Feedback from teachers (Singhal et al. 2019)

Redeeming value of structure: All instructors pointed out, the redeeming value of the structure provided by the LS, and what that enabled. As one noted, 'student engagement was more structured and led to better (student) responses'. Another said, as a result of LS, 'more answers and feedback emerged than expected'.

LS as an innovative pedagogical practice: Several instructor comments alluded to LS representing a 'welcome variation' in pedagogical practice. One said, 'it was fun'. Some talked about how they may use LS in other classes to 'break ice' between students and for deeper student engagement with the subject matter.

Shared responsibility: In general, the instructors liked the use of LS as it relieved pressure on them to do all the talking: 'It is good that the students make the connections (on the topic) themselves instead of (I) having the responsibility of making meaning for them'. Almost all the instructors noted that student participants went from '1–2 students talking' all the time to 'everyone talks' with LS.

Enhanced Feedback and Relational Mutuality: [...] The implementation of LS enhanced feedback loops, created a safe space for 'critical' feedback, and created a container of relational mutuality, where the teacher became a student.

Role clarification: Some instructors wondered if LS would go down well with the students 'who were reluctant or resistant' to participate or with those who felt that the instructor's 'worth lies in their lecturing expertise'. Notably, all the instructors recognized that the purpose of a classroom experience is not to 'please' the student but rather to create an inclusive and engaging space for learning.