



# Interactive Lectures

## Summaries of 36 Formats

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### ***1. BEST SUMMARY***

**Basic idea.** Each participant prepares a summary of the main points at the end of a presentation. Teams of participants switch their summaries and select the best summary from each set.

**Application.** This lecture game is especially useful for informational or conceptual content.

**Sample topics.** Introduction to online learning. Types of stories. Fuzzy logic. Conflict-management principles. Surface tension.

**Flow.** Stop the lecture at appropriate intervals. Ask participants to write a summary of the content presented so far. Organize participants into equal-sized teams. Redistribute summaries from one team to the next one. Ask each team to collaboratively identify the best summary among those given to them—and read it.

### ***2. BINGO***

**Basic idea.** Presenter hands out BINGO cards to participants. Presenter then delivers parts of a lecture interspersed with short-answer questions. Participants play BINGO by identifying the answers on their cards.

**Application.** This lecture game is especially useful when the instructional content is primarily factual or conceptual.

**Sample topics.** Basic computer terminology. Cultural norms in Asian countries. Introduction to symbolic logic. Investing in mutual

funds. Management concepts from around the world. New employee orientation.

**Flow.** Divide the lecture outline into 10 to 15-minute sections. For each section, prepare a set of short-answer questions, and create BINGO cards with the answers. Present the first section of the lecture, then ask the first set of questions. If participants can find an answer on their BINGO card, they make a small checkmark in the square. Read the question and give the answer. Have participants shout "Bingo!" if they have any five-in-a-rows. Repeat the process of lecturing, having participants mark cards, and checking the cards, as needed.

### **3. BITES**

**Basic idea.** The topic is presented in small chunks. Participants create questions for two experts to respond.

**Application.** This lecture game is especially useful for exploring controversial topics without getting bogged down in unnecessary debates. It requires two experts on the topic, preferably with divergent points of view.

**Sample topics.** Psychic phenomena. Knowledge management. Capital punishment. The future of computer technology. Political correctness.

**Flow.** Ask each team of participants to generate five questions on the topic and write each question on an index card. Spread the question cards on the experts' table. The first expert selects one of the question cards and gives the response while the second expert sorts through the question cards, sets aside trivial and duplicate questions, and selects another question card, all the while listening to the first expert's answer. When the first expert stops, the second expert adds brief comments and proceeds to another question. This process is repeated until all key questions are answered.

### **4. BRAINSTORM**

**Basic idea.** Presenter conducts a brainstorming session on an open-ended question, contributing his or her ideas when appropriate. After brainstorming, presenter derives some general principles on the topic and corrects any misconceptions.

**Application.** This lecture game is especially useful when the instructional content is primarily informational or conceptual, or if the content involves analyzing and solving a problem.

**Sample topics.** Customer service. Gender differences in the workplace. Long-distance networking. Reducing waste in the workplace. Using a video camera.

**Flow.** Introduce the topic and inform participants that you will conduct a brainstorming session. If necessary, explain the ground rules for brainstorming. Start the brainstorming session, asking a question that is broad enough to elicit varied responses. Paraphrase participant responses and record them on a flip chart or projected transparency. When there is a lull in the responses, comment on the items in the flip chart, challenging them or supporting them. Explain any discrepancies. At the end of the brainstorming session, correct any misconceptions and be sure to present opposing points of view. Summarize the major points.

## ***5. CONCEPT ANALYSIS***

**Basic idea.** Presenter asks a series of questions related to a concept. Building on participants' responses, presenter explores the critical features and types of the concept.

**Application.** This lecture game is especially useful for exploring concepts with which participants are familiar.

**Sample topics.** Facilitation. Empowerment. Innovation. Diversity. Leadership.

**Flow.** Begin by specifying the concept to be explored. Explain that the goal of the activity is to identify the critical features and types of the concept. Distribute a list of concept analysis questions. Ask participants to provide a variety of examples, ranging from clear-cut ones to border-line cases. Analyze the examples to tease out the critical features of the concept. Classify the examples into different types of the concept. Work with participants to discover the superordinate, coordinate, and subordinate concepts related to the main concept. Explore the synonyms, antonyms, and related words associated with the concept. With participants' input, create a comprehensive definition of the concept.

