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Active, Prolonged Engagement (APE) and Interactive Lecturing Help Students Learn

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Active, Prolonged Engagement (APE) and Interactive Lecturing Help Students Learn

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Abstract

Instructors in two sections of developmental psychology compared an interactive lecture session with a session that utilized active, prolonged engagement (APE) - a concept from the museum world. Results revealed that student were equally engaged with both kinds of class structures and learned equally in both structures.

Introduction

- Faculty use a variety of teaching methods in the classroom. The effectiveness of many of these methods has not always been subjected to experimentation. Yet, the use of evidence-based teaching methods in classrooms is necessary in order to help faculty be as effective as they can be in facilitating student learning.
- Research Question:** What is the effect of two different teaching methods on students' engagement and learning of the material? The two methods are interactive lecturing and active, prolonged engagement (APE) (Allen, 2004; Humphrey & Gutwill, 2005).
- Hypothesis:** The APE style of instruction will lead to more engagement and enhanced learning. Why? APE encourages one to stay with the material longer and ask more questions. Such behaviors may lead to enhanced learning in the classroom.

Method

- Participants**
 - Approximately 40 college-aged adults
- Materials**

| Interactive Lecturing | APE |
|--|--|
| <p>"What Are You?"</p> <ul style="list-style-type: none"> Question that may be encountered by those who appear atypical. <ul style="list-style-type: none"> Phenotypically Behaviorally Based on expectations/stereotypes of what it means to be a member of one's group. http://theencounterproject.com/ Think about the word "race" how would you define your thoughts, experiences or observations about race into one sentence that only uses six words. | <p>"Who Am I" Station 1</p> <ol style="list-style-type: none"> Create yourself Reflect on + write about issues that might come up for an adolescent doing this activity. Turn in reflection. (No name necessary) <p>Station 2</p> <ol style="list-style-type: none"> Watch clip of documentary on iBul Present to youth group how to best deal w/ these issues from the clip. You can be creative in how you present. |

Materials (continued)

| Interactive Lecturing | APE |
|---|---|
| <p>Do these people fit your descriptions?</p> <p>Representative Heuristic</p> | <p>Bitstrips for Schools</p> <p>Unlock the educational power of comics</p> |

Design

| | Interactive Lecturing | APE |
|---|-----------------------|--------------|
| Identity in Adolescence | Instructor A | Instructor B |
| Cognitive Development in Late Adulthood | Instructor B | Instructor A |

Procedure

- The two instructors used interactive lecturing or APE methods to teach students about identity development in adolescence and cognitive development in late adulthood.
- Student questions and comments were recorded during each session.
- Students were surveyed after each session.

Results

Figure 1. Mean response of engagement by type of session.

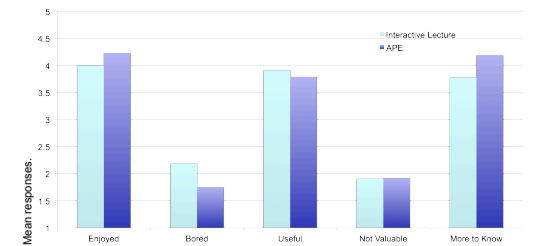
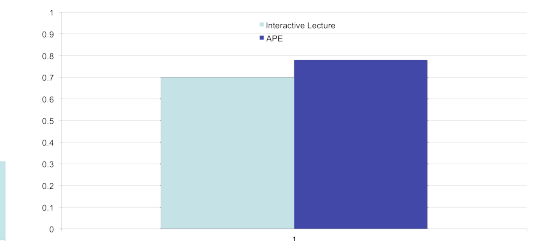


Figure 2. Mean quiz score by type of session.



Discussion

- There were no differences in engagement or learning by structure of the class session.
- The APE session was more labor-intensive than the interactive lecture, yet it did not lead to more engagement or student learning.
- At the same time, instructors who would like to introduce more creativity and spontaneous learning into their classrooms can do so without fear of students missing out on learning key material.
- Further, although we found no significant differences by mode of class session, future analyses could investigate retention of information over time.
- We assessed knowledge of material immediately after learning. Longitudinal analyses may find that students who were more active in their learning remember information longer than students in the interactive lecture.

Thank You to the students at CSUMB