and Communication Studies
  College of Humanities and Social Sciences

• **Travis Thurston and Erin Wadsworth-Anderson**
  Center for Innovative Design and Instruction
  Academic and Instructional Services
Lectures have been used for centuries

- The word *lecture* = to read
- Centuries ago, people would read texts and listeners copied what they heard word for word – only way to learn (no printing press nor internet)
Lecturing is less effective than using active learning methods of teaching

“Educational research over the past twenty-five years has established beyond a doubt a simple fact: what is transmitted to students through lecturing is simply not retained for any significant length of time.” (Finkel, 2000)
Lecturing is less effective than using active learning methods of teaching.
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“In fact, the data on the power of these techniques are so persuasive, it’s almost unethical to teach undergraduates any other way. I know you can double how much a student learns depending on what method the instructor is using”. (Wieman, 2014)
Is *flipping the classroom* the only way to incorporate active learning in your courses?
SMALL CHANGES = BIG IMPACT

Performance

Learning Experience

“Teaching is NOT about the instructor, it is about the students”
KEY POINTS (Part 1)
Benefits of Pausing (The “Why”)

• We don’t learn by experience but by reflecting on experience.

• For Students: Increased interest, motivation, and retention

• For Instructors: Feedback

• Starting Pauses = Focus Attention

• Mid-Pauses = Refocus Attention

• Closing Pauses = Capture Learning
Pauses provide opportunities for students to **Refocus** and Apply, **Review**, **Relieve** Cognitive Load, **Retrieve**, and **Reenergize/Refresh**.

Students...
- Take better notes at the beginning
- Retain more information from beginning
- Pay less attention as lecture progresses
- Learn more from short lectures
- Need a pause part-way through to reset
KEY POINTS (Part 3)

Reasons for Pausing

• Effective and efficient education **starts with a focused student.**

• Taking time to pause and prepare our learners often makes covering our content easier, more efficient, and more powerful.

• Pauses allow students time to **process what they have learned,** how it can benefit them, and how they will use it.
Common Comments

• “I don’t know how you do it because I have too much material to cover. I have no time to take breaks during class”

• “I time my lectures to the minute. I have no time to waste with stuff like that”
At a cost of 5-7 minutes per lecture, you can transform your performance (one-way communication) into a learning experience.
KEY POINTS (Part 4)

TYPES OF PAUSES

- Prediction
- Review
- Assess Previous Knowledge
- Integration
- Application (i.e. Case Study)
- Summary
APPENDICES
Pauses You Can Use (65 Ideas)

STARTING PAUSE

This opener draws student attention to the importance of leaving behind all their concerns and distractions before entering class. As they enter the classroom, students are given a three-inch-by-five-inch card to write down what they are thinking about and what they want to forget about while they are in class. Then they are asked to drop their cards into a bucket or box by the door before class starts.

Settings for Use
- Small classroom lecture
- Clinical or laboratory presentation
- One-on-one session
- Conference presentation/in-service education
- Keynote/large-group presentation
- Course/unit
- Online learning module

Characteristics
- Affirming/positive
- Physical/movement
- Activates prior knowledge/experience
- Focuses and refocuses
- Creates community
- Generates curiosity
- Metacognitive
- Reviews
- Celebrates
- Commits to action
- Provides a bookend
At the beginning of class, present a list of content/objectives to be addressed. Have students rank or vote for the objectives they want to focus on most.

- **Red Light, Green Light.** Have students vote with colored 3 x 5 cards (i.e. red, yellow, green). Ask them to hold up a specific color (green) for an objective they definitely want to cover, another color (yellow) if they’re neutral, and a third color (red) for objectives to skip.

- **Dot the Objective.** Have students vote or rank objectives with a set of colored stickers (dots).
• Create a Quiz of 3-5 questions (T/F or MC) centered on the main points you want students to learn.

• Have students make predictions on course material.
  • The power of prediction:
    • Activation of prior knowledge
    • Students become more invested
• Use an online student response system (i.e. Poll Everywhere, Kahoot!, TopHat, iclickers) and use the data you receive to adapt your lecture plan.

• Pause part way to assess whether concepts are now being understood, perhaps with additional questions.
• Present a case study to students in the beginning of class

• Pause part way to ask questions that integrate course material to the case
- Stop the lecture and ask students to **share their notes** with each other.

- Provide a 2-minute pause to **fill in gaps**, **ask questions**, and **teach each other**.

**NOTE SHARE**

(Pause #28, Mid-Pause)
WRITE A SUMMARY

(Pause #31, Mid-Pause)

Pausing to write a summary or respond to a prompt part-way through a class can help students refocus and/or retain information. **Have students write for 1 to 2 minutes on a 3 x 5 card or in their notes.** Some examples...

- Have students write a summary of **key points** that have been covered so far or a personal reflection of concepts that have been meaningful to them.
- Provide a **Case Study, Problem, or Opinion Question** and have students respond by using information that’s been covered up to that point.
Q1: Three main ideas from today.
Q2: Construct a diagram to integrate the three main ideas learned in this lecture.
Q3: How might this information be useful to you?
Q4: How can this information be used in a real-life scenario?
• Tell students in the beginning to class they will have to create their our summary for that lecture.

• The last slide of my lecture contains questions for students to answer:
  • Summary of the lecture
  • Apply course material
  • Integrate course material

• Students provide a response to each question.
Summary of Lecture 28
Topic: Type III Hypersensitivity

- Antigen
  - Type:
  - Dose:

- Immune response
  - What immunoglobulin isotype is involved?
  - What effector mechanisms does this disease trigger?

- Explain to a client who has an animal with this condition what is happening.
Today’s Toolkit Presentation

- Explain why should be use pauses in our lectures.

- Identify 1-2 types of pauses that could be incorporated into your lectures.
• **YouTube.** Starting or ending class with a *video clip or story* is often a powerful way to begin or reinforce learning & capture student interest.

• **Twitter.** Ask students to summarize the day’s lecture (or a previous one), by recalling information and writing down the response as if they were *posting a Tweet.*
Let’s Kahoot!
A Little Post-Test 😊