## ***6. CROSSWORD LECTURE***

**Basic idea.** Participants receive a crossword puzzle that contains questions to test the mastery of the major learning points in the presentation. During puzzle-solving interludes, participants pair up and solve as much of the puzzle as possible..

**Application.** This lecture game is suited for any type of content that can be summarized by a series of one-word-answer question (which are converted into crossword puzzle clues).

**Sample topics.** Digital photography. Customer service. Online marketing. High Definition Television..

**Flow.** Pair up participants and give a copy of a test disguised as a crossword puzzle to each pair. Begin your lecture and stop from time to time to provide puzzle-solving interludes. Before continuing the lecture, provide feedback and clarification based on participants' solutions.

## ***7. DEBRIEF***

**Basic idea.** A brief and powerful experiential activity is followed by a debriefing discussion to elicit and share useful insights.

**Application.** This lecture game is especially useful when the instructional content involves counter-intuitive principles, attitudes, and values.

**Sample topics.** Addictive behavior. Cultural Diversity. Everyday racism. Gender discrimination. Lateral thinking. One-way communication. Shifting paradigms.

**Flow.** Conduct your experiential activity without lengthy introduction. When the activity is finished, explain that different people may have had different insights from the activity. You will now conduct a six-step structured debriefing to help maximize learning. Start by asking participants how they feel. Then help them recollect the experiential activity. For the third step, encourage participants to generalize. State some general principles, and ask participants to provide evidence from the experiential activity, or from real life, to support or reject the principles. In the fourth step, help participants relate the activity to the real world. For the fifth step, ask speculative, what-if questions. Finally, for the sixth step, ask participants how they would behave differently if the activity

were repeated. Help them generalize by asking them how they might change their real-world behavior.

### ***8. DYADS AND TRIADS***

**Basic idea.** Participants write closed and open questions and gain points by answering each others' questions.

**Application.** This interactive lecture is useful with any type of instructional content.

**Sample topics.** Interviewing customers. Doing business in France . Nutrition. Time management. Using the Internet. Chemical hazards.

**Flow.** The activity consists of three parts. During the first part, participants listen to a lecture, taking careful notes. During the second part, each participant writes a closed question on a card. During the next 7 minutes, participants repeatedly pair up and answer each other's questions, scoring one point for each correct answer. During the third part, each participant writes an open question. During the next 7 minutes, participants repeatedly organize them into triads. Two participants answer each question and the person who gave the better response earns a point.

### ***9. EG-HUNT***

**Basic idea.** Presenter uses examples to explain several related concepts. Later, participants generate examples to demonstrate their mastery.

**Application.** This lecture game is especially useful when the instructional content deals with a set of related concepts.

**Sample topics.** Architectural styles. Domains of learning. Personality types. Propaganda techniques.

**Flow.** Present the conceptual framework and explain the relationship among the concepts. Define each concept by identifying its critical and variable features. Illustrate with several examples. Ask participant teams to come up with a different example of the concept. Ask the teams to present their examples. Question the teams for clarification. Give appropriate feedback on each team's examples, highlighting the critical and variable features. Continue with your presentation, defining, explaining, and illustrating other

concepts. Conclude by reviewing the concepts and relating them to each other.

## ***10. ESSENCE***

**Basic idea.** Participants write several summaries of a lecture, repeatedly reducing its length.

**Application.** This interactive lecture is particularly useful with factual, conceptual, or informational content that can be effectively summarized.

**Sample topics.** Technology breakthroughs. Collaborative problem solving. Computer graphics. Personality types. Descriptive writing. Online learning.

