The goal of this page is to support instructors to facilitate further interaction and thus move to a student-centered approach during class. Studies indicate that interactive (dialogic and authoritative) discourse moves enhance student engagement, facilitate critical thinking, and share the power dynamic between the instructor and students (Alkhouri et. Al 2021).

Figure 1 illustrates three different discourse moves. We emphasized the dialogic, interactive move since it can increase student-instructor and student-student interactions (Smith et al. 2013, Smith et al. 2014, Stains et al. 2018, Warfa et al. 2018). The two examples below and complementary figures exemplify common active learning activities to introduce and encourage interactive discourse into your lecture.



Figure 1. Adapted from Kranzfelder et al., 2019

**1) How do I, as an instructor, encourage student interaction in my discourse?**

Consider the dialogue below between a biology instructor and their student discussing the line graph below (Figure 2).

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**Instructor:** “The bacterium *Staphylococcus aureus* causes skin infections commonly called staph infections. One antibiotic that has been used to treat staph infections is methicillin. However, resistance to this antibiotic has become a widespread problem. So, is evolution occurring?”.

**Student:** “Yes, evolution is occurring”.

The instructor can open the discussion further by implementing interactive statements as illustrated in Figure 3 to provide greater thinking opportunities and enhance student-engagement interactions (Smith et al. 2013, Smith et al. 2014, Stains et al. 2018, Warfa et al. 2018).

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Figure 2. % S. aureus resistant to methicillin from McGraw-Hill Education

Figure 3

The flowchart in Figure 3 provides examples of how the instructor can further develop a student conversation. You can facilitate student-student interactions by having students participate in connecting, contextualizing, constructing, requesting, or challenging, dialogic interactive discourse moves. Student centered approaches encourage engagement and collaboration (Alkhouri et al. 2021).

**2) How do I introduce interactive discourse while lecturing?**

The following statements below assess student understanding periodically throughout your class time. Please remember to provide wait time after posing a question. The examples in Table 1 showcase how to disperse interactive discourse, and thus balance lecturing (or sharing) with student interaction throughout a class session. Click [here](https://static.nsta.org/pdfs/201108bookbeathowtoasktherightquestions.pdf) for more literature regarding the importance of wait time, as described by Patricia E. Blosser.

Table 1

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