

Lectures - What is Class contact for?

Ralf Becker

The University of Manchester

Big Class Contact - Outline

- Context
- Current practice
- Staff/Student Views
- What is the problem
- What we should do
 - A personal “manifesto”
 - Role of online clips
- Your own thoughts

Are MOOCs a threat?

- I don't think that MOOCs will replace Brick and Mortar Universities
- But caused me to rethink the role of lectures, which they don't use.
- But why not use what they do well ourselves?
- We need to use the asset we have (potential of face to face teacher-student and student-student interaction) better

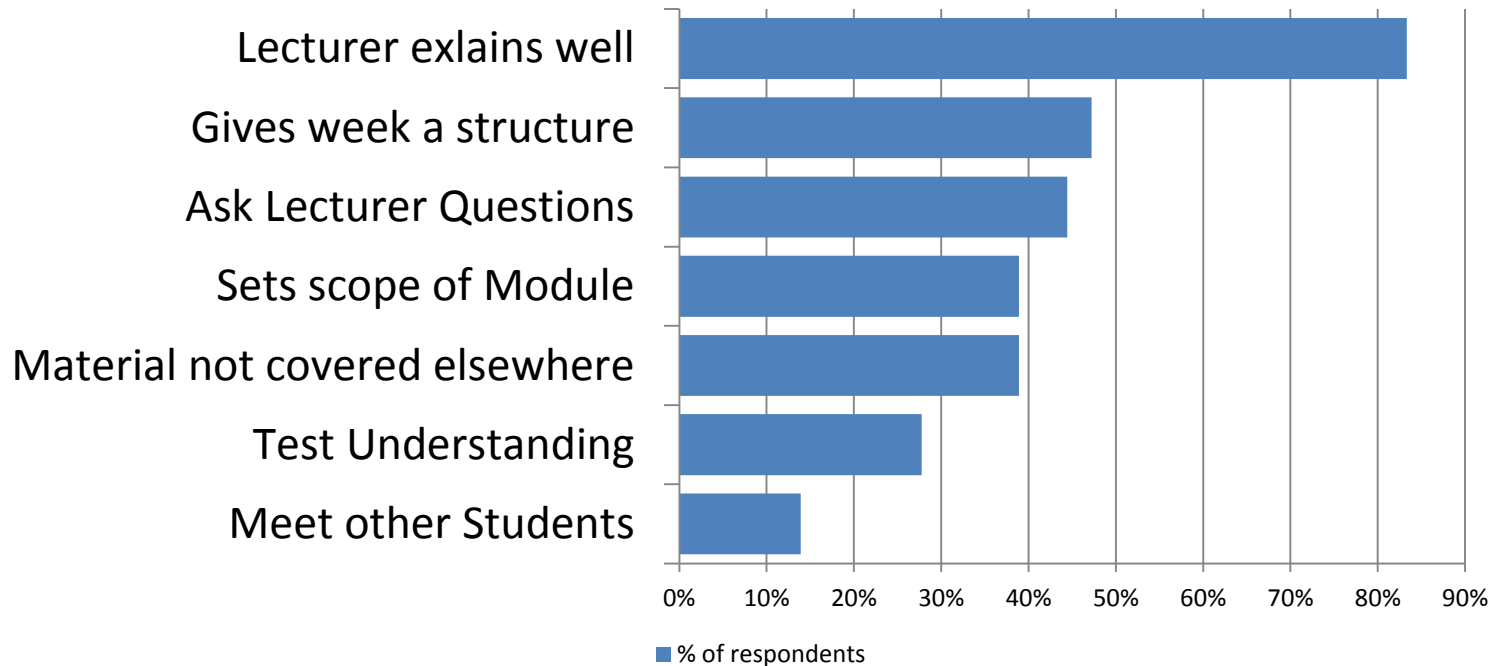
Current Practice

- Basically unchanged
 - Should it change? (Record shop or Bicycle?)
 - Lecture introduces topics
 - Topic motivation
 - Technical/Formal things
 - Limitations
 - Some examples
 - Students are given additional readings
 - Followed up-by tutorials
- Mostly used as first contact with new material. (Just as textbooks are written with that in mind).