**Flow.** Ask participants to listen carefully to your presentation, taking notes. After the presentation, ask teams to prepare a 32-word summary of your lecture. Listen to the summaries from different teams and select the best one. Now ask teams to rewrite the summary in exactly 16 words, retaining the key ideas and borrowing thoughts and words from other teams' earlier summaries. Repeat the process, asking teams to successively reduce the length of the summary to eight, four, and two-words. Finally, ask each participant to write an individual summary of appropriate length.

## ***11. FICTIONAL CASE STUDY***

**Basic idea.** Presenter tells a story that illustrates different steps in a process. Teams of participants create and present their own stories.

**Application.** This lecture game is especially useful for exploring a procedure or a process.

**Sample topics.** Instructional system design. Creative problem solving. Stages in team development. Change management. Recovering from depression.

**Flow.** Distribute a diagram that identifies the steps of the process. Present your story, frequently referring to the diagram. Distribute a summary of the story, with notes that identify the different steps. Divide participants into teams of three to five members each. Ask each team to create a story to illustrate the process. Suggest that the story could be based on a team member's experience, a

historical event, or a popular TV show: After a suitable pause, randomly choose teams to present their stories. Comment on these stories and conclude with suitable caveats about the limitations of the process.

## ***12. FISH BO WL***

**Basic idea.** Presenter conducts a coaching session with an individual participant. Other participants observe and learn vicariously.

**Application.** This lecture game is especially useful when the instructional content involves procedures or principles.

**Sample topics.** How to design a form. How to design a frequency table. How to write an ad. How to construct a test.

**Flow.** Assemble a full set of practice materials and samples. Set up a table and a couple of chairs in the middle of the room. Invite participants to surround the table and watch the action. Distribute copies of handouts to all participants. Select a learner from the group. Explain that you will be coaching this learner and that you want the other participants to vicariously participate in the process. Begin the coaching session. Demonstrate the procedure. Invite the learner to ask questions. Require the learner to demonstrate what he or she has learned. From time to time, switch the learner with another participant and continue the procedure. At the end of the session, encourage participants to ask questions. Finish the session by giving an independent exercise.

## ***13. GLOSSARY***

**Basic idea.** The presenter identifies a key term related to the training topic. Teams of participants come up with a definition of the term. The presenter collects these definitions, inserts the correct definition among them, and plays a “dictionary”-type guessing game.

**Application.** The lecture game is particularly suitable for technical content with key concepts and definitions.

**Sample topics.** Microprocessor design. Java programming basics. Complexity and chaos. Principles of change management. The game of cricket.

**Flow.** Present a key term related to your training content and ask teams to come up with a real or imaginary definition. Collect the definitions, insert the “official” definition somewhere in this set, read these definitions, and challenge teams to identify the correct one. Use participants’ definitions to identify training needs and make a suitable presentation. Repeat the process with several key terms until you have covered all relevant content.

#### ***14. IDEA MAP***

**Basic idea.** While presenter lectures, participants take notes using an idea mapping approach. At logical junctures, the lecture stops to permit teams of participants to consolidate their idea maps.

**Application.** This lecture game is especially useful when the instructional content involves factual information or concepts.

**Sample topics.** The changing face of Eastern Europe . The chemistry of household cleaners. Fundamentals of financial planning. The future of mobile computing.

**Flow.** Teach the idea-mapping technique to participants. Introduce the topic and make a presentation for 10 minutes. Ask participants to take notes in an idea-mapped format. Stop your presentation and organize participants into teams. Ask each team to spend 5 minutes to collaboratively draw an idea map of the topics covered so far. Continue your presentation and repeat the idea-mapping interludes. At the end of the presentation, ask the teams to complete their maps and display them. Comment on the idea maps and correct any misconceptions.

#### ***15. INTELLIGENT INTERLUDES***

**Basic idea.** The presenter requires participants to different types of intelligence to process the content presented in the lectures.

