



Paterson, H., McAleer, P. and Barrett, U. (2018) Adventures in Student Interaction: Planned and Unplanned Audience Engagement. 11th Annual University of Glasgow Learning and Teaching Conference, Glasgow, 28-29 Mar 2018.

There may be differences between this version and the published version. You are advised to consult the publisher's version if you wish to cite from it.

<http://eprints.gla.ac.uk/161619/>

Deposited on: 2 May 2018

Enlighten – Research publications by members of the University of Glasgow  
<http://eprints.gla.ac.uk>

## **2-5A Adventures in Student Interaction: planned and unplanned audience engagement**

**Helena Paterson**, *School of Psychology*, **Phil McAleer**, *School of Psychology*, **Ute Barrett**, *School of Psychology*

We like noisy classrooms, but it can be a challenge to get students to make that noise. Classrooms can be face-to-face sessions or in the virtual space and while the challenges are different in different environments, we have found that blending the virtual and face-to-face classroom often leads to collaborative student learning communities. In this session we share some of the tips and tricks that we have used to engage students in forming collaborative learning communities. While some of the tricks are in face-to-face teaching, we also use online technology and assessments to foster student collaboration along with problem-based learning. We have used planned and spontaneous activities to allow for flexible learning to engage with student audiences and we discuss here the value of both. We will invite some of our students to share their experiences of engagement in the face-to-face and virtual classroom. For much of this session delegates will engage in planning their own noisy classrooms and will share practice about how we foster group working and the technology that we use regularly. Technology included Slack forums, audience interaction software, Twitter and Moodle.