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

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

Jennifer Dyer-Seymour (CSU Monterey Bay) and Antoinette Wilson (UC Santa Cruz)

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

<table>
<thead>
<tr>
<th>Identity in Adolescence</th>
<th>Cognitive Development in Late Adulthood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor A</td>
<td>Instructor B</td>
</tr>
<tr>
<td>Instructor A</td>
<td>Instructor B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
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</thead>
<tbody>
<tr>
<td>The two instructors used interactive lecturing or APE methods to teach students about identity development in adolescence and cognitive development in late adulthood.</td>
</tr>
<tr>
<td>Student questions and comments were recorded during each session.</td>
</tr>
<tr>
<td>Students were surveyed after each session.</td>
</tr>
</tbody>
</table>

Results

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.

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