**Application.** This lecture game works effectively with any type of content. The presenter should be familiar with Howard Gardner’s seven types of intelligence.

**Sample topics.** Working with the Swiss. Writing a mission statement. Personal marketing. Business writing. Leadership skills.



**Flow.** Divide the content into seven topics. Make a presentation about the first topic. Ask participants to write a summary of the main ideas, using their linguistic intelligence. After the second presentation, ask participants to use their logical intelligence to identify the most important idea. After the third presentation, ask participants to use their visual intelligence and draw a diagram related to the topic. After the fourth presentation, ask participants to use their musical intelligence and sing a song related to the topic. Repeat the process with similar interludes after each of the remaining topics.

## ***16. INTELLIGENT INTERRUPTIONS***

**Basic idea.** Presenter stops the lecture at random intervals and selects a participant. This participant asks a question, makes a comment, or challenges a statement as a way of demonstrating that he or she has been intelligently processing the presentation.

**Application.** This lecture game is especially useful when the instructional content is informational.

**Sample topics.** Business partnership in Canada . How to watch a soccer game. Retirement planning. The World Wide Web.

**Flow.** Set a timer for a random period between 5 and 10 minutes. Make the presentation in your usual style. Stop the presentation when the timer goes off. Announce a 30-second preparation time during which participants review their notes. Select a participant at random. Ask participant to demonstrate his or her understanding of the topic by asking five or more questions, coming up with real or imaginary application examples, presenting a personal action plan, or summarizing the key points. The selected participant should spend at least 30 seconds and not more than 1 minute in his or her "interruption." React to participant's interruption and continue with your presentation. Repeat the procedure as needed.

## ***17. INTERACTIVE STORY***

**Basic idea.** Presenter narrates a case incident in the form of a story. During pauses at critical junctures, participants figure out what happened, why it happened, or what should happen next.

**Application.** This lecture game is especially useful when the instructional content requires the analysis of a situation, identification of the basic cause, or selection of the best solution.

**Sample topics.** Likely impact of different managerial behaviors. Major causes of different performance problems. The next steps to be taken in different sales scenarios. Appropriate diagnoses for different computer problems.

**Flow.** Create a set of stories that require systematic analysis. Narrate the first story. Supply excess details so that the listeners have to separate critical information from irrelevant data. Stop the story at a critical juncture and specify the task for teams of participants. (For example, ask the teams to identify the causes of a problem.) Halfway through the discussion period, announce that you will answer two questions from each team. Ask each team to report its conclusion and to justify it. Repeat the procedure using more stories. Finally, summarize the main instructional points.

## ***18. INTERPRETED LECTURE***

**Basic idea.** The presenter pauses from time to time during the lecture. A randomly selected participant “translates” the lecture into plain English.

**Application.** This lecture game is particularly useful with complex topics. It requires a high level of language skills among participants.

**Sample topics.** Quantum mechanics. Managing software projects. The concept of flow . Investment banking.

**Flow.** Warn participants that you will randomly select people from time to time to interpret what you said during the most recent segment of your presentation. Lecture for about 5 minutes. Pause briefly to permit everyone to get ready for the interpretation segment. Randomly select a participant to repeat what you said in her language. After this interpretation, ask others to add any missing items. Repeat the procedure in approximately 5 minute intervals.

## ***19. ITEM LIST***

**Basic idea.** Participants review a list of items in a handout and select a few that need detailed explanation. Presenter clarifies these items.

Application. This lecture game is especially useful when the instructional content can be organized into a list of items.

Sample topics. Basic principles of message design. Gender differences in communication styles. Negotiation principles. Guidelines for conducting a workshop. WWW trends.

Flow. Give a short introduction to the instructional topic. Distribute copies of a handout that lists key items for discussion. Ask participants to review the handout and select a few items for clarification. Ask participants to pair up with a partner and jointly select an item for immediate clarification. Select a participant at random and clarify the chosen item. After completing the clarification sessions, ask participants to choose items they would like to challenge and debate with you. Conclude with a review of the items.

