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## The Use of Interactive Lecture in Teaching Professional Education Courses among Preservice Teachers

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### ABSTRACT

Researches frequently highlight a positive relationship between interactive lectures and student engagement. However, limited studies have specifically explored students' perceptions and learning experiences on the use of interactive lecture in improving student engagement especially within preservice education. Understanding these perspectives and experiences is important as preservice teachers are more likely to use similar approach in the future, potentially influencing the learning experiences of the next generation of learners. This led to the study's determination of preservice teachers' perceptions and their learning experiences regarding the use of interactive lectures in professional education courses, a field where traditional lecturing remains prevalent. In this study, mixed-method approach was used, collecting both quantitative and qualitative data through survey questionnaires, focus group discussions, and reflective journals from 44 preservice teachers enrolled in the Bachelor of Elementary Education program at Mariano Marcos State University College of Teacher Education, Philippines. Findings in the survey indicate that preservice teachers agreed that interactive lectures significantly enhanced their engagement. Thematic analysis further categorized students' learning experiences and engagement into distinct themes, revealing insights into how interactive lectures shape their learning experiences.

### INTRODUCTION

Preparing future teachers necessitates innovative teaching methods that enhance their learning experiences and professional skills. However, traditional lecturing remains a dominant teaching method in professional education courses, despite having student-centered approaches. While this method provides a structured way to deliver content, it often limits classroom interaction, making students as passive recipients of information. This lack of active participation can negatively affect student engagement and overall learning experiences. Consequently, interactive lectures have been noted as an effective strategy in promoting meaningful engagement (Afrasiabifar & Asadolah, 2019; Khalid & Ahmad, 2019). Interactive lectures incorporate active learning strategies, known as engagement triggers, such as think-pair-share, role-playing, game-based activities, demonstrations, and group presentations. These strategies help sustain students' attention and re-engage them every 10–15 minutes (Sadykov & Čtrnáctová, 2019) as studies have established that the human brain can focus on a lecture for 10–30 minutes, with peak concentration lasting no more than 20 minutes. Therefore, incorporating interactive activities between lectures helps counteract inattention and improve ineffective learning.

Student engagement plays a vital role in the teaching-learning process and is widely recognized as a key predictor of learning. It is a multidimensional construct encompassing behavioral, emotional, and cognitive aspects. Behavioral engagement refers to students' active participation in learning activities,

while emotional engagement reflects their enthusiasm, interest, and motivation. Cognitive engagement, on the other hand, involves the mental effort and perseverance students invest in understanding and mastering content (Halverson & Graham, 2019; Sparf, 2021). Engagement also serves as indicator of instructional effectiveness as it contributes to positive academic outcomes. Recognizing its significance, educators, researchers, and policymakers have increasingly focused on identifying strategies to foster engagement across various teaching contexts (Bond *et al.*, 2020). This is particularly relevant in professional education courses, where active participation is crucial in preparing students for their future careers.

Given the importance of student engagement in effective teaching and learning, this study explored preservice teachers' perceptions and experiences regarding the use of interactive lectures as a strategy for enhancing engagement in professional education courses. It aimed to provide insights into the role of interactive lectures in fostering a more dynamic and participatory learning experience.

Specifically, this study aimed to answer the following questions:

1. What are preservice teachers' perceptions of the use of interactive lectures in enhancing student engagement?
2. How do preservice teachers describe their learning experiences with interactive lectures in terms of:
  - a. cognitive engagement
  - b. emotional engagement
  - c. behavioral engagement

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3. In what ways do interactive lectures improve preservice teachers' engagement?

4. What specific improvements in engagement are observed among preservice teachers after utilizing interactive lectures?

**MATERIALS AND METHODS**

This study employed a mixed-method research design, which integrates both qualitative and quantitative approaches. As defined by Molina-Azorin (2016), a mixed-method approach combines these two methodologies within a single study, allowing for a more comprehensive exploration of research questions. According to Creswell and Creswell (2018), this approach involves the collection of both qualitative data (open-ended responses) and quantitative data (closed-ended responses). Mixed method is chosen because of its strength of drawing on both qualitative and quantitative research and minimizing the limitations of both approaches. It is a useful approach

to have a more complete understanding of research problems and questions.

