

TLHEP 2009-10
Induction Day Two
Starting to lecture

Stephen Bostock and Emma Dawson

The plan for this lecture

1. Planning a lecture
2. Speaking, holding attention
3. The experience of lecturing
and of being lectured
4. Slides, boards, handouts, technology
5. Evaluating

Aims and outcomes

Aims

- To raise awareness of some issues in lecturing for new teachers
- To reassure you that good planning and a few tips on teaching can produce a good student learning experience

Learning outcomes: you will be better able to

1. Empathise with your students' experiences in your lectures, in order to ...
2. Plan and deliver effective lectures to promote student learning

Plan what the students do

Time	Topic/teacher activity	Student activity
05	Introduction: context, plan, learning outcomes	Retrieve handout, have paper & pen ready
10	Topic 1 – 3 slides	Annotate handout
20	Quiz on topic 1 – 2 MCQ slides	Do quiz, mark in pairs
25	Topic 2 – 4 slides	Make notes, annotate handout
40	Set buzz group task	Buzz group on topic 2
45	Ask for results of buzz group	Give results
50	Summarise, review learning outcomes, instructions for next...	Self check learning outcomes

Showing structure: a lecture template

1. Title slide information: module, lecture, lecturer ...
2. Where this lecture fits
3. Aims/learning outcomes of this lecture
4. Content/activity/content/activity ...
5. Final quiz, return to the aims, where next

Some comments about speaking and staying in control

The First Lecture



Dr Julie Bannerman

Christine



Marie



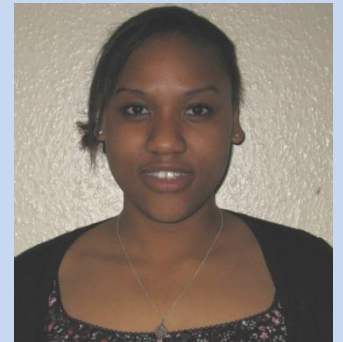
Peter



Ross



Sarah



In pairs/threes

- What advice would you give to Julie, the lecturer?
- What advice would you give to any one of the students?

Technology, lecturing aids

- A session plan and your notes
- Use PowerPoint or not? For new lecturers...
 - ✓ Give scaffolding, prompting, looks professional
 - ✓ Show pictures, diagrams ... but
 - ✗ Too many slides, too much content, and it becomes an autocue, trapping you, boring
 - ✗ Passive students aren't learning

It's not about you

Get feedback about students' experience and learning

1. From **students** : results of their activities in class; body language, buzz; quick classroom evaluations (what would improve...)
2. From **colleagues**, mentor, tutor
3. From critical **incidents** you reflect on
4. From pedagogical **literature**

Use that feedback to reflect on and make changes, week by week, year by year

Review of outcomes

1. Empathise with your students' experiences in your lectures, in order to ...
2. Plan and deliver effective lectures to promote student learning

Now write ...

Good luck!

But you won't need it