## ***20. JOB AID***

**Basic idea.** Presenter steps through the use of a job aid. Participants form teams and use the job aid to work on an application exercise. Participants then work individually to master the use of the job aid on another application exercise.

Application. This lecture game is especially useful when the content involves a procedure and a job aid.

Sample topics. A worksheet for computing the price of a new product. A chart of copyediting symbols. A flowchart for selecting the best instructional method for a particular topic. An annotated diagram for troubleshooting a computer.

Flow. Distribute the job aid and give an overview of its features and use. Present an application exercise. Walk through the proper use of the job aid, eliciting as many suggestions from participants as possible. Comment on any unused job aid items. Divide participants into teams and have teams work on a new application exercise. Provide assistance as needed. When teams have finished the application, have participants work on a new application exercise.

individually. Follow up by asking for participant questions, to which you provide answers and clarifications.

## **21. MULTILEVEL COACHING**

**Basic idea.** Presenter “lectures” to a small group of participants and tests them to make sure that they have acquired the skill. These participants become coaches and train the others.

**Application.** This lecture game is especially useful with motor skills and foreign language acquisition where demonstration, coaching, and feedback are critical factors. It is best interspersed among other regular activities since it primarily involves one-on-one coaching.

**Sample topics.** Conversational phrases in Swahili. Magic tricks. Origami. Using a digital camera. Heimlich Maneuver.

**Flow.** Demonstrate the skills to four or six participants. Test to make sure that they have mastered the skill and certify them. Divide the certified participants into two teams. Ask the team members to individually recruit and train other participants. Each newly trained participant should be tested and certified by a member of the *other* team. After certification, participant becomes a member of the team that taught him or her. This participant now recruits others and trains them. The process is continued (over several days, if necessary) until everyone has been trained. At this time, whichever team has the most certified members is the “winning” team.

## **22. ONE, TWO, FOUR**

**Basic idea.** Participants recall successful strategies that they have used (or heard about from others) for solving problems in a specific area. They share these strategies with a partner and later with a group of four people.

**Application.** This lecture game is especially useful when participants have practical experience in solving problems in a specific area.

**Sample topics.** Meeting management. Overseas assignments. Selling professional services. Time management. Firing marginal employees.

**Flow.** Before the session, come up with 4-6 subtopics related to the session topic. (Example from the topic of meeting management: disruptive participants, assigning action items, agenda, and time crunch.) Announce the first subtopic. Ask each participant to independently recall successful strategies that they have employed or heard about. After a pause, ask each participant to find a partner and share these strategies. When this task is completed, ask each pair to team up with another pair and share the strategies again, this time with each person reporting on his or her partner's strategies. Roam among participants, eavesdropping on the conversations. Assemble the entire group, and invite participants to present any impressive strategy that they heard during the earlier conversations. Give a brief report on effective strategies that you have used and heard about. Repeat the procedure with each of the other subtopics.

### ***23. PRESS CONFERENCE***

**Basic idea.** Participants organize themselves into teams and write a set of questions on different subtopics. Presenter responds to the questions in a press-conference format.

**Application.** This lecture game is especially useful when the instructional content is primarily factual or informational.

**Sample topics.** Marketing in the Pacific Rim . New-hire orientation. Features and functions of new products. Promotion policies.

**Flow.** Present a short overview of the major topic and identify three or four subtopics. Distribute index cards to participants and ask them to write at least one question on each subtopic. Collect the question cards and divide participant into as many teams as there are subtopics. Give each team the set of questions dealing with a specific subtopic. Ask the team members to organize the questions in a logical order, eliminating any duplicates. After a suitable pause, play the role of an expert and invite one of the teams to grill you for 10 minutes. At the end of this press conference, ask members of each team to review their notes and identify what they consider to be the two most important pieces of information given in your answers. Repeat this activity with the other teams.

