1. What makes a good lecture?

- **Problems with traditional lectures**
  - Too much focus on content to be ‘covered’
  - Not enough focus on student learning
- **Focus on student learning**
  - Recording
  - Motivation
  - Involvement
  - Understanding
- **A lecture exercise**

2. Lecturing and student learning

- Student learning in lectures .
- What are the intended learning outcomes?
- Are popular lectures good lectures?
  - Entertaining?
  - Spoonfeeding?
- Learning styles
  - Visual, aural, conceptual: encourage variety
- Active and passive learning .
- Deep and surface learning

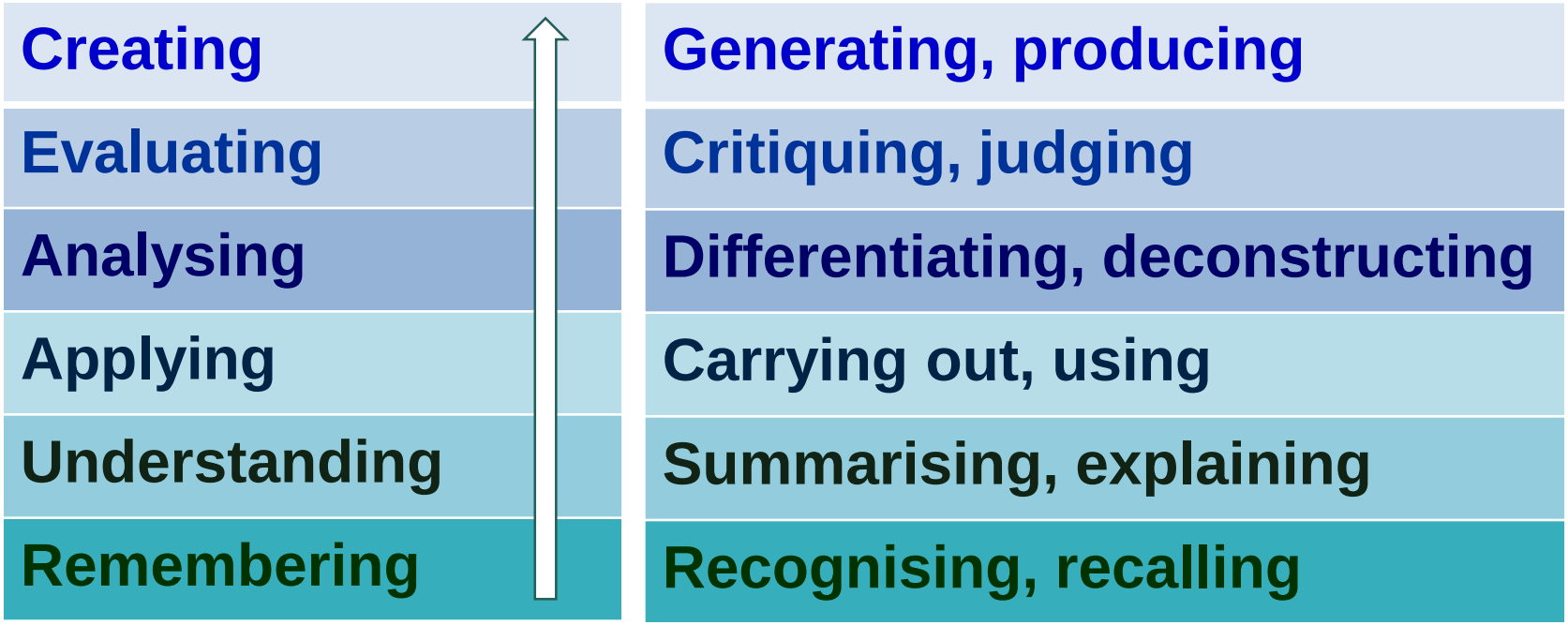
2. Lecturing and student learning

- Surface learning encouraged by
  - Heavy workload
  - Lack of independence
  - Passive learning
  - Assessment encouraging recall
  - Lack of interest
- Deep learning encouraged by
  - Active involvement
  - Relating to experience
  - Choices
  - Progressive subject development
  - Applications

Bloom's taxonomy of learning objectives

Adapted by Anderson and Krathwohl (2001)

Higher level learning



Lower level learning

3. Activities and breaks

- **Do not talk for the whole hour!**
  - **Diminishing returns**
    - **Attention wanes**
    - **Comprehension and learning declines**
  - **Give students things to do that aid their learning**
    - **Don’t worry about not ‘covering so much’**
  - **Even give them a break**

3. Activities and breaks

- **Activities**
  - Tests/quizzes (use of Audience Response System?) .
  - Brief discussion with neighbour
    - e.g. policy implications
    - List of advantages / disadvantages
  - Doing a calculation / completing a diagram
  - Worksheets
    - Hybrid between lecture and workshop
- **Break**
  - Watch video
  - Compare notes
  - Tidy up your own notes
  - Entertainment

4. Student preparation

- Getting background information
  - Data
  - Case material
- Revisiting previous material
  - Start with a test
- Getting students to identify issues
  - Use of the VLE
- Assigning prior reading
  - Again, start with a test

5. Lecture structure and content

- Clear structure
  - Mapping / overview
  - Issues to be addressed
- Not too much material .
- Examples
- Mixing presentation with student activities

6. Effective presentation

- **Communication**
  - Keep in eye contact with your audience
  - Project yourself
- **Pace**
  - Speed of talking; diction
  - Coverage
- **Notes .**
  - What do you want students to do?
  - Writing versus listening
  - What do you give them?

6. Effective presentation

- Using PowerPoint / OHTs / board
  - How much to write?
  - Do you want students to copy?
    - Talking and writing on the board?
    - Talking over PowerPoint slides
  - Posting notes in advance?
- Presenting graphs and equations
  - Make it active
    - Partially complete diagrams/equations
  - Careful use of colour

6. Effective presentation

- **Some PowerPoint tips**
  - Don’t put too much on the screen
  - Use colour and design carefully
  - Animated diagrams
  - Going straight to a screen: Slide no. + Enter
  - Use black screen (press b)
  - Hyperlinking
  - Avoid ‘death by PowerPoint’☹

7. Building on the lecture

- Note takers
  - Post on discussion board
  - Use for seminars
- Post questions on discussion board
  - Use it as FAQ
  - Start debate going with students
- Directly link to seminars/workshops
  - Material covered
  - Activities in the lecture
- Online study guide: your own or published
  - Think of incentives for use
- Preparation for next lecture