



Active Lectures

Learner Autonomy

Develops learner autonomy and student expectations, especially in relation to the responsibility students have for their learning and that of their peers.



Active Lectures

Mixed Mode

The teaching methods change to become more active as the learner becomes more capable and confident

Learner autonomy

Active Lectures

What does this look like? Consider...

- ▶ **What's new?** - pick up each week on a story in the news and connect it to the course to connect study to the outside world. Or, highlight journal articles or research findings to show how the subject matter is alive. Ask students to bring in news and award a prize for the best contribution each week.
- ▶ **Spend plenty of time talking about learning** - give examples of what engagement on the course looks like.
- ▶ **Student mentors** - draw upon students who exemplify good learning by recording videos like 'What does Reflective Learning Mean to Me?'
- ▶ **Peer Assisted Learning** – experienced learners are trained to support less experienced learners creating opportunities for both.
- ▶ **Engagement with the debate (1)** - "I've presented one theory or model. Suggest one way in which it could be tested empirically."
- ▶ **Engagement with the debate (2)** - "I've presented one theory or model. Offer one critique or counter example."

Produced by Quality Enhancement with academic staff from all faculties



Mixed mode

Active Lectures

What does this look like? Consider...

- ▶ **Reading matters** - if you find yourself reading - stop! Let the students read. "Read the case / text / poem / account... on the hand out." Don't rush them. Be sensitive to anyone who may be dyslexic.
- ▶ **Voting** - "Everyone stand up and consider the answers I have given. If you think the answer is 'a', sit down; 'b?', sit down; if you're still standing, you are right!" Discuss.
- ▶ **Pub quiz** - "Take 4 minutes to answer the questions in your hand out to help you to assess your understanding. Then swap and mark your neighbour's answers."
- ▶ **Video examples** - "This video clip contains several examples illustrating the theories we have just discussed. Note the examples so we can discuss them afterwards."
- ▶ **Bringing the Outside World In** - video, webinars, podcasts, Google Hangouts and screencasts are some of the technologies that allow you to 'bring in' people from beyond the University. How can these people engage your students?
- ▶ **Research Critique** - "I obtained the data using the method in your hand out. In threes, how effective you think the research design has been? Suggest ways to improve it."
- ▶ **Twitterfall back channel** - use a twitter hashtag for your lecture and display the student comments as they post them. Frequently refer to the student comments.

Produced by Quality Enhancement with academic staff from all faculties





Active Lectures

Valuing Time Together

Time together is highly valued by all



Active Lectures

Flexible and Unbounded

*Expectations for 'lecture', from the spaces we use and the roles we adopt, are actively explored by teachers and students.
The timetabled lecture can take place anywhere, real or virtual, and involve anyone.*

Valuing time together

Active Lectures

What does this look like? Consider...

- ▶ **Circulate** - don't get stuck to the podium. If you are amongst the students you signal how much you value their contribution and engagement.
- ▶ **Question time** - "Write down one or two questions you have at this point. Get the question exactly right... Ask the people around you until you're satisfied."
- ▶ **Think, pair, share** - students are required to think about a problem initially on their own, then with a partner and finally share with a group or the class.
- ▶ **Brainstorm** - "Shout out all the factors that you think might be important in 'this situation'. I'll jot down keywords so we can discuss them in a moment."
- ▶ **Making theory work** - "Think of an example to illustrate the theory. Discuss your idea with your neighbour. Be prepared to share your example."
- ▶ **Comparing** - "Now I've outlined these two theories, what are the most important similarities and differences between them? Make notes on this for a couple of minutes."
- ▶ **Annotate an image** - Give students a copy of an image/diagram and get them to annotate it in pairs so that they engage with the material before you cover it. Get feedback from pairs and run analysis as a discussion.

Produced by Quality Enhancement with academic staff from all faculties



Flexible and unbounded

Active Lectures

What does this look like? Consider...

- ▶ **Get student feedback on the lecture** - before, during and after the lecture.
- ▶ **Detectives** - use Case-based Learning scenarios by providing a collection of 'clues' or contextual information in a range of media (e.g. Letters, documents, newspaper headlines, photographs, etc). Use a scenario problem for students to solve together.
- ▶ **Fill in the gaps** - based on pre-work, task students with filling in missing words or data. Include actions for further enquiry. Reward right answers with kudos points or prizes!
- ▶ **Flipped Classroom** - use time in class to clarify and apply knowledge developed before class through reading, videos and research activities e.g., see Flipping project at Bath <http://flippingproject.wikispaces.com/Flipping%21>
- ▶ **The Jury's Out (Moot)** - use the lecture space as a moot space. Each week ask two small student groups to research a contentious issue. One group will offer a formal defence, the other a 'prosecution'. Next week new groups will argue a new case.
- ▶ **Just visiting** - invite others to present to your students. If necessary bring them in using Skype, Google Hangouts or video.
- ▶ **Director's commentary** - find slides on Slideshare.net that peers in your profession have produced. Use them with a commentary or critique (you and/or your students).