### ***24. QUESTION CARDS***

**Basic idea.** After your presentation, ask teams of participants to write 20 short-answer questions based on the content. Collect all questions, shuffle the cards, and conduct a quiz program.

**Application.** This interactive lecture format is especially useful with factual content. It is suited for participants who are capable of constructing valid short-answer questions. The quiz program part of this activity requires ample time.

**Sample topics.** The Hispanic culture. Product features and benefits. Drug dosage, interactions, and abuse. Background information about the corporation.

**Flow.** Make your presentation and stop at 10-minute intervals. Ask teams of participants to write a set of short-answer questions along with answers on individual index cards. Continue with the next part of the presentation. After the last part of the presentation, collect all question cards and shuffle them. Ask each team to send a representative to the front of the room. Conduct a question program using the questions from the cards (avoiding duplicate questions).

## ***25. QUESTIONNAIRE ANALYSIS***

**Basic idea.** Participants respond to a questionnaire and compute their scores. Presenter helps them to interpret the scores and learn more about the topic.

**Application.** This lecture game is especially useful when the instructional content involves values, attitudes, personality characteristics, or preferences that can be explored through a questionnaire.

**Sample topics.** Career planning. Troubleshooting styles. Decisionmaking styles. Equipment preference. Organizational climate.

**Flow.** Briefly explain the topics covered in the questionnaire. Distribute copies of the questionnaire and ask participants to independently fill it out. When all participants complete their task, distribute the scoring key. Ask participants to score their own questionnaires. Distribute copies of a handout that explains how to interpret the scores. Walk participants through the interpretation of different response patterns. Discuss how participants can use the new information in improving their professional effectiveness.

## ***26. RAPID REFLECTION***

**Basic idea.** Presenter pauses at different junctures during the presentation. Participants reflect on the latest segment of the presentation and write down one insight or application idea. A few random reflections are shared with the entire group.

**Application.** This interactive lecture format is especially useful with content that generates insights and application ideas.

**Sample topics.** Changing your job into a calling. Professional growth and development. Empowerment. Double-loop learning.

**Flow.** Stop your presentation at the end of each 7 – 10 minute segment. Ask each person to reflect on what they heard during the most recent segment of the presentation. After a pause, ask each participant to write down one insight or application idea on a piece of paper and fold it so the writing is hidden. Ask participants to exchange the folded pieces of paper repeatedly. Randomly select three or four participants and ask them to read what is written on the piece of paper they received.

## ***27. SELECTED QUESTIONS***

**Basic idea.** A list of questions (generated before the presentation) is reviewed, organized, and prioritized by audience members. You begin your presentation by answering the question selected by most participants. You repeat the process by responding to “popular” questions that are successively selected by the listeners.

**Application.** This interactive lecture format is especially useful when your audience members represent different areas of interest and levels of knowledge. It is suited for presentations that involve a broad survey of a topical area. The format requires a willingness on your part to let go of the control of the session.

**Sample topics.** Introduction to complexity theory. Future trends in global marketing. Characteristics of Hispanic culture. Internet commerce.

**Flow.** Prior to the presentation, invite participants to send you questions. Prepare a list of these questions, each identified by a number. At the beginning of the presentation, distribute the list of questions to each participant. Ask participants to individually select

the question they would like to be answered first. At a signal, ask participants to shout out the identifying number of the selected question. Determine the most “popular” first question and respond to it. Ask participants to identify the next question to be answered using a similar procedure. Repeat as many times as time permits.

## ***28. SHOUTING MATCH***

**Basic idea.** Participants organize themselves into three teams and assume positive, negative, and neutral roles toward a controversial issue. Presenter conducts an informal debate among the teams and adds her own comments.

