



# **Interactive Teaching & Learning: A rewarding experience**

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**Online Course: MACCARD 2021**

# **Interactive Teaching & Learning: A Rewarding Experience**

**I PART: Some reflections on Traditional Teaching**

**II PART: Some reflections on Interactive Teaching & Learning**

**III PART: Tips for Making Teaching & Learning  
a Rewarding Experience!**

**Tips!**

# **I PART**

## **Some Reflections on Traditional Teaching**

## **An Example of Traditional Teaching – Teacher**

**What I am going to teach & deliver (Programme-Content)?**

**How I am going to give my lecture?**

**What & How should I assess students' learning?**

- 1. Mid-term Exam**
- 2. Final Exam**

**TEACHER-  
CENTERED  
&  
CONTENT-  
ORIENTED**

## An Example of Traditional Learning – Student's behaviour

1. Students read the programme (content – assessment)
2. Sit in class or in front of the PC
3. «Hear» and/or «Listen» to lecture -> Receive information (?)



More  
passive  
student



## **An Example of Traditional Learning – Student's behaviour**

- 5. Might Take notes and/or Record**
- 6. Might Participate & Ask questions**
- 7. Might do Homework: individual and/or groups (copy)**



## **An Example of Traditional Learning – Student's behaviour**

8. Books – Hand-outs – Notes (own or others) – Internet...

9. **Study Content (for Exam):** read/write, repeat, memorize

10. **Assessment:** Mid-term & Final Exam

11. **Final grade! I made it!**

More  
passive  
student

## **II PART**

# **Some Reflections on Interactive Teaching & Learning**



## 4 Pillars of Learning

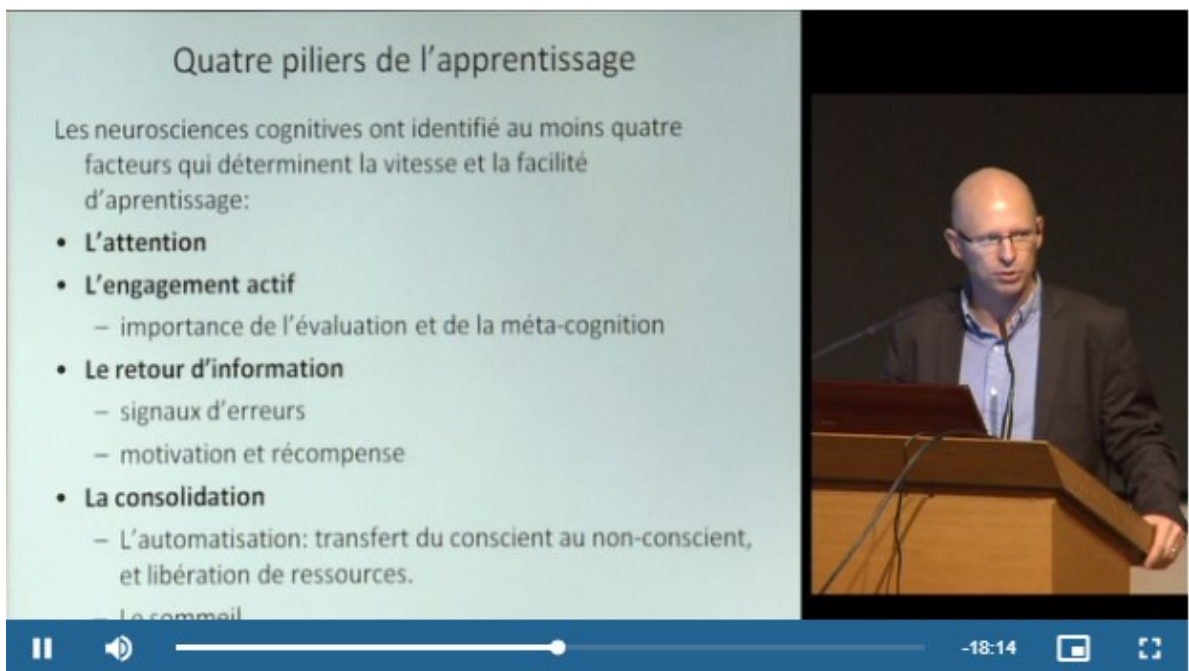
1. **Attention** -> grab & keep attention
2. **Active Engagement** -> encourage participation & engage
3. **(Error) Feedback** -> check understanding & give feedback
4. **Consolidation** -> memorize, repeat mechanisms that

govern learning, automatize

**STUDENT-  
CENTERED  
APPROACH**

(Stanislas Dehaene)

## Stanislas Dehaene's speech (2012) on the fundamentals of learning (Cognitive Psychologist & Neuroscientist):



The image shows a video player interface. On the left, a presentation slide titled "Quatre piliers de l'apprentissage" (Four pillars of learning) is displayed. The slide text reads: "Les neurosciences cognitives ont identifié au moins quatre facteurs qui déterminent la vitesse et la facilité d'apprentissage:" followed by a bulleted list. On the right, a video frame shows Stanislas Dehaene, a man with glasses and a dark jacket, speaking at a wooden podium. The video player's control bar at the bottom includes a play button, a progress bar, a volume icon, a timestamp of "-18:14", and full-screen and refresh icons.

Quatre piliers de l'apprentissage

Les neurosciences cognitives ont identifié au moins quatre facteurs qui déterminent la vitesse et la facilité d'apprentissage:

- **L'attention**
- **L'engagement actif**
  - importance de l'évaluation et de la méta-cognition
- **Le retour d'information**
  - signaux d'erreurs
  - motivation et récompense
- **La consolidation**
  - L'automatisation: transfert du conscient au non-conscient, et libération de ressources.

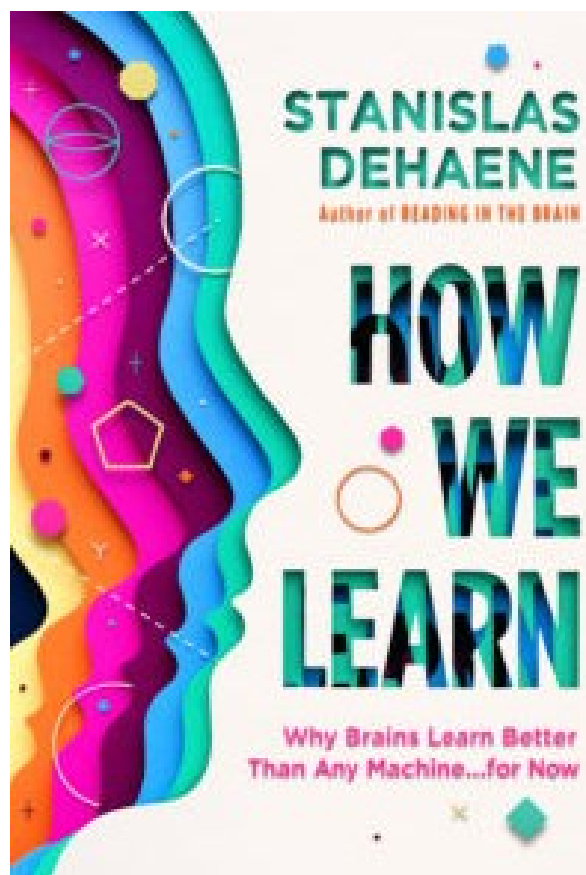
Le sommeil

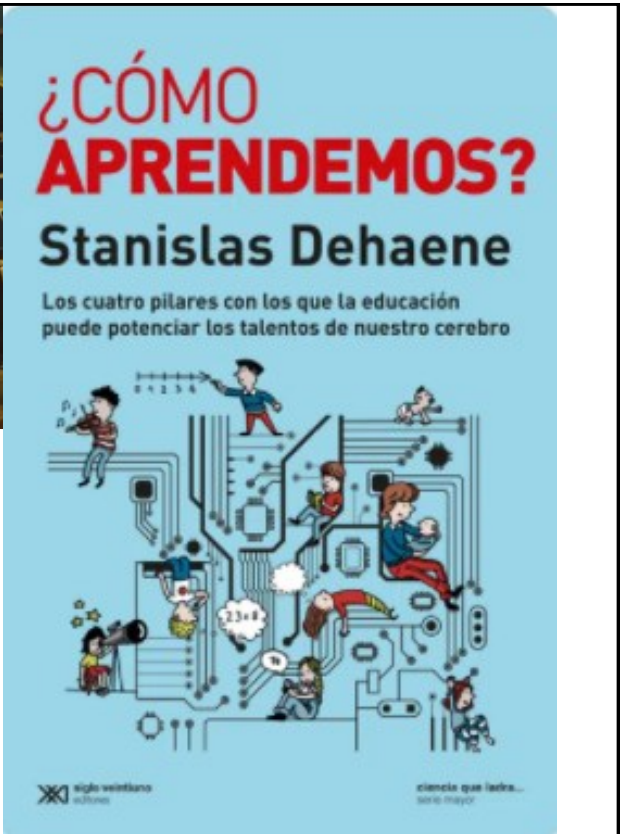
<https://www.college-de-france.fr/site/stanislas-dehaene/symposium-2012-11-20-10h00.htm>