The respondents of this study consisted of 44 preservice teachers enrolled in the Bachelor of Elementary Education program at Mariano Marcos State University College of Teacher Education, Philippines. They were selected through purposive sampling, as they belonged to a section identified as the most passive students observed by the researcher. To analyze the data, descriptive statistics, including mean and weighted mean, were used for the quantitative survey responses. Meanwhile, qualitative data obtained from focus group discussions and student reflective journals were examined through thematic analysis, following the protocol of Clarke and Braun (2016).

**RESULTS AND DISCUSSION**

The collected data were analyzed using statistical and thematic methods, leading to the following results:

**Table 1.** Mean scores of preservice teachers' perceptions on the use of interactive lecture

With the use of interactive lecture...	Mean	Descriptive Rating
1. I am more focused on the lesson.	3.73	Strongly Agree
2. I am motivated to accomplish learning tasks.	3.80	Strongly Agree
3. I participate actively in all learning activities.	3.57	Strongly Agree
4. I listen attentively to the explanations and instructions of the teacher.	3.70	Strongly Agree
5. I am very curious to discover many things on my own.	3.70	Strongly Agree
6. I am encouraged to share my ideas and opinions in class.	3.39	Strongly Agree
7. I am confident to ask questions and clarifications.	2.05	Agree
8. I am interested to listen/ participate and watch the oral presentations of my classmates.	3.82	Strongly Agree
9. I am very attentive in class so I could not miss any important detail during discussions.	3.43	Agree
10. I am motivated to learn more and do activities that develop my creativity and critical thinking skills.	3.77	Strongly Agree
11. I work collaboratively with others because I enjoy learning with them.	3.64	Strongly Agree
12. I love performing role playing, panel discussion and other communicative activities.	3.18	Agree
13. I take down notes during lectures so I could remember the important concepts and ideas learned.	3.61	Strongly Agree
14. I feel I can take the responsibility of my own learning.	3.25	Agree
15. I manage to complete my assigned tasks without feeling stressed.	2.75	Agree
16. I feel a strong sense of belonging to my class group.	3.34	Agree
17. I make sure to study on a regular basis so I could participate actively in class.	3.55	Strongly Agree
18. I am more willing to consider the ideas and opinions of others.	3.68	Strongly Agree
19. I attend class with prepared assignments and complete readings of the next lesson.	3.32	Agree
20. I am eager to attend my class because I love doing the classroom activities	3.45	Agree
21. I feel my knowledge on the content of the lesson is deeply enhanced.	3.57	Strongly Agree
22. I am encouraged to make independent study on the topics assigned to me.	3.50	Strongly Agree
23. I am interested to lead dynamic discussions based on the situations given by the teacher.	3.18	Agree
24. I am motivated to do creative writing activities and making reports, case studies and research.	3.14	Agree
25. I am very eager to learn/participate in activities which are relevant to life for I want them to apply in my everyday life.	3.84	Strongly Agree
<b>Weighted Mean</b>	<b>3.47</b>	<b>Agree</b>

Legend: 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree

Table 1 presents the perceptions of preservice teachers regarding the use of interactive lectures to enhance student engagement. The results indicate that preservice teachers generally agree on the effectiveness of interactive lectures, with a weighted mean rating of 3.47. Active engagement was particularly evident during the implementation, as students displayed eagerness to learn and participate (M=3.84) and showed a strong interest in listening and engaging in discussions (M=3.82). These findings align with the study by Ningsih (2023), which noted that interactive lectures promote active

student participation, leading to increased motivation and improved academic performance. Similarly, Cheema and Arora (2019) found out that interactive lectures encourage active student involvement, making learning more engaging. Their researches also highlighted how interactive lectures contribute to the motivation and overall learning experiences of the students. Additionally, studies by Deshpande *et al.* (2015), and Ijaz and Haq (2014) support the effectiveness of interactive lectures in improving student engagement.

Table 2 presents the learning experiences of preservice

**Table 2.** Preservice teachers’ learning experiences as to cognitive, emotional and behavioral engagements

Cognitive		Emotional		Behavioral	
Active learning experiences	Debate	Reflective experiences	Journal writing	Collaborative experiences	Doing projects
	Simulation		Storytelling		Group activities
	Role playing		Writing narratives		Poster/slogan making
	Q and A tasks		Small group discussions		Preparing group presentation
Critical thinking tasks	Case studies	Enjoyable experiences	Game-based activities	Interactive experiences	Brainstorming activities
	Situational analysis		Technology based activities		Think, Pair and Share
	Creating scenarios		Answering riddles		Peer checking of outputs
	Puzzles		Pantomime		Panel discussion
Creative and artistic experiences	Writing essays	Socially Meaningful Experiences	Sharing of personal stories	Hands-on experiences	Preparing instructional materials
	Portfolio making		Dramatic activities		Making maps and graphic organizers
	Creating blog and vlog		Skit		Preparing plans
	Puppetry		Draw and tell		Doing demonstrations