Produced by Quality Enhancement with academic staff from all faculties



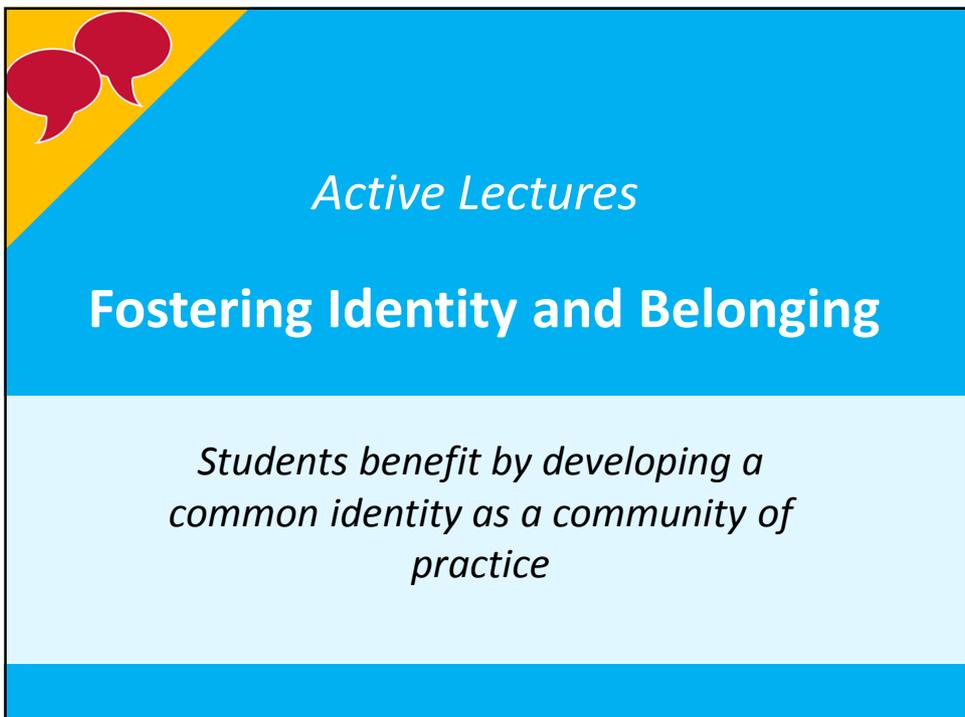


Active Lectures

Clarity and Support

Time spent clarifying is often more useful than time spent giving out information

The slide features a red background with a yellow triangle in the top-left corner containing two red speech bubbles. The text is centered and uses a mix of bold and italicized fonts.



Active Lectures

Fostering Identity and Belonging

Students benefit by developing a common identity as a community of practice

The slide features a blue background with a yellow triangle in the top-left corner containing two red speech bubbles. The text is centered and uses a mix of bold and italicized fonts.

Clarity and support

Active Lectures

What does this look like? Consider...

- ▶ **Don't proceed unless the way is clear** – regularly provide a chance for clarification.
- ▶ **Clarification** - check understanding, answer questions, use metaphors and always connect the lecture to the course outcomes.
- ▶ **It's critical** - know what it's critical to emphasise. Re-affirm important points.
- ▶ **Read your notes** - "Take two minutes to look at your notes. Check them, fill in gaps, make sure you understand them. Can you read your own writing..?"
- ▶ **Ask students to** - compare their understanding with partners, generate metaphors, draw pictures, create a Google or library action plan.
- ▶ **The expert voice** - use Skype or videos to bring in people who can explain it better than you can.
- ▶ **Hold a vote** and say "students often find this difficult. Do you understand it?"
- ▶ **Audience response systems (Clickers)** - Use an electronic voting response system (like the free Socrative app) to create live data and to gauge student understanding. Think about sharing the data later through Blackboard as collective products from the session.

Produced by Quality Enhancement with academic staff from all faculties



Fostering identity and belonging

Active Lectures

What does this look like? Consider...

- ▶ **Welcome** - begin your lecture by sharing news, asking people how they are, have an ongoing competition or bit of fun, pick up on questions asked in other fora, etc.
- ▶ **Make it real!** - your discipline, the topic and the level of the students will determine what activities are most relevant or practical for you and your students.
- ▶ **Share your notes** - "Compare what you have written with the person next to you. Then both improve your notes." Be sensitive to anyone who may be dyslexic.
- ▶ **Problems, problems...** - use problems to encourage high quality thinking e.g. "Tackle this problem I am displaying on the screen" or "In pairs, discuss the following question" or "What does this picture illustrate?" or "Why is this conclusion invalid?" Or...
- ▶ **Pass the Parcel or Summaries** - depending on the size of the group (20 is optimum) form a collective overview. You can create a class podcast by passing an audio recorder (smartphone) round. Allow ten minutes at the end of the class: "Together we will summarise the session and form an action plan. Each person to share one take away point. Each contribution must be different, so look at your notes and share one key idea or action point. You can build upon a previous point but not duplicate it!" Post the recording to Blackboard.

Produced by Quality Enhancement with academic staff from all faculties





Active Lectures

Event Design

Design the event so that the engagement flows and grows. Where possible take account of what happens prior to the lecture and after it to ensure students are ready and able to engage and act

Event design

What does this look like? Consider...

Active Lectures

- ▶ **Take a Break!** - Talk for no more than 20 minutes. Then involve the students. Include a two minute leg stretch to re-open their minds. (But keep them in the room).
- ▶ **Change it!** - Change the pace, the focus, the roles, the voices....
- ▶ **Creating a rocky road** - begin by creating problems to be unravelled and resolved during the lecture.
- ▶ **One problem after another** – try using Problem > Information > Summary > Problem.
- ▶ **Reflection** - "Take five minutes to think about what we have dealt with so far. Quietly, create a revision note to your future self." Use a template each week to facilitate this.
- ▶ **One minute paper** - each student creates a personal written summary of what they have learnt in the lecture and notes 'further research' questions for them to carry out during the week. "What do you need to read, try out, get practice on. Be specific. I'll ask you about your plans in a minute."
- ▶ **Prediction** – in presenting a derivation of proof ask "What happens next? "
- ▶ **Sandwich design** - 15-20 minutes establishing ideas, 15-20 minute activity, then wrap up with a 15 minute lecture slot.