**Stanislas Dehaene**

# Apprendre !

Les talents du cerveau,  
le défi des machines

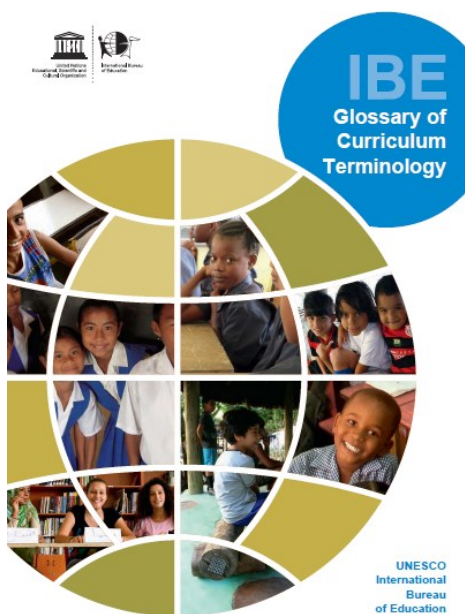




<https://www.youtube.com/watch?v=0tOq-5SrhE>

## Learning

“Acquisition or Modification of  
Information, Knowledge,  
Understanding,  
Attitudes, Values, Skills,  
Competencies and Behaviours  
through **experience, practice,**  
**study or instruction”**



(International Bureau of  
Education, UNESCO)

## **Interactive Teaching & Learning**

“The practice of **involving learners** in  
the **educational process**  
by **encouraging** them to bring  
their **own experience and knowledge** into the process,  
while also **contributing** to  
defining or organizing their **learning**.”

(International Bureau of Education, UNESCO)

## Example of Interactive Teaching & Learning – Teacher & Student

1. **What** I am going to teach & deliver (Programme-Content)?
2. **How** I am going to **teach & interact** (Theory & Practice)?
3. **How** can I **engage** my students?
4. **What are STUDENTS going to do DURING my lesson?**

**STUDENT-  
CENTERED  
APPROACH**

## Interactive Teaching & Learning

5. **Who** are my students?
6. What do they **already know** about the topic?
7. What do they **expect** from my lesson/course?
8. How can they **connect today's topic with their previous knowledge and experience** (reflect, question, compare)?

STUDENT-  
CENTERED  
APPROACH



## Interactive Teaching & Learning

9. What should they **learn today**?
10. Are they **hearing or listening** to me?
11. Have **they understood** what I have just explained?
12. What are **they doing next**?
13. Did **they learn today**?

STUDENT-  
CENTERED  
APPROACH



## **Interactive Teaching & Learning**

**14. Progressive and Active learning process**

**15. Progressive (Self)-Assessment & Feedback**

16. Suggestions for **Improvement (Method & Content)**

**17. (Re)Adaptation** to Audience during the Course

## **Interactive Teaching & Learning**

18. Students' attention & motivation & participation -> Learning

19. Student's self-confidence (self-esteem) -> Learning

**Interactive Teaching & Learning: A rewarding  
experience!**

## **III PART**

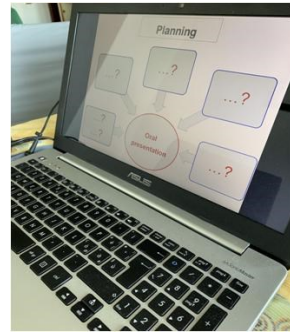
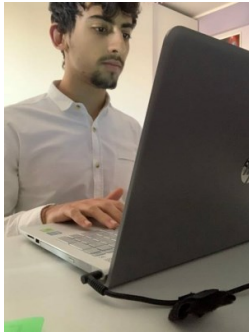
# **Tips for Making Interactive Teaching & Learning a Rewarding Experience**

## **Making Interactive Learning & Teaching a Rewarding Experience**

- 1. Planning**
- 2. Organization & Content**
- 3. Voice Power & Rapport Building**
- 4. Body Language**
- 5. Visuals**



**Tips**



# 1. Planning a course and/or lesson

**If you fail to plan,  
then you are planning to fail!**

## **Modern, Interactive Teaching & Learning: Options**

- 1. Theory & Practice**
- 2. Face-to-face and/or Online**
- 3. Synchronous and/or Asynchronous**

**Find a  
balance!**

## **Modern, Interactive Teaching & Learning: Options**

4. **Blackboard – Whiteboard – Virtual board**
5. **Nice Power Point slides!**
6. **Videos**
7. **Apps, Softwares, Platforms**
8. **Personal Computer**
9. **Mobile**

**Make an  
interesting  
presentation!**

**Engage  
Students!**



## Interactive Technology – Some examples

1. Moodle 

2. Wooclap 

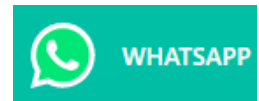
3. Kahoot 

4. Slido 

5. Padlet 

6. Mentimeter  Mentimeter

7. Zeetings  zeetings



## **Modern, Interactive Teaching & Learning: Options**

**10. Books – Reviews – Journals (Articles and Reviews)**

**11. Magazines**

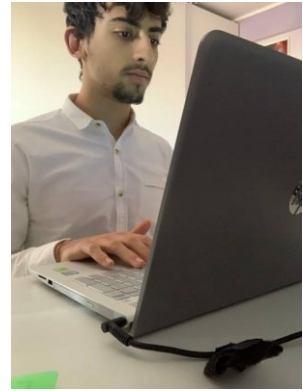
**12. Hand-outs**

**13. Internet...**

**14. Students' activities (What are THEY going to do?)**

**Accurate  
content!**

**STUDENT-  
CENTERED  
APPROACH**



## Giving a lecture – Communication!

**Give a lecture that  
YOU would like to attend  
AS A STUDENT!**

## The **ABC** of **Interactive Teaching & Learning**

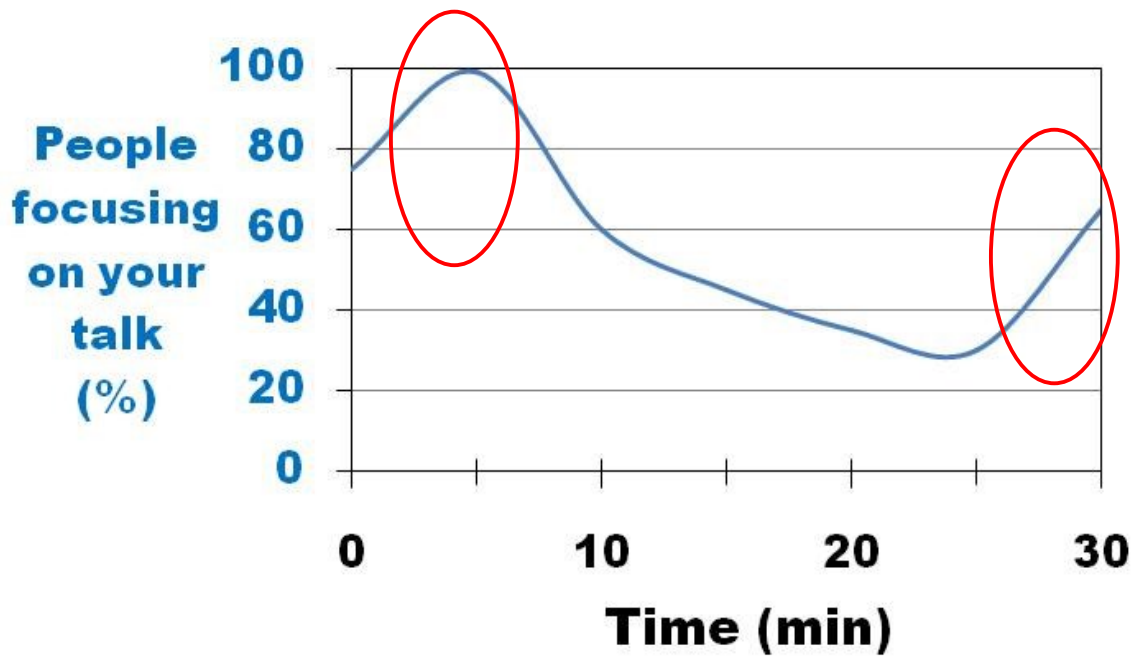
- **Accurate content & Audience-centered**
- **Brief**
- **Clear & «Charismatic»**

