



An introduction to teaching

Teaching large groups

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What some students think

How important is each of the following is for you when you think about what makes a good lecturer?

	<i>A lot</i>	<i>Quite a lot</i>	<i>Not much</i>	<i>Not at all</i>
Gives good notes	98	12	2	0
Gives well organised lectures	83	25	2	1
Knows the subject	77	33	2	0
Goes at an appropriate pace	74	38	0	0
Talks in an interesting way	52	44	13	3
Is enthusiastic about the subject	48	53	9	2
Listens to students	30	55	25	2
Is good fun	29	50	32	1
Is easy to talk to	25	43	39	5
Varies the pace of lectures	5	31	59	5

Alan Slomson, University of Leeds

<http://ltsn.mathstore.ac.uk/workshops/induction2002/slomson.htm>

What are lectures for?

- 1 Applying known concepts or principles to solving problems in new situations
- 2 Remembering specific facts
- 3 Analysing information into its constituent elements
- 4 Evaluating or making critical judgements
- 5 Organising facts to make sense of them
- 6 Synthesising or putting together information in new or original ways

Types of lecture

- Dictated lecture
- Students listen and take notes
- Students are asked questions by their tutor
- Students are encouraged to ask their tutor questions
- Students are asked to address problems and discuss solutions in pairs and fours

Levels of learning

- Evaluation
- Synthesis
- Analysis
- Application
- Memory

Key questions

When lecturing -

- What are you trying to achieve?
- Will what you do and say help to achieve it?

Sequence of topics

- Easiest first
- Thematic
- Logically sequential
- Historical /
chronological
- Geographical
- Normal / abnormal
- Most immediately
helpful
- Controversial
- Theoretical / practical
- Reducing
apprehension
- Familiar

A basic lecture structure

- Introduction and overview
 - purpose and context; overview of main points; revision of earlier material
- First main point
 - summarise point; develop and explain ideas; examples; restatement of point
- Second main point (etc)
- Summary and conclusions
 - Restate and review main points; conclusions or implications; details of next lecture / related work

Comparative structure

- Introduction and overview
- Theory A
- Theory B
- Criteria for comparing theories
- Comparisons and contrast between theories
- Summary and conclusions

A quest or story

- The goal or starting point
- Clarification, contextualisation, justification of the above
- Steps on the journey
 - Successes, failures, insights, confusions, breakthroughs, wrong turnings
- The goals achieved (or not)
- Recap and conclusions

Academic argument structure

- Introduction
- Overview of presenter's position and supporting arguments
- Counter-arguments
- Demolition of counter-arguments
- Further arguments in favour of lecturer's position
- Conclusions
- Restatement of own position
 - modified or strengthened in light of counter-arguments

Signposting the talk

- This lecture falls into four parts ...
- I'm going to make three key points ...
- I shall talk for ten minutes, ask you to undertake a short activity, gather your ideas and draw some conclusions ...
- I shall advance the following argument in my talk ...