The Lecturer's View

- **Why do student's come to Lectures?**
- Responses from 36 FT Teaching Staff in Economics, The University of Manchester

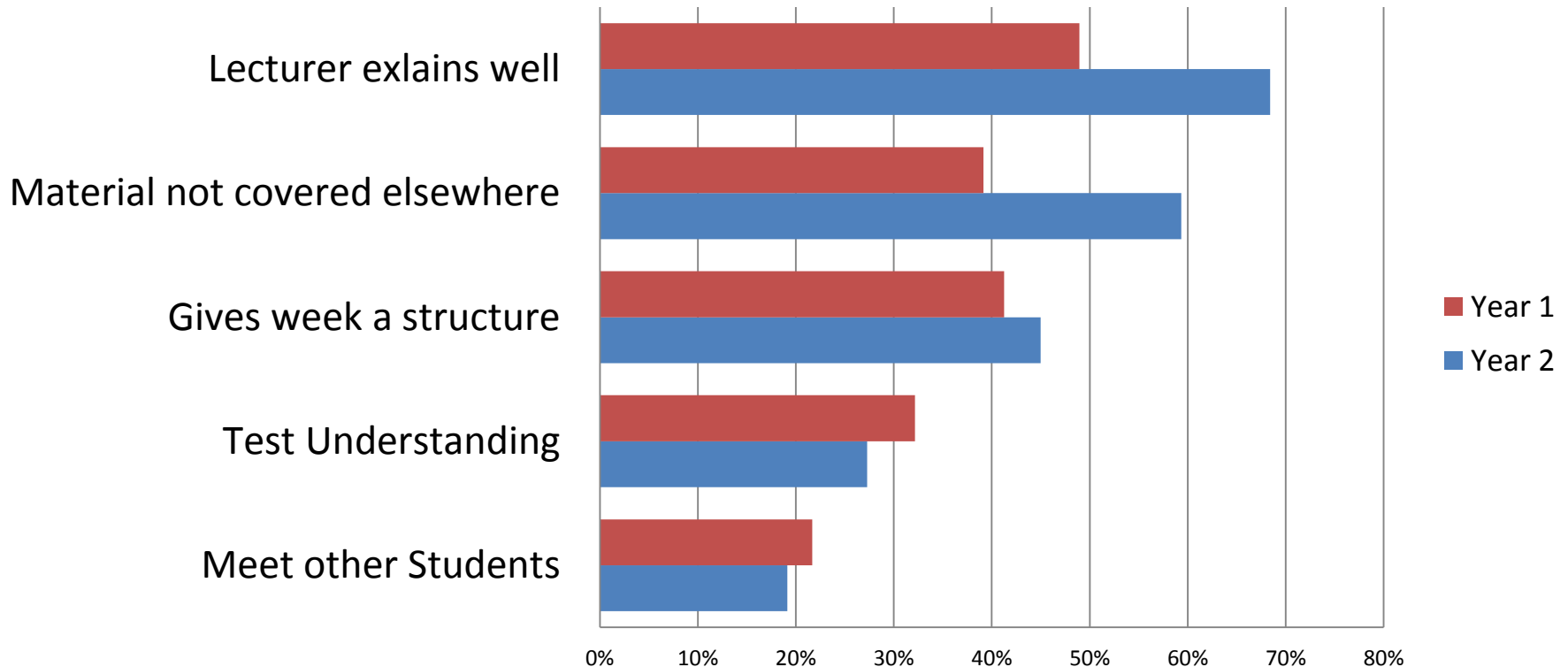
% of respondents (multiple answers possible)



The Student's View

- **Why do student's come to Lectures?**
- Responses from 143 Year 1 and 209 Year 2 Students of Statistics and Econometrics, The University of Manchester

% of respondents (multiple answers possible)