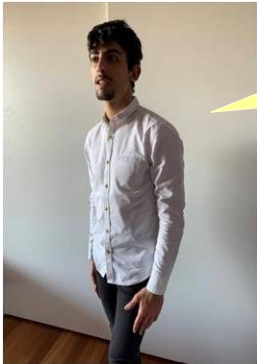
<https://www.youtube.com/watch?v=x7qPAY9JqE4>



Steve Jobs Introducing The iPhone At MacWorld 2007

## What happens during a frontal lecture?





**Good morning,  
today  
I am going to  
speak about...**

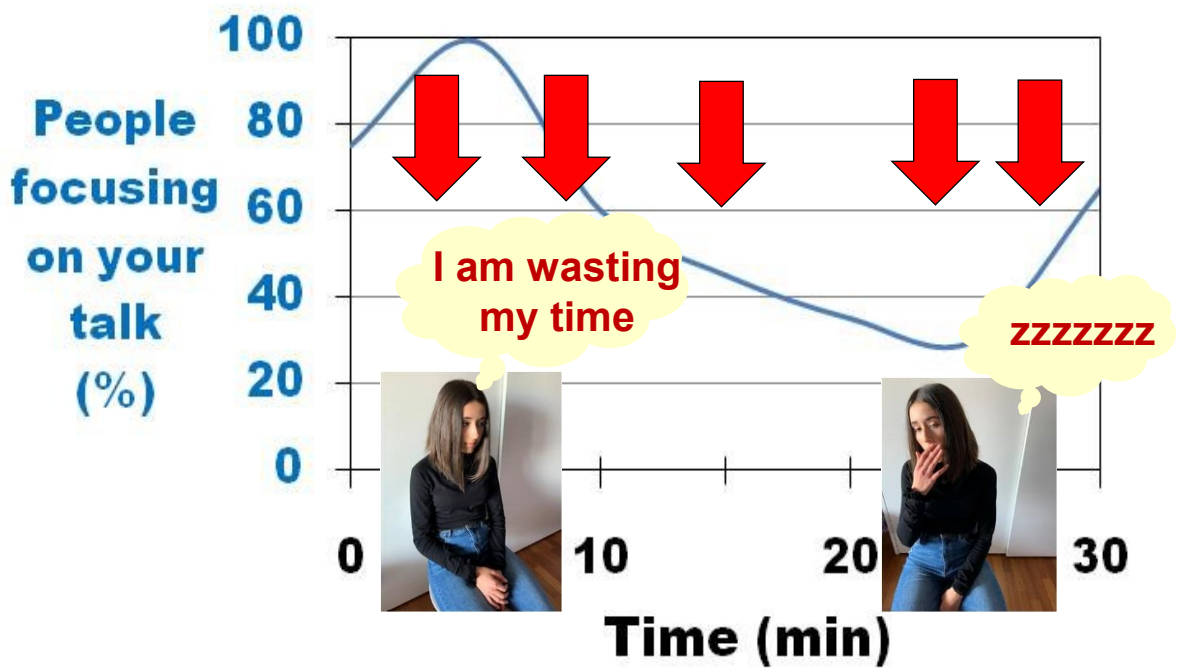
.....

.....

.....

.....

## What happens in a BORING FACE-TO FACE LESSON?





## What happens in a BORING ONLINE LESSON?



## 2. Organization & Content

Give an accurate, brief, clear, easy to follow and well-balanced lecture!

**RESPECT THE TIME!**

**IMRAD**

**Story Telling...**

**Something else...**

## Main Structure of a Lecture

**Opening  
(10-20%)**

**Body  
(70-80%)**

**Ending  
(10-20%)**



**TIME**

## Telling a Story...

- Make people identify themselves with your story
- Stimulate their imagination
- Arouse their/your emotions - Interaction

????

????

????

Opening

Body

Ending

Easy-to-follow path



TIME

## Telling a Story

A hero  
An objective to be reached  
An enemy

Opening

A series of obstacles...  
Attempts to overcome them...

Body

The objective is reached or not...  
Take-home message!

Ending

Easy-to-follow path

TIME



<https://www.youtube.com/watch?v=UF8uR6Z6KLc&t=52s>



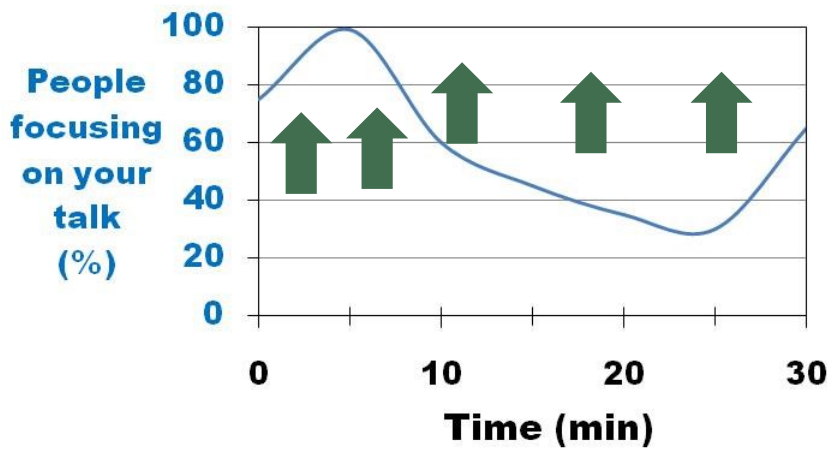
Steve Jobs' 2005 Stanford Commencement Address

## FameLab: the World's leading science communication competition



<https://www.cheltenhamfestivals.com/science-famelab/famelab-uk/>

## ORGANIZATION & CONTENT



General vs. Specific

Theory vs. Practice

Simplicity vs. Complexity



## **2. Voice Power & Rapport Building**

**Use your voice to make your lesson exciting and your message delivered effectively!**

**Be engaging!**

**Be charismatic!**

## VOICE POWER & RAPPORT BUILDING

**Volume** Effective (Loud enough)



Not too low...

Speak to be heard!



**NOT  
TOO  
LOUD!!!**

## VOICE POWER & RAPPORT BUILDING

Speed &  
Pauses

Effective speed and pauses  
(Varying speed & pauses)

**Too slow**

**I'm falling  
asleep...**



**Too fast**

**I can't follow  
him...**



## VOICE POWER & RAPPORT BUILDING

Intonation	<b>Varying tone (NOT monotone/flat)</b> <b>Emphasis on main words</b> , linking words and points <b>Expressing feelings &amp; emotions</b>
------------	--

**Effective intonation!**

**«Powerful» voice!**

**Enthusiasm is contagious!**



## **RAPPORT BUILDING**

### **Interaction**

Get to know your students (before/during/after)

Interact with students

Make them feel comfortable & special

**Be empathic...**  
**Be charismatic...**  
**Be enthusiastic!**

## RAPPORT BUILDING

### Interaction

Engage students -> ACTIVE PARTICIPATION  
Stimulate Questions & Answers



That's a  
very  
interesting  
question!  
Thanks for  
asking!



**Engagement!**

## RAPPORT BUILDING

### Interaction

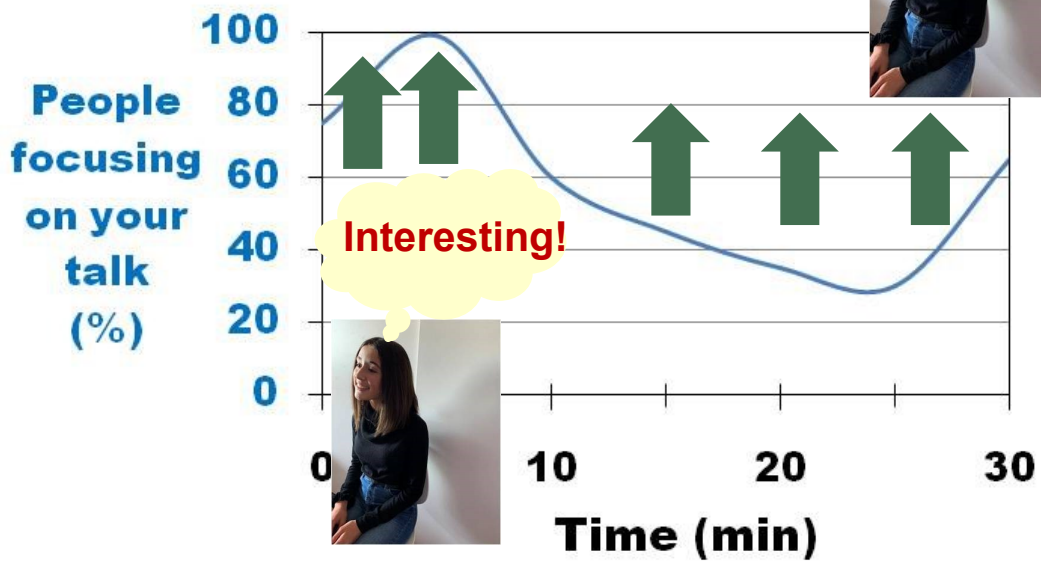
Increase students' attention & motivation  
Improve students' skills: teamworking,  
leadership, communication skills  
Make students feel satisfied and self-confident