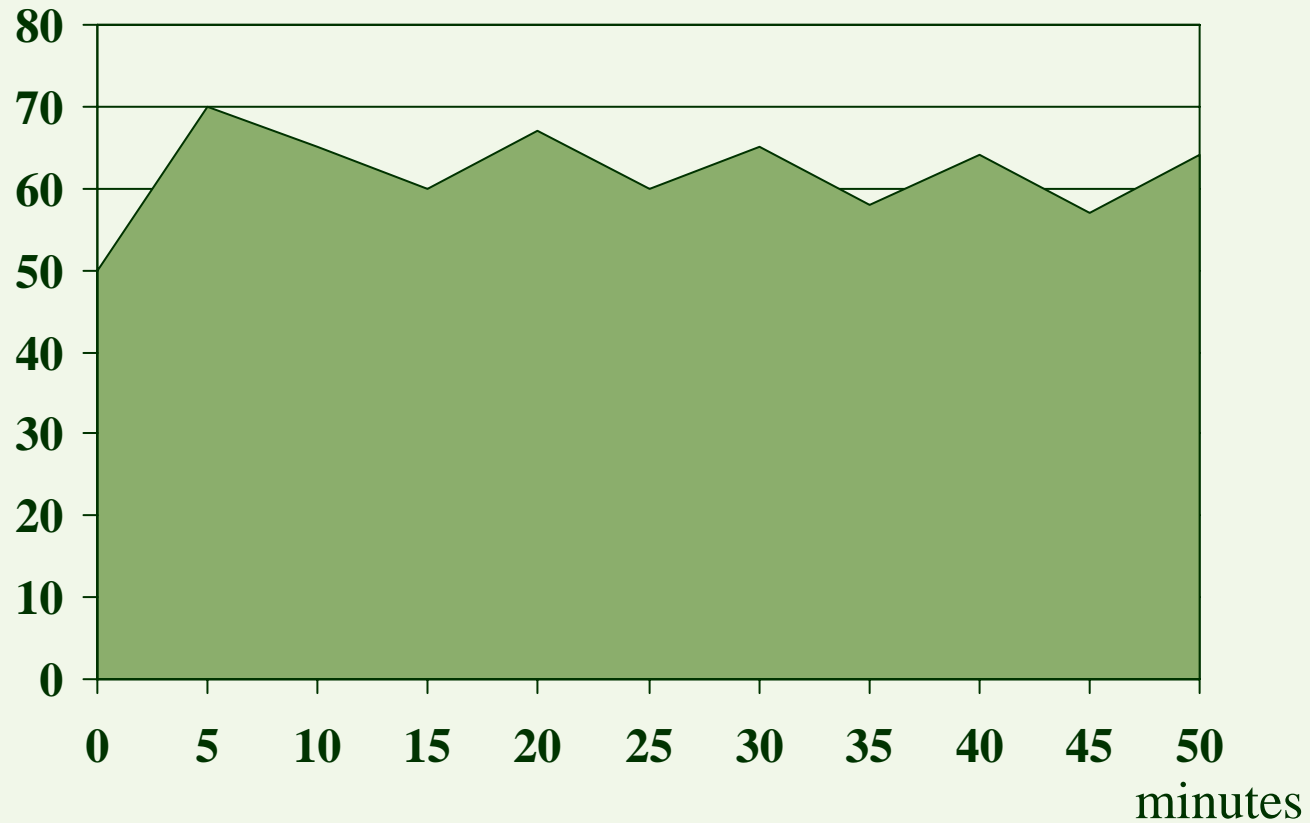
Level of concentration

concentration



Maintaining attention span

concentration



Breaks and activities

- Take a break
- Read own notes
- Read another's notes
- Write down a question
- Ask your question
- Tackle a problem / short test
- Discuss a question
- Read some material

Breaks and activities

Careful briefing needed:

- Exactly what they should do, with OHT or handout
- Why they are doing it
- How long they have
- The outcome:
 - group report?
 - students' solutions?
 - your answer?

Regaining attention

Group work means noise, so:

- Give permission
- State a time limit
- Say what signal you will give to stop
 - OHP off and on
 - Hand raised ... etc

Encouraging dialogue

- Establish ground rules
- Ask a clear question
- Encourage student-student discussion or note-making first
- Allow sufficient “wait” time”
- Don’t be surprised by silence
- Treat all questions / comments seriously

Taking notes - 1

What the lecturer might provide

- Reduced OHT handouts
- Skeleton notes as handouts
- Semi-notes as handouts
- Gapped handouts
- Lecture notes and OHT slides on web
- Lecture summary

Taking notes - 2

What the student can be encouraged to do

- Be discerning in what is written down
- Summarise
- Review notes
- Swap notes and thoughts with other students

Taking notes - 3

How tutors can help students

- Brief students at the start of the lecture
- Flag important points before delivering them
- Highlight crucial points
- Review significant points at the end of the session

Handouts

- Purpose and format
- When to give out
- Plan for noise
- Anybody not got one?
- Explain structure and purpose

Chalkboards

- Plan what for and when
- Write big and clearly
- Move across board as you write
- Key points only
- Face students
- Stand aside when finished
- Clean board at the end

Background knowledge

Circle the number that best represents your current knowledge:

1 XXXXXXXX

- (1) Have never heard of it
- (2) Have heard of it, but don't know what it means
- (3) Have some idea what it means, but not too clear
- (4) Have a clear idea what it means and can explain it

2 XXXXXXXX

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Gaining feedback on learning

Minute paper

Please answer each question in one or two sentences:

- 1 What was the most useful or meaningful thing you learned during this session?
- 2 What question(s) remain uppermost in your mind as we end this session?

Self-presentation

- Posture
- Positioning
- Eye contact

- Projection
- Pitch
- Pace
- Pausing

- Ends of sentences
- Emphasising key words

Valuing the whole sentence

- Once upon a time I had the misfortune to own a VW Beetle.
- It had a 1600cc engine, it was bright orange with customised chrome air vents, and I hated it.
- I can state, categorically, that it was the most unreliable car I have ever owned, and the most expensive to run
- Anything that could go wrong did, and at one point even the knob on the gear stick fell off.
- Like many others, I had been seduced by the Beetle's 1930s styling and by claims that it was entirely reliable.

Key words

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