teachers using interactive lectures, highlighting their cognitive, emotional, and behavioral engagements. Their learning experiences demonstrate the effectiveness of interactive lectures in fostering active learning, critical thinking, and creativity (cognitive); reflective, enjoyable, and socially meaningful interactions (emotional); and collaboration, interaction, and hands-on participation (behavioral).

In terms of cognitive engagement, preservice teachers engaged in active learning activities such as debates, simulations, role-playing, and Q&A tasks. They also developed critical thinking skills through case studies, situational analysis, scenario creation, and puzzles. Additionally, their creative and artistic engagement was evident in activities like essay writing, portfolio creation, blogging/vlogging, and puppetry.

For emotional engagement, students participated in reflective activities such as journal writing, storytelling, narrative writing, and small group discussions. Enjoyable

experiences, including game-based tasks, technology-driven activities, riddles, and pantomime, also contributed to their engagement. Furthermore, social and emotional interactions, such as sharing personal stories, dramatic performances, skits, and draw and tell exercises, enhanced their overall learning experience.

Regarding behavioral engagement, preservice teachers benefited from collaborative activities like group projects, poster/slogan making, and team presentations. Interactive experiences, such as brainstorming, think-pair-share, peer feedback, and panel discussions, encouraged active participation. Hands-on learning was also prominent, with tasks involving instructional material preparation, map and graphic organizer creation, lesson planning, and demonstrations.

Students reported that interactive lectures made them more active participants in the learning process. They felt more focused and motivated to listen and engage, developed stronger critical and creative thinking skills,

and improved their communication and collaboration with peers. They also observed notable improvements in their ability to express ideas, present their outputs confidently, and work effectively in group settings.

After experiencing interactive lectures, preservice teachers demonstrated significant improvements in their engagement and overall learning experiences. They became more willing to accept new perspectives and ideas, fostering a mindset of openness and adaptability. Their ability to receive and apply feedback also improved, making them more receptive to constructive criticism and personal growth. Also, they developed stronger teamwork skills, learning to collaborate effectively with diverse personalities and work harmoniously in group settings. Their academic skills also progressed, particularly in writing reports, case studies, and research, which contributed to a more structured and analytical approach to learning.

Moreover, preservice teachers showed better preparation and organization in completing their learning tasks, demonstrating increased responsibility and initiative. Their passion for learning deepened, resulting in more proactive classroom participation and a greater eagerness to engage with course material. Creativity and curiosity were also enhanced, as they explored innovative ways to approach assignments and solve problems. Overall, interactive lectures not only improved their engagement but also contributed to their personal and academic growth, making their learning experiences more dynamic, interactive, and meaningful.

Previous studies support the respondents' claims. Sadykov and Čtrnáctová (2019) examined students' perspectives on interactive lectures and found that over 70% enjoyed learning in an interactive environment, describing it as both fun and engaging. Similarly, Meguid and Collins (2017) explored students' perceptions of lecturing approaches and found that interactive lectures enhanced participation and motivation. Participants reported that they experienced improved critical thinking, deeper retention of information, and sustained attention and interest in the lesson. Moreover, Deshpande *et al.* (2015) investigated the impact of interactive lectures on learning and concluded that interactive lectures promote active learning, heighten attention and motivation, and increase satisfaction for students. Students in interactive settings expressed greater enthusiasm for learning.

## CONCLUSION

In examining the perceptions and learning experiences of preservice teachers, the findings suggest that interactive lectures significantly enhance student engagement. This teaching method has proven effective in professional education courses by fostering active participation across cognitive, emotional, and behavioral domains. Through interactive lectures, preservice teachers become more engaged, motivated, and involved in the learning process, ultimately enriching their overall learning experiences.

Given these results, it is highly recommended that

teacher education programs integrate interactive lecture techniques to maximize student engagement, motivation, and learning outcomes. Incorporating these strategies can create a more dynamic and student-centered learning environment that better prepares future educators for real-world teaching challenges. Further research is encouraged to explore the long-term impact of interactive lectures on instructional quality and student performance in actual classroom settings.

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