**Be charismatic!**

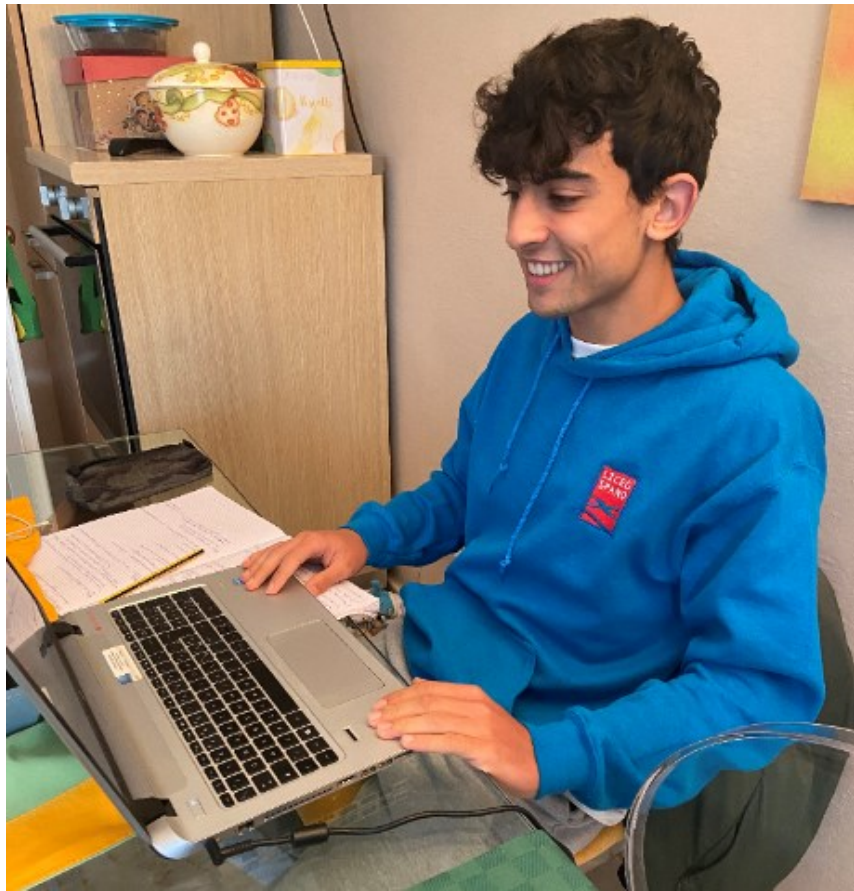
**That's an  
interesting  
point!  
Congrats!  
You got it!**



# ENGAGEMENT







### **How to activate students – Start, During & End**

- In the **first 3-5 min** of lesson, make students DO SOMETHING!! Activate their mind & Grab their attention!!
- **During the lesson, at various times**, stimulate their ACTIVE participation to maintain attention, favour gradual and active learning, check progressive learning (assessment) and give feedback to help learning process
- **At the end of the lesson**, make students participate actively to grab attention for take-home message, check what they learned and how you taught, give feedback, and keep them motivated for take home activity or next lecture!

## How to activate students

### Some suggestions:

- Ask an **easy question** to be answered: Yes/No, 2-3 Items (it might be or might not be related to the specific topic you're going to teach...)
- Ask a **more complex question**
- Students **recap main points** of the (previous) lesson

## How to activate students

### Some suggestions:

- Students give their **opinion on topic** (to be) taught
- **Exercises:** Quiz, Questionnaire, Find & Correct mistakes
- Show a brief **video**: indicate aspects to look at, make a question

## How to activate students

### More suggestions:

- **Divide in pairs or groups:**
  - Brainstorm
  - Interview each other
  - Favour and/or Against
  - Read & Discuss & Present
  - Exercises: Quiz, Questionnaire, Simulation, Find & Correct Mistakes
  - Recap/New topic -> Present main points

## **3. Body Language**

**Stay connected!**

## BODY LANGUAGE

Eye contact

Look at the audience



**Make eye contact!**

## BODY LANGUAGE

Facial expression

Be expressive  
(Show Enthusiasm)

**CHECK your students' FACIAL  
expressions (and body movements)**



**Don't be too serious...**



**Smile!**



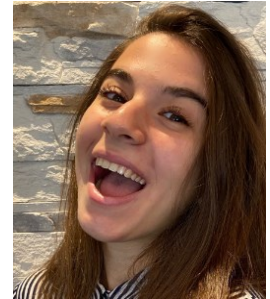
## Six Facial Expressions – Primary emotions



**Happiness**



**Sadness**



**Surprise**



**Fear**

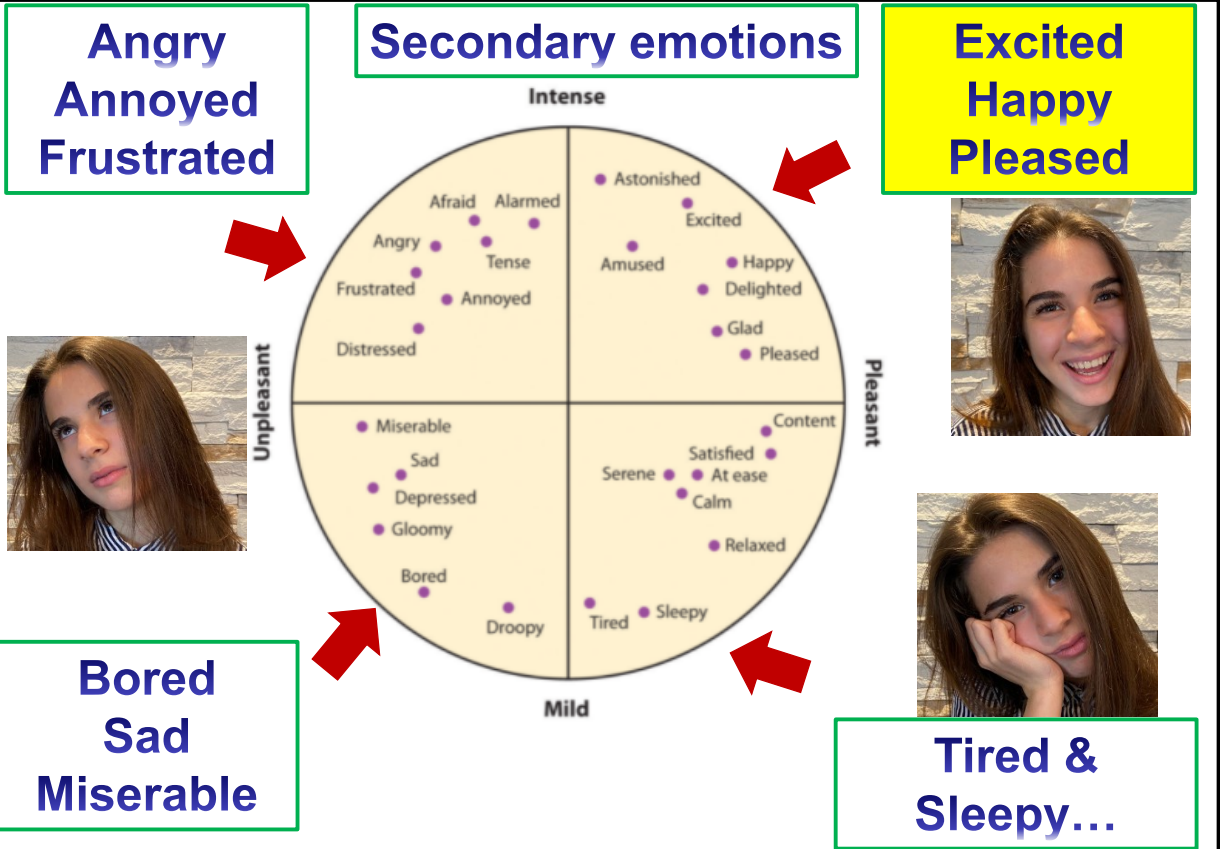


**Disgust**



**Anger**

## Secondary emotions



Charles Stangor & Jennifer Walinga (2014) – Adapted from

## BODY LANGUAGE

### Posture & Movement

Balanced, Comfortable  
(Not excessive, Not static)

### Hand use

Appropriate, Not distracting  
(For emphasis and to indicate)

Not the best...



