Feedback from students (Singhal et al. 2019)

Scary to enjoyable: For most of the students, 'LS were "scary" and "uncomfortable" at first, but the discussion and engagement (that followed) was great'. Some students reiterated that the inertia of passive listening is a difficult habit to overcome. Generally speaking, students were intrigued by what LS enabled or made possible, notwithstanding their initial hesitation or wonderment. [...]

Timing and rhythm: The timing and rhythmic nature of the LS—with beginnings, middles and ends, as also transitions from pairs to quartets to whole groups, was not lost on the students. As one said, 'It was like taking dance lessons—at first one feels awkward….then you become comfortable and get into the rhythm of how things work'.

Deeper learning: Several students enthusiastically pointed out that LS help provides a 'deeper understanding' of the subject matter, emphasizing 'We ought to do more of this—in other courses'.

Engagement, inclusion and democratic participation: Participants clearly seemed to find the LS more engaging than straight lectures; experiencing a sense of inclusion and democratic participation that is generally missing in traditional classrooms. As a student noted, 'In many classes, there are people who talk a lot and some who do not talk at all. LS helped in balancing these voices'. [...]

Actionable inquiry: The class experience with LS, encouraged several students to reflect and inquire about 'where else LS might be used', and with what effect. [...]

Appropriateness of LS: Not all students were thrilled with the LS, [...] revealing about the traditional roles and expectations on part of both, the students [...] and on part of the instructors [...]."