**Application.** This lecture game is especially useful with potentially controversial instructional content.

**Sample topics.** Affirmative action. Gun control. Health insurance. Political correctness. Sexual harassment policies.

**Flow.** Make an objective presentation to introduce the issue and identify its major elements. Write the issue on a flipchart in the form of a proposition for debate. Form three teams and assign an extremely positive role to one, an extremely negative role to another, and a neutral role to the third. Ask the positive and negative teams to spend 5 minutes making a list of arguments in support of their position. During the same period, ask the neutral team to prepare a 2-column list of both positive and negative arguments. Conduct a debate between the opposing teams. Ask the neutral team to decide which of the other teams did a more credible job. Also ask members of the neutral team to read arguments on their list that both teams missed. Add your comments and correct any major misconceptions by presenting factual information. Conclude with a question-and-answer session.

## ***29. SLIDE SETS***

**Basic idea.** The presenter distributes copies of key diagrams used during the presentation, a different diagram to each team. After a suitable pause, each team sends a representative to make a summary presentation of the major points related to the diagram it received.



**Application.** This interactive lecture format is especially suited for technical content that uses several diagrams during the presentation.

**Sample topics.** Changes in the change process. Decision-making in ambiguous situations. Product-design cycle. Installing and implementing a customer-response software system.

**Flow.** Make your presentation around presentation around 4 – 6 key charts or diagrams. After the presentation, divide participants into as many groups as there are diagrams. Randomly distribute a different diagram to each group. Tell the group that they will have 7 minutes to prepare a 1-minute presentation to summarize the key points related to the diagram. After a suitable pause, ask the teams (in the correct sequence) to send a representative to display the diagram and make the summary presentation.

### ***30. SUPERLATIVES***

**Basic idea.** Interrupt your presentation at the end of each logical unit and ask teams to identify the most important, the most disturbing, the most surprising, or the most complex idea presented so far.

**Application.** This interactive lecture format is especially suitable when participants know how to take notes and discuss them. It is appropriate for presentations that can be divided into 7 – 10 minute sections.

**Sample topics.** How to improve security in office buildings. Different types of performance interventions. Tips for avoiding heart attacks. Leadership strategies.

**Flow.** Stop your presentation at some logical location after about 7 minutes. Ask participants to work in teams to identify the most *important* piece of information you presented so far. After a suitable pause, ask each team to share its decision. Now ask teams to select the most *controversial* statement that you made in your presentation. After team responses, make the next unit of presentation. Repeat the teamwork procedure by specifying different types of information to be identified (such as the most radical, the most surprising, the most interesting, or the most humorous).

### ***31. TABLE TALK***

**Basic idea.** Presenter introduces two contrasting approaches. Participants collect information about the similarities and differences between these two approaches. Presenter organizes, summarizes, and clarifies the information.

**Application.** This lecture game is especially useful for comparing two alternative approaches. Usually one approach is traditional and the other is a new alternative that you are recommending.

**Sample topics.** Inclusive vs. exclusive behaviors. Leaders vs. managers. Virtual teams vs. face-to-face teams. Analytical intelligence vs. practical intelligence. Instructional technology vs. performance technology.

**Flow.** Before the presentation, prepare a table that identifies the two approaches and the critical comparison factors. Prepare questions related to each cell in the table. Begin the presentation with a definition of the two approaches. Randomly distribute question cards to all participants. Ask participants to come up with personal responses to the questions and to collect information and opinions from the others. After a suitable pause, distribute blank copies of the comparison table to all participants. Work through each cell in the table, eliciting information from participants. Correct any misconceptions and add additional information as needed.

### ***32. TALK SHOW***

**Basic idea.** Presenter acts as a talk-show host and interviews a panel of experts. Participants contribute additional questions and comments.

**Application.** This lecture game is especially useful when the instructional content is somewhat controversial.

**Sample topics.** New corporate policies. Sexual harassment. Rightsizing. Reengineering the organization.

**Flow.** Assemble a panel of experts, experienced people, or employees affected by the topic. Work out a list of major points to be covered in the presentation. Conduct a simulated talk show. Begin by introducing the topic and interviewing the panel members. Move into the audience of participants and invite them to make comments or ask questions. Encourage a free and open dialogue

among participants and the panelists. Conclude the session by summarizing major points.