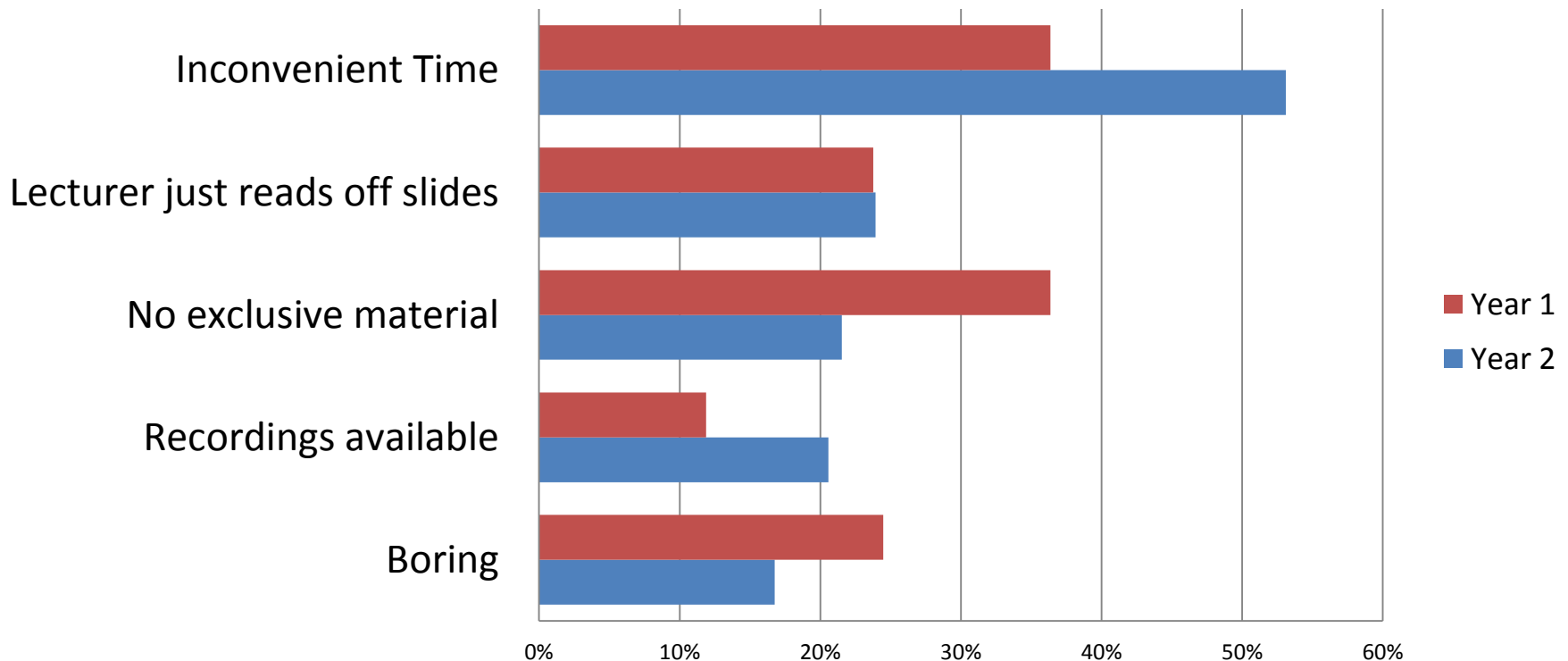
Are these good reasons to have lectures?

- Lecturer explains well (yes, but would probably explain well in an online clip as well)
- Material not covered in any other way (no, this is really “blackmail” to come to lecture)
- Gives week a structure (well, very expensive way to do that)
- Test understanding (excellent reason for the small percentage of students who come prepared)
- Meet other students (indeed a good reason and good use of peers, but what is the lecturers role?)

The Student's View

- **Why do student's miss Lectures?**
- Responses from 143 Year 1 and 209 Year 2 Students of Statistics and Econometrics, The University of Manchester

% of respondents (multiple answers possible)



Summary so far

If they attend, then because ...

- Lecturer explains well,
- Students think it is the only way material is accessible, ...
- But please not before 11am

What's the problem?

Why are standard lectures sub-optimal?

- Speed of delivery (variety of student needs)
- Inability to return to delivery (unless lecture capture)
- Big logistical effort (timetabling, room requirements, transport)

These can be addressed by online clips / textbooks / online resources. As demonstrated by MOOCS and Khan Academy.

What do we want to achieve with class contact?

The somewhat radical view:

- Activities which benefit from teacher-student or student-student contact
- Use our comparative advantage. Lecturers are often expert in areas, hence use lecturers for the more subtle points not the delivery of the standard material)
- Anything else can be delivered cheaper and more flexibly in other ways (reading, online clips, assessments, tutorials, PASS, etc.)

