WELCOME
Prof Lorna Milne
WHAT’S THE USE OF LECTURES?

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Lectures are effective for learning information

<table>
<thead>
<tr>
<th>Teaching Method</th>
<th