**Check the  
reaction of  
students...**



**Then, adjust  
your lesson!**



## TAKE-HOME

## BODY LANGUAGE

**“We express our emotions to others through nonverbal behaviours, and we learn about the emotions of others by observing them.”**

**Introduction  
to Psychology**  
1st Canadian Edition



[open.bccampus.ca](http://open.bccampus.ca)

BCampus | OpenEd

**Charles Stangor & Jennifer Walinga (2014)**

## 5. Visual Aids

Make effective slides!

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Your students have  
different ways of looking at  
and learning from slides**

**Make and Present slides that are  
effective for all (most) of them!**

**Read, Listen,  
Watch...**



**Text, Tables,  
Figures, Images**

## Activity

How do you learn the best while attending a lecture with slides?

Read

Listen

Watch

Take notes

Take pictures

Record

????



## VISUAL AIDS

**Style**      Effective, Easy to read and follow  
Not overloaded  
Consistent but not Boring

Main sentence

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Read, Listen,  
Watch...



I got it!

## VISUAL AIDS

Style Proper use of animations (sequential entry/slides)  
Balanced (text, images, figures & tables)

### Main sentence

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Read, Listen,  
Watch...

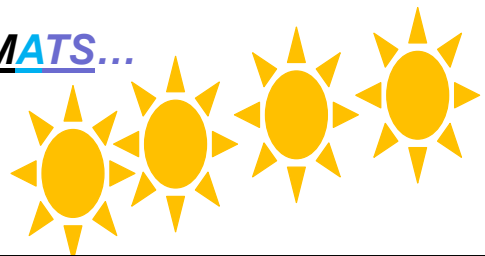


I got it!

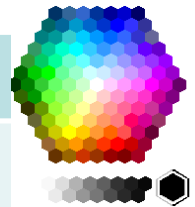
**AVOID**  
**Making Slides**  
**with Different Styles &**  
**Excessive Use of Animation**  
**& Typoooooss!**

*DIFFERENT FORMATS...*

*Moving objects...*



## VISUAL AIDS



Colours Proper use of colors  
(good contrast)

### Heading

- Bullet 1
  - Aaa
  - Bbb
- Bullet 2
  - Aaa
  - Bbb

### Heading

- **Bullet 1**
  - **Aaa**
  - **Bbb**
- **Bullet 2**
  - **Aaa**
  - **Bbb**

### Heading

- Bullet 1
  - Aaa
  - Bbb
- Bullet 2
  - Aaa
  - Bbb

### Heading

- **Bullet 1**
  - Aaa
  - Bbb
- **Bullet 2**
  - Aaa
  - Bbb



## Materials and Methods

- NYS Agricultural Experiment Station, Geneva, NY, 1994
- Eighteen 12-yr-old “Starkrimson Delicious”/M26 apple trees
- Central leader, 3 m x 4.6 m spacing
- Normal fertilization, weed and disease control
- Factorial experiment (CRD, 3 trees/treatment):
  - Crop levels:
    - Light (125 fruit/tr)
    - Normal (300 fr/tr)
  - Mite levels:
    - Low (<100 CMD)
    - Medium (400-1000 CMD)
    - High (>1000 CMD)

- Regression analyses

(Arial 28, 24, 22, 1.2)

## Avoid these combinations...

Red & Green  
Red & Green  
Red & Green  
Red & Green  
Red & Green  
Red & Green  
Red & Green  
Red & Green  
Red & Green  
Red & Green  
Red & Green

Red & Blue  
Red & Blue  
Red & Blue  
Red & Blue  
Red & Blue  
Red & Blue  
Red & Blue  
Red & Blue  
Red & Blue  
Red & Blue  
Red & Blue

## VISUAL AIDS

Font type and size

Readable, Easy to read, Not distracting

[www.wooclap.com/BSCFMO](http://www.wooclap.com/BSCFMO)

What is the MINIMUM font size for ARIAL on SLIDE in a LONG room?

- ←
- 1 12
- 2 14
- 3 16
- 4 18
- 5 20
- 6 24
- 7 28
- 8 30
- 

wooclap

Questions 1 / 2

Messages



100 %



Exit

0 / 0



**Arial/Calibri (50 head) (40 txt)**

**Calibri (36-30) - titles**

**Arial – Segoe UI (30, normal) – titles (Arial 30/34)**

**Arial - Segoe UI (28, normal) – max, all (nor/bo)**

**Arial – Segoe UI (24, normal) – max, min**

**Arial – Segoe UI (22, normal)**

**Arial - Comic Sans MS, Trebuchet (20, normal) – Arial 20 text, max, min**

**Arial - Comic Sans MS (18, normal) - min**

**Some risk**

**Arial - Comic Sans MS (16, bold)**

**DANGER...**

**Arial - Comic Sans MS (14, bold)**

**Arial - Calibri (14, normal) - text**

**NO!!!**

**Arial – Calibri (12, normal) - text**



## VISUAL AIDS

Text Proper line spacing

- Too narrow: 1 (default)
- Too narrow: 1 (default)
- Too narrow: 1 (default)
- Minimum: 1.1 – Good: 1.3
- Very Good: 1.5
- Very Good: 1.5
- Very Good: 2.0
- Very Good: 2.0



## **VISUAL AIDS**

Text, Tables and  
Figures

Clear, readable, not overloaded  
Emphasize main information  
Present one main point at a time  
(different slides vs. sequential entry)



**Read**



**Watch**



**Listen**

- Include only **ESSENTIAL** information!
- **AVOID** “EXTRA-information”!

## Materials and Methods

- Factorial (CRD, 3 trees/treatment):
  - Crop levels: Light (125 fr/tr), Normal (300 fr/tr)



- Mite levels: Low (<100), Medium (400-1000), High (>1000 CMD)



- Regression analyses (SAS software)

(Arial 24 bold title, 22 text, 1.5)

**I can't read anything...**



**In this table you can see that...!**

Day	TSS	Acidi	Firm
1	12	1.01	7.8
2	13	1.05	7.5
3	11	1.02	7.4
4	14	1.22	7.3
5	12	1.00	7.2
6	13	1.15	7.1
7	12	1.13	7.6



Tables should be readable... and not overloaded!

B Tables

Table 1: Add caption

Variable	Description
<i>W_hours</i>	The average number of hours worked each week by the respondent
<i>W_hours_dummy</i>	A dummy variable that takes the value of unity if the respondent works more than 0 hour
<i>W_age</i>	The age (in years) of the woman
<i>W_educ</i>	The number of years of formal education of the woman
<i>W_exper</i>	The woman's work experience (in years)
<i>Hus_age</i>	The age (in years) of the woman's husband
<i>Hus_educ</i>	The number of years of formal education of the woman's husband
<i>Hus_inc</i>	The annual income (in \$'000s) of the woman's husband
<i>faminc</i>	The annual income (in \$'000s) of the family unit
<i>kids05</i>	The number of children under the age of 6
<i>kids618</i>	The number of children aged between 6 and 18
<i>largecity</i>	A dummy variable that takes the value of unity if the woman lives in a large city, and zero otherwise
<i>W_mothereduc</i>	The number of years of formal education of the woman's mother
<i>W_fathereduc</i>	The number of years of education of the woman's father
<i>W_motherworked</i>	A dummy variable that takes the value of unity if the woman's mother was herself a worker
<i>Hus_mothereduc</i>	The number of years of formal education of the woman's husband's mother
<i>Hus_fathereduc</i>	The number of years education of the woman's husband's father
<i>Hus_motherworked</i>	A dummy variable that takes the value of unity if the woman's husband's mother was herself a worker

**Milk production traits in ewes with  
different doses of aflatoxin B1**

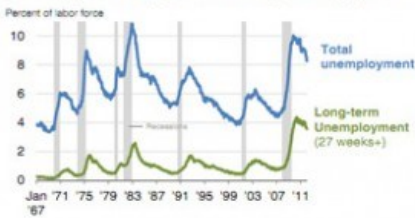
Trait	Aflatoxin level ( $\mu\text{g/d}$ )			SEM	<i>P-value</i>
	32	64	128		
Milk, kg/d	1.12	1.15	1.03	0.095	0.718
Fat, %	5.98	6.25	6.01	0.195	0.597
Protein, %	4.87	4.79	4.96	0.141	0.717
Ln SCC, $\times 10^3/\text{mL}$	4.42	5.02	5.11	0.381	0.435

Modified from Battacone et al. (2005) J. Dairy Sci. 88:3063-3069

## 4 Challenges Remain, More Work Ahead

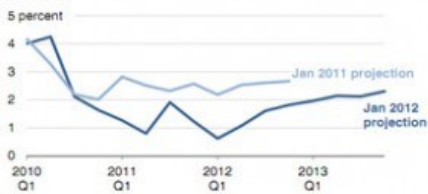
### Unemployment has fallen but remains high.