### **33. TEAM QUIZ**

**Basic idea.** Presenter does a “data dump” of factual information. Presenter stops the lecture at intervals, allowing teams of participants to come up with questions on the materials covered so far and to conduct a short quiz contest.

**Application.** This lecture game is especially useful for presenting significant amounts of technical information or conceptual content.

**Sample topics.** Principles of quantum physics. Compiler construction. The Linux operating system. ISO 9000 standards. Quality award criteria.

**Flow.** Warn participants that your presentation will be interspersed with quiz contests. Set up a timer for 10 minutes. Make the first segment of your presentation. Stop the presentation when the timer goes off. Organize participants into teams of three to seven members. Ask each team to come up with three or four fact-recall, rote-memory questions and one or two open-ended, divergent questions. After 3 minutes, ask a team to read a fact-recall question and choose an individual from any other team to come up with the answer. Later, choose another team to ask a divergent question and ask a team to give a response. Continue with the next segment of your presentation, building up on the questions and answers from participants. Repeat the quiz sessions as many times as needed.

### **34. TEAMWORK**

**Basic idea.** Participants are divided into two or more groups. Each group listens to a lecture (and watches a demonstration) about a different part of a procedure. Participants then form teams with one member of each group. Team members work on an application exercise and help each other master all the steps in the procedure.

**Application.** This lecture game is especially useful when the instructional content involves a step-by-step procedure.

**Sample topics.** How to construct a Pareto chart. How to create an advertising slogan. How to draw a flowchart. How to specify a performance objective. How to write an executive summary.

**Flow.** Before the presentation, divide the procedure into steps. Begin the presentation with a brief overview of the steps and their interrelationships. Divide participants evenly into groups, one for each step. Make a separate presentation to each group. Create teams with one member of each group. Give the teams an application exercise. In completing the exercise, team members should teach each other the steps of the procedure. Provide consultative help and give additional exercises as needed.

### ***35. TRUE OR FALSE***

**Basic idea.** Presenter displays a series of statements about the topic and asks participants to decide whether each is true or false. Presenter then provides background information related to each statement.

**Application.** This lecture game is especially useful when participants are likely to have major misconceptions about the topic.

**Sample topics.** Cultural diversity. The Communications Decency Act. The Internet. AIDS and sexually transmitted diseases.

**Flow.** Prepare a list of statements related to common misconceptions about the selected topic. Make half of the statements true and the other half false. Briefly introduce the topic and explain its importance. Distribute copies of the list to participants and ask them to individually decide if each statement is true or false. When they have finished this task, read the first statement aloud. Ask participants who think that the first statement is true to raise their hands. Explain why the statement is true or false and provide relevant background information. Repeat the procedure with each statement.

### ***36. TWO MINDS***

**Basic idea.** Teams of participants prepare a list of questions about a topic. Two experts give independent responses to each question. After listening to both responses to a question, teams identify key similarities and differences.

**Application.** This lecture game is especially useful for exploring controversial topics without getting bogged down in unnecessary debates. It requires two experts on the topic, preferably with divergent points of view.

**Sample topics.** Psychic phenomena. Knowledge management. Capital punishment. The future of computer **technology**. **Political correctness**.

**Flow.** Ask each team of participants to generate five questions on the topic and write each question on an index card. Spread the question cards on the experts' table. The first expert selects one of the question cards and gives the response while the second expert listens to music through headphones. After the first expert's response, the second expert gives her response. Each participant team now compares their notes and identifies two similarities and two differences between the responses from the two experts. The two experts now sort through the question cards and select the top 5 questions. The second expert begins the next round by responding to a question while the first expert puts on the headphones. The same procedure is repeated for the remainder of the session.

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