



Lectures

The lecture still forms the mainstay of teaching within many undergraduate modules.

What is the point of lectures?

Research has shown that even when materials are available through other media, students will still attend lectures for a variety of reasons, including the desire for human interaction and the possibility to ask questions.

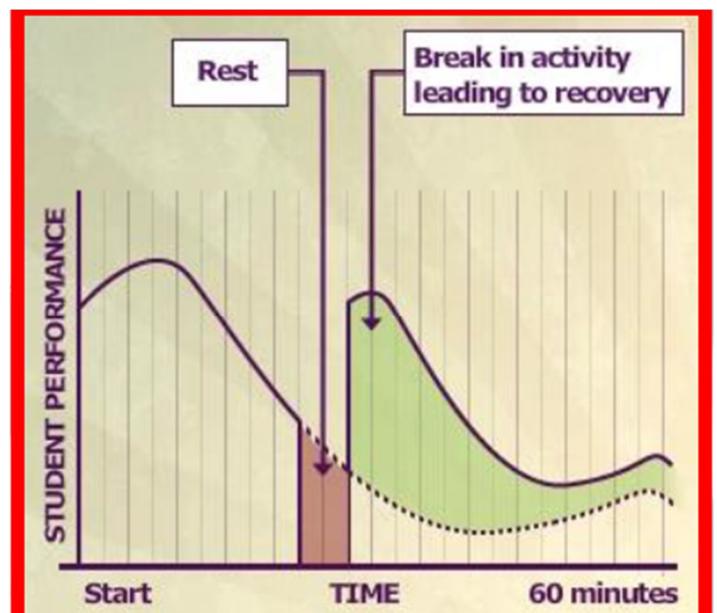
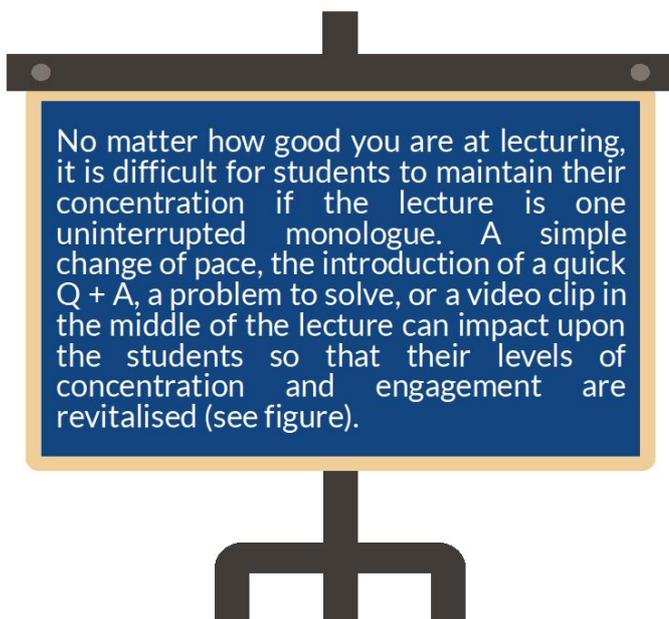
How much content?

There is often a danger of trying to cover too much within a single lecture slot. This is often accompanied by the misconception that if you have mentioned it in the lecture, then they know it. Remember that the total contact time within the lecture theatre is not the sum of their 'learning time'. Many students will need to take the information away and process it at their own speed, and so, it can be argued that it is much better to cover less, but in a way that:

- a) They will understand;
- b) Will inspire them to go and read more about the subject.

Additional content or activities can always be placed on SurreyLearn for students to read before or after the lecture. However, if you expect students to be reading materials before or after the lecture, you should make these expectations explicit.

How do I keep them interested?



A visual summary

End of session

- Leave at least 5 mins at the end of the session to conclude
- End your taught session enthusiastically
- Revise the learning outcomes so the students can link them to the content covered
- Announce the topic of the next taught session
- Let students know where they can access further resources

Before

- Check your teaching room layout
- Inform yourself about other teachers reading lists
- Attend previous / related teaching sessions
- Inform yourself about student numbers and their previous knowledge
- Design your taught session in 15 – 20 minute blocks
- Provide summaries of taught sessions in advance
- Practice your taught session and check timings

1

During

- Vary your teaching activities and materials
- Explain why you are doing what you are doing
- Try and balance your teaching and interaction time
- Write down and define all technical terms and acronyms
- Try to develop a relationship with your students
- Adapt your session delivery to the layout of the room and address all parts of the room

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Start of session

- Indicate that the taught session has started using a question or activity to get the students engaged
- Outline the what why and how of the session
- Start your taught session enthusiastically
- Arrive early and check all equipment
- Be aware of your personal projection and body language
- Place your lecture in context within the wider programme

After

- Make summaries of your key points available
- Ensure students know where to find the literature you have referred to
- Invite students to write down or email questions they would like answered
- Reflect upon the session and see points of development

Further Resources

Bligh, D. (2000). *What's the use of lectures?* Jossey-Bass.

Jones, S. E. (2007). Reflections on the lecture: outmoded medium or instrument of inspiration? *Journal of Further and Higher Education*, 31(4), 397-406. <https://doi.org/10.1080/03098770701656816>

Yoon, C., Oates, G., & Sneddon, J. (2014). Undergraduate mathematics students' reasons for attending live lectures when recordings are available. *International Journal of Mathematical Education in Science and Technology*, 45(2), 227 – 240. <https://doi.org/10.1080/0020739X.2013.822578>