Total unemployed and unemployed 27 weeks or longer, seasonally-adjusted



### Projections of growth in advanced economies have declined.

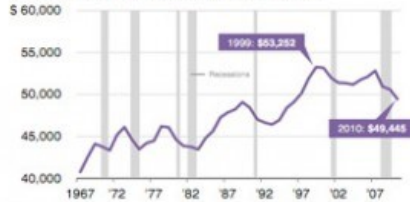
IMF World Economic Outlook projections of real GDP growth for advanced economies



Source: Bureau of Labor Statistics, Census Bureau, International Monetary Fund, Standard & Poor's.

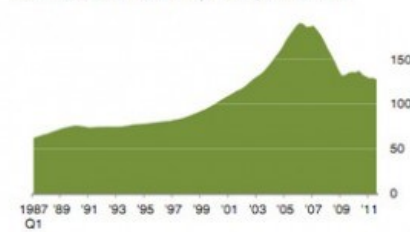
### Median household income has declined over the past decade.

Median household income, inflation-adjusted, 1967 to 2010



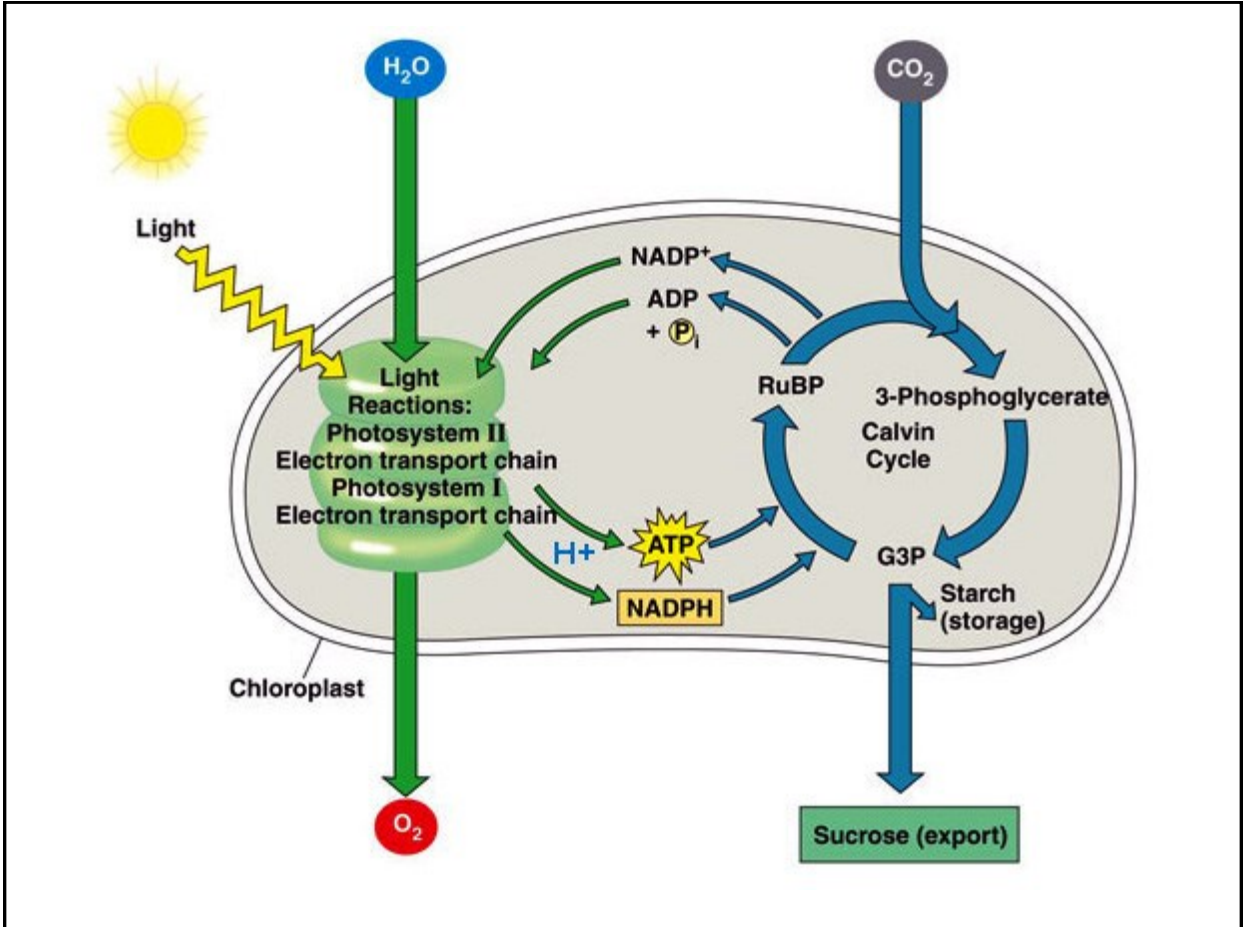
### Housing has not yet recovered.

S&P/Case-Shiller U.S. national home price index, 2000 Q1 = 100

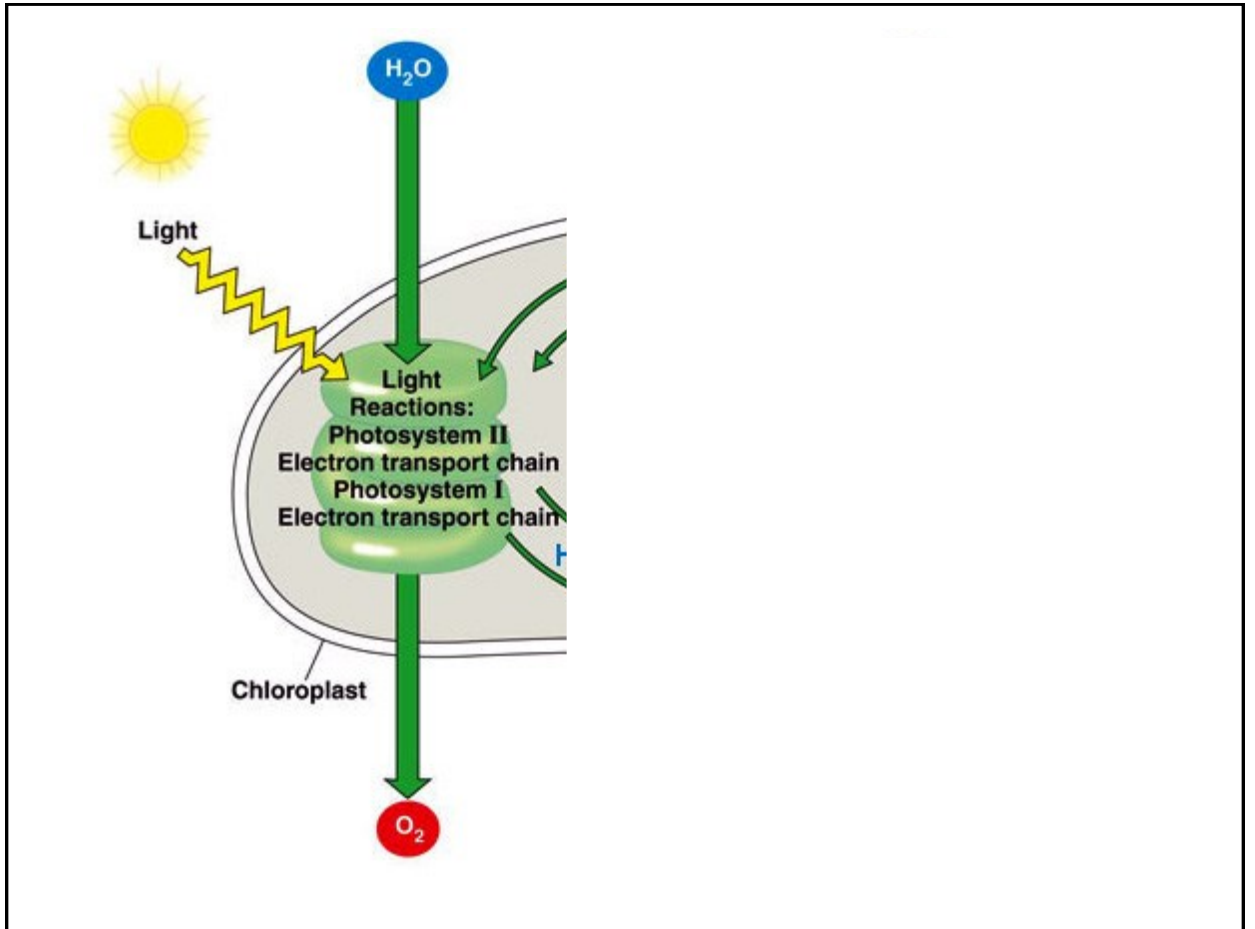


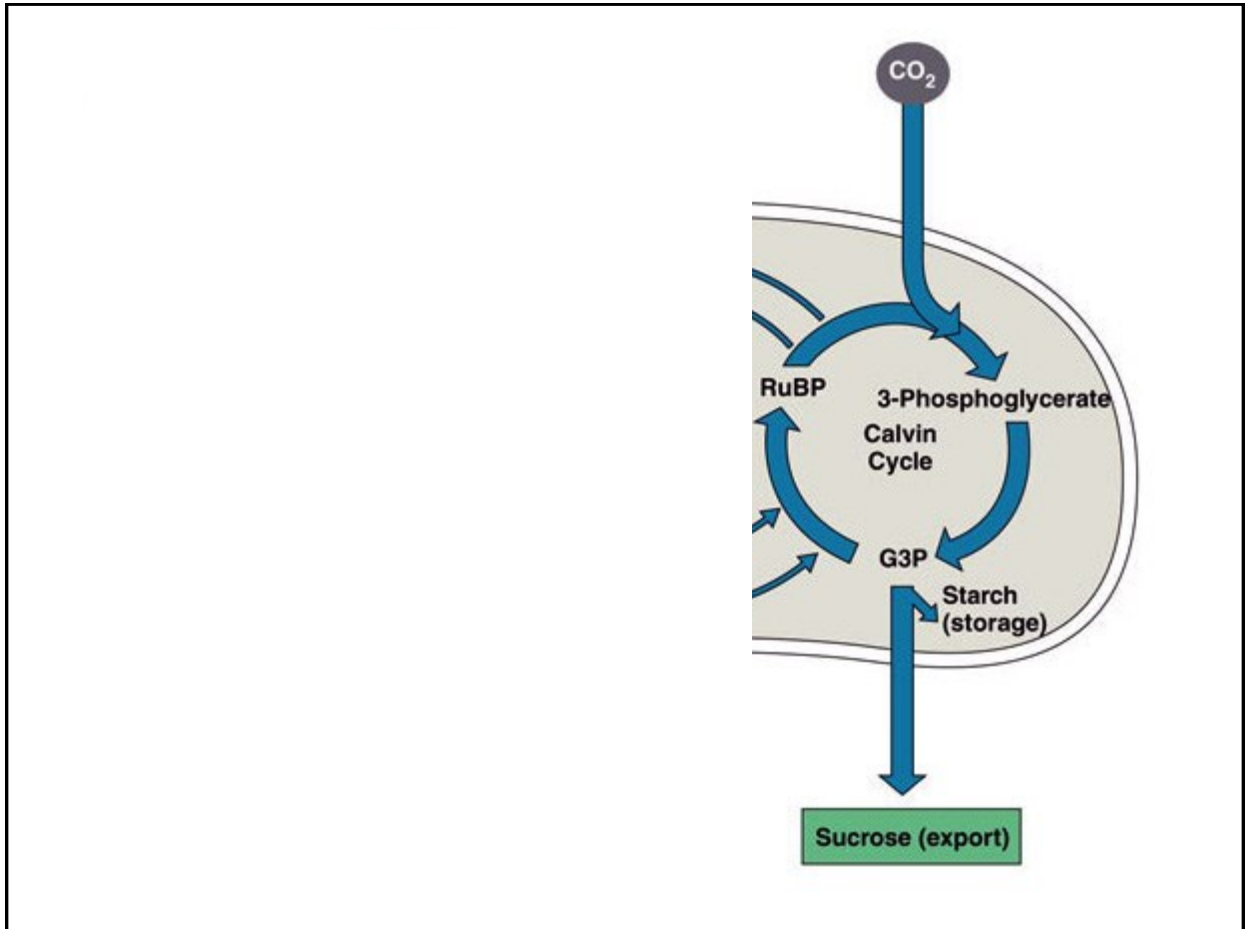
U.S. DEPARTMENT OF THE TREASURY

Split this slide into 4 slides and describe one graph at a time...









**Rehearse to yourself (Make a video!)**

**Then... Rehearse to SOMEONE ELSE for feedback!**

**(Watch videos!)**

**REHEARSE until...**

**You feel you are COMMUNICATING EFFECTIVELY!**



## 4 Pillars of Learning

1. Attention
2. Active Engagement
3. (Error) Feedback
4. Consolidation

INTERACTIVE  
TEACHING &  
LEARNING:  
A REWARDING  
EXPERIENCE

COMUNICATION  
SKILLS

(Stanislas Dehaene)



THANK YOU!!



**Some Extra-Tips on  
Communication and  
Wooclap...**

**Good MORNING!!  
How are YOU  
DOING today? (1)**

**What do YOU  
think about...?  
(2)**



So,  
as you've seen  
this is a  
**CONTROVERSIAL**  
issue!!



It sounds  
interesting!





**Good MORNING!!  
How are YOU  
DOING today? (1)**

**Please, go to the  
CHAT now and  
write the  
percentage of  
CO<sub>2</sub> in the  
atmosphere...  
(2)**



This interesting  
**STUDY** was conducted  
in.... from ... to ...



Now, let's divide  
the class in  
groups...

**Let's work!**





**These are  
some  
important  
references**



**No fake  
news...**

**Now, let's see the main results!!**



**I can't wait to see...**



**Now, try to  
guess...**



**Let me try...**

**It was...**



Now, let's see if  
your guess is  
similar to...



Text

Tables

Figures

Let's see if  
my guess was  
correct...



So, after this discussion in pairs/groups, I want to tell you that there was an **INCREASE**. Did you guess it right? This increase indicates that...



**Text**

**Tables**

**Figures**

**Amazing!**



**A good way to end...**

**Now, let's do a  
Quiz (RECAP)**



**Let me try...**





**Now, let's see if you got it! Go to wooclap...**



**Well, let me explain this point better (or your colleague can do it), so that ALL of you can understand it...**

**Why was it wrong?**



**So... In  
CONCLUSION...**

**So, the TAKE  
HOME  
MESSAGE is...**



**Great!  
I got it!**



# www.wooclap.com

www.wooclap.com



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Circa 167.000 risultati (0,49 secondi)

www.wooclap.com Traduci questa pagina

## Wooclap - An interactive platform that makes learning awesome

A collaborative platform for your classes, conferences and training sessions. Intuitive and simple, Wooclap makes your presentations interactive.

### Wooclap

Grâce à Wooclap, le taux de participation dans ma classe est ...

### Business

Pilot phase: test Wooclap for free! Start your pilot · Education ...

### Distance learning

Use Wooclap for distance learning · For higher education ...

### Blog

Trending Posts. Latest Posts. Wooclap News. Education ...

### Features

Comparison - Gamification - Distance Learning - LMS/SSO

### An interactive platform that ...

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### About us

Wooclap is an EdTech tool that allows students to play a role in ...

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### LMS/SSO

LMS/SSO. Integrate Wooclap directly into your LMS and ...



Education Business

# Make learning awesome & effective

Rather than fighting smartphones,  
Wooclap turns them into an exceptional learning tool.

Sign up for free

No credit card required

Ana Helena Dias Francesconi ▾

EN ▾



Deutsch

English

Español

Français

Italiano

Nederlands

Русский

The screenshot shows the wooclap interface for a new event. At the top, the 'wooclap' logo is on a blue bar. Below it, the text 'My new event' is followed by an edit icon. A navigation bar contains 'VOTES', 'MESSAGES', and 'PARTICIPANT PACE', with 'VOTES' being the active tab. A notification bubble states: 'You have 2 question(s) left in this event. Upgrade to benefit from an unlimited amount of questions in each event.' with an 'UPGRADE' button. Below this is an 'Import questions' button and a carousel of question type options: Multiple choice, Poll, Find on image, Rating, Open question, and Word Cloud. At the bottom, there is an information icon with the text 'How to participate?' and a 'START' button.

