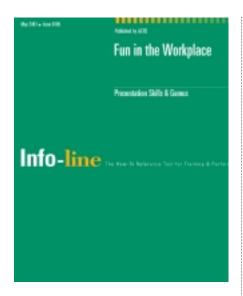# CLIP & SAVE

Info-line is ASTD's how-to reference for training and performance professionals, with practical, concise information in an easy-to-read format that gets readers up-to-speed on training topics in a matter of minutes.

A technique called interactive lectures (or lecture games) combines elements from the lecture method of training and from training games. Interactive lectures preserve the structure and control of lectures, yet still have the interest and excitement of play.

This issue of *Info-line* contains detailed instructions for conducting six different types of lecture games. A job aid at the end of the issue shows you how to design your own interactive lectures by mixing and matching key design elements.

How to Order

You can purchase a copy of *Info-line* No. 0105, "Fun in the Workplace," by calling the ASTD Customer Care Center at 703.683.8100. Use Priority Code ILDTD.

Design Element	What Does the Presenter Do?	Example
Debriefing discussions	Conduct an intense experiential activity that provides a metaphor for some concept, skill, or principle. Facilitate a debriefing discussion that encourages participants to reflect on the experience, share insights, and plan for future applications.	The presenter asks teams to come up with suggestions for marketing a new project—and keeps changing the nature of the product and the requirements of the task. After sufficiently frustrating the teams, the presenter debriefs participants through a discussion of strategies for coping with rapid change.
Participant control	Permit participants to control the content and sequence of the presentation.	Each team interviews the presenter for 10 minutes on the training topic. At the end of these interviews, the lecturer is given 10 additional minutes to explore relevant topics that were not discussed during the interview.
Coaching and feedback	Demonstrate a skill to a small group of participants. Ask these participants to teach others through one-on-one coaching techniques.	The lecturer demonstrates a card trick to six participants who are divided into two teams of three members. Members of each team recruit and train other participants using individual coaching strategies. At the end of the specified time, the team that trained the most people wins the contest.
Job aid walk-through	Demonstrate the use of a job aid so participants can perform the required task by using the same job aid in a new context.	The lecturer uses a job aid to demonstrate the proper use of video-editing equipment to an individual apprentice, while other participants observe this interaction and follow along with their copies of the same job aid. The presenter periodically replaces the apprentice and repeats the demonstration.