How to use face to face contact

- Small group contact is excellent (e.g. inverted classroom) But expensive
- Large group contact? What to do?
- Certainly not abolish it! (check with Student Union and your Dean!) - For University a cheap way to deliver contact hours
- We need to think about what a lecture delivers better than any other vehicle (small group teaching, self-study, online clips, etc.)

My “manifesto”

- To convince you that the alternative “material delivery” possibilities allow us to re-evaluate how we deliver material to students and what we can do in lectures

	Lectures	Reading	Online / Supported Self Study
So far	Main Material delivery vehicle (examples where possible) 1	Used to supplement Lecture Material (alternative expositions) or for Reading intensive subjects (e.g. Economic History) 2	Online quizzes 3
Better ?	Extensive examples / illustrations; Feedback on understanding 2/3	Used to supplement Lecture Material (alternative expositions) or for Reading intensive subjects (e.g. Economic History) 2/3	Main Material delivery vehicle 1

Online Clips

- I think that much of what we currently do in Lectures can be better delivered/explained through Online Clips
- Online clips are great for
 - explaining complicated/formal matters
 - allowing students to slow down and speed up
 - being available all across the term
 - Incorporating software work/demos
 - Incorporated MC Questions
- But considerable up-front investment
- Requires clear understanding by students that online delivery is integral to course and needs to be consumed weekly

How are online clips used?

Ralf Becker (ralffbecker) >

ECON20110 Testing for Structural Change

Uploaded: 21 Mar 2013 - Duration: 27:37 - Lifetime views: 714

VIDEO

5 Apr 2013 – 25 Aug 2013

VIEWS
650

ESTIMATED MINUTES
WATCHED
6443

Line chart

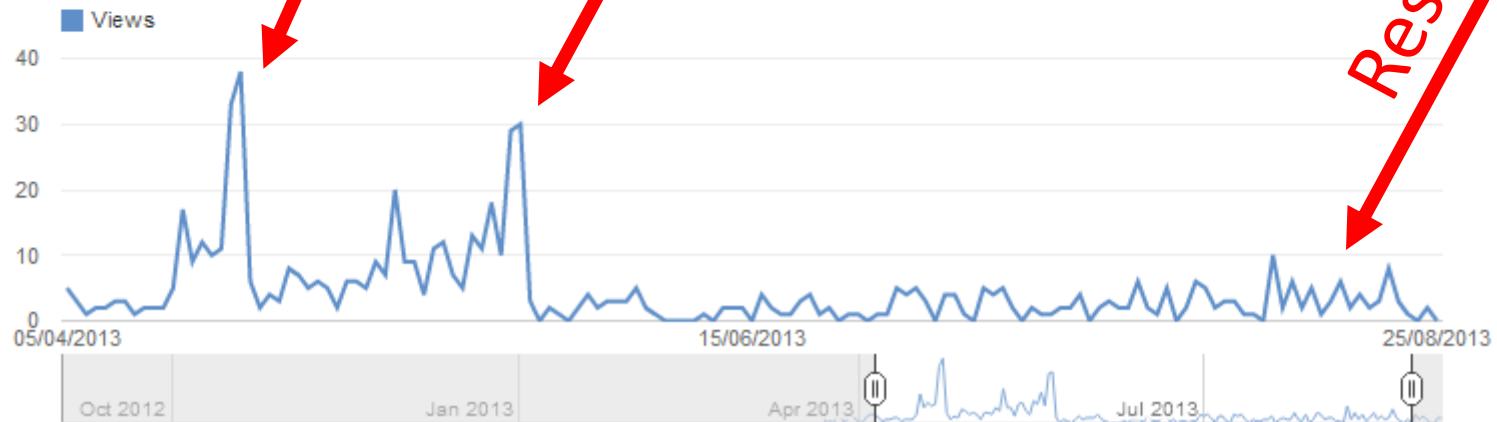
Multi-line

Stacked area

Map

Daily Stats

Compare metric



What to do in lectures?

- Very much depends on your course unit and your students
- Activities that are interactive
 - Perhaps slow walk through example
 - Discussion of empirical applications
 - Link from theory to reality
 - Clicker Sessions
 - Classroom experiments
- Focus on intuition, not technicalities (if the latter are important part of syllabus think whether online clips may be more useful or if textbooks do a good job)
- And more than anything else, BE ENTHUSIASTIC, motivate students to want to learn more