**FOR FREE:**

- You can make a huge amount of events
- Each event can have a **MAXIMUM** of 2 questions (usually more than enough...)
- You can make an event for different moments of the lesson...



Multiple choice



Poll



Find on image



Rating



Open question



Word Cloud



Find a number



Matching



Prioritisation



Sorting

W [?]

Fill in the  
Blanks



Slide



Brainstorming



Script  
concordance  
test



SCT Judgment



Audio / Video

- You can make **different** types of events to grab their attention
- You can make **an event for different moments of the lesson...**



**wooclap** My events Ana Helena Dias Francesconi EN

MY EVENTS (25)

+ CREATE EVENT + IMPORT EVENT

TEST A - 26	[BS O] 25	
My new eve	[UN IF] 24	
UNIFI_Ricer	[FF A] 16	
UNIFI_Eleme	[N A] 16	IN PROGRESS
UNIFI_Skills	[HI P] 16	IN PROGRESS
Test A 16 O	[BO M] 16	
Test B - 16 C	[PA FS] 16	
Test A 16 O	[S AK]	Moderate
Test F - 15 C	[L RJ]	Compare
		Duplicate

https://app.wooclap.com/home

**Title of each event**

**CODE**

**Day Month Year**

**CODE of each event**

**TEACHER: You can duplicate an event and modify it as you wish**

TEACHER: One event with 2 questions

On the top right you find the CODE of your event generated automatically



wooclap

My events

TEST A - 26 April 2021 - FONT 

Participate at:

VOTES

MESSAGES

PARTICIPANT PACE



You have 0 question(s) left in this event. Upgrade to benefit from an unlimited amount of questions in each event.

UPGR



How to participate?

START



Multiple choice



1. What is the MINIMUM font size for ARIAL on SLIDE in a LONG room?

EDIT

START



2. Are SANS SERIF fonts good for SLIDES?

EDIT

START

**TEACHER: Add the answers and indicate the right one. In this case, ONE ANSWER is correct (do not activate «multiple answers» on the right)**

**wooclap** My events Ana Helena Dias Francesconi EN

What is the MINIMUM font size for ARIAL on SLIDE in a LONG room?

### Answers

Enter the answers and pick at least one correct answer

- 12
- 14
- 16
- 18
- 20
- 24
- 28
- 30

Cancel Save Start now

**Multiple choice**

- 1
- 2
- 3
- 4

Bar chart

Word Cloud

**Multiple answers**

Participants can select more than one answer

**Timer**

If checked, a timer will automatically start when a question is displayed.

?

TEACHER: One event with 2 questions

On the top right you find the CODE of your event, which you can copy and send to students right before the activity

wooclap

My events

TEST A - 26 April 2021 - FONT

Participate at: w

VOTES MESSAGES PARTICIPANT PACE



You have 0 question(s) left in this event. Upgrade to benefit from an unlimited amount of questions in each event.

UPGR



How to participate?

START



Multiple choice



1. What is the MINIMUM font size for ARIAL on SLIDE in a LONG room?

EDIT

START



2. Are SANS SERIF fonts good for SLIDES?

EDIT

START

After you send the CODE to students and you are sure they are connected, click on START and the first answer will appear to them

TEACHER tells students to go to wooclap and insert code or sends them the link

The screenshot shows the wooclap website interface. At the top, there is a navigation bar with the wooclap logo and menu items: Features, Integrations, Pricing, Resources, Distance learning, Log in, Sign up, and EN. Below the navigation bar, there is a blue banner with the text "Want to participate in an event?" followed by a text input field containing "CODE" and a "GO!" button. A red arrow points to the "CODE" text in this field. Below the banner, there is another blue banner with the text "Pilot phase: test Wooclap for free!" and a "Start your pilot" button. At the bottom, there are two buttons: "Education" and "Business". A red arrow points to the "Business" button. Below the buttons, the URL "https://www.wooclap.com/CODE" is displayed, with "CODE" in red. A red arrow points to the "CODE" part of the URL.

wooclap

Features Integrations Pricing Resources Distance learning Log in Sign up EN

Want to participate in an event? www.wooclap.com/ CODE GO!

Pilot phase: test Wooclap for free! Start your pilot

Education Business

<https://www.wooclap.com/CODE>

[www.wooclap.com](http://www.wooclap.com)

How to participate?



**WEB**

**1**

Connect to  
[www.wooclap.com/BSCFMO](http://www.wooclap.com/BSCFMO)

**2**

You can participate



TEACHER shows this on the screen and STUDENTS, who have the same on their mobile or PC, give their answer anonymously

www.wooclap.com/ ABSDER

What is the MINIMUM font size for ARIAL on SLIDE in a LONG room?

	<b>1</b> 12	<b>5</b> 20	
	<b>2</b> 14	<b>6</b> 24	
	<b>3</b> 16	<b>7</b> 28	
	<b>4</b> 18	<b>8</b> 30	

wooclap Questions 1 / 2 Messages 100 % Exit 0 / 0

After all students send their answers, the TEACHER shows the class results on the screen and stimulates discussion/gives FEEDBACK

The screenshot displays the wooclap interface for a poll. At the top, the URL [www.wooclap.com/ABSDER](http://www.wooclap.com/ABSDER) is shown. The question is: "What is the MINIMUM font size for ARIAL on SLIDE in a LONG room?". There are eight answer options, each in a blue rounded rectangle with a number in a circle on the left and a progress indicator on the right. The progress indicator shows "0%" and "0" people. The options are: 1. 12, 2. 14, 3. 16, 4. 18, 5. 20, 6. 24, 7. 28, and 8. 30. On the left side, there are navigation icons: a back arrow, a "Results" button with a bar chart icon, and a checkmark icon. On the right side, there are navigation icons: an up arrow, a keyboard icon, and a right arrow. At the bottom, the wooclap logo is on the left, followed by "Questions 1 / 2", "Messages", a lock icon, a search icon, "100 %", a refresh icon, an "Exit" button, and a status bar showing "0 / 0" people, an information icon, and a keyboard icon.

Option Number	Answer	Progress
1	12	0% 0
2	14	0% 0
3	16	0% 0
4	18	0% 0
5	20	0% 0
6	24	0% 0
7	28	0% 0
8	30	0% 0



TEST B - 26 April 2021 - THOUGHTS & PERSPECTIVES



Participate at: [www.wooclap.com/C/ABSR](http://www.wooclap.com/C/ABSR)

VOTES MESSAGES PARTICIPANT PACE

+ Add preser



You have 0 question(s) left in this event. Upgrade to benefit from an unlimited amount of questions in each event.

UPGRADE

Import questions

Navigation buttons: < >

- Multiple choice
- Poll
- Find on image
- Rating
- Open question
- Word Cloud

How to participate?

START

1. What are your THOUGHTS about INTERACTIVE TEACHING?

EDIT

START

Word Cloud

< Back

### Create a Word Cloud

Enter the question you want to ask your audience

What are your THOUGHTS about INTERACTIVE TEACHING?

### Correct answers

If not empty, participants will be graded on their answer(s)

+ \_\_\_\_\_

Cancel

Save

Start now

#### Word Cloud



List

Word Cloud

#### Maximum number of characters (optional)

Participants will not be allowed to exceed this limit

Input field with + and - buttons

#### Multiple answers

Participants will be able to answer multiple times

#### Moderator

Answers will not be displayed until you approve them

#### Likes on answers

Participants will be able to like each



After all students send their answers, the TEACHER shows the worldcloud on the screen and stimulates discussion.

The screenshot displays the Wooclap interface. At the top, the URL [www.wooclap.com/GRPJUT](http://www.wooclap.com/GRPJUT) is shown. The main question is "What are your THOUGHTS about INTERACTIVE TEACHING?". A central overlay box with a smartphone icon says "Let's vote!" and shows "0 answers received". The interface includes navigation arrows, a menu, and a bottom toolbar with "wooclap", "Questions 1 / 2", "Messages", "100%", and "Exit".

## REMEMBER... 4 Pillars of Learning

1. **Attention** -> grab & keep attention
2. **Active Engagement** -> encourage participation & engage
3. **(Error) Feedback** -> check understanding & give feedback
4. **Consolidation** -> let students memorize, repeat  
mechanisms that govern learning & automatize

(Stanislas Dehaene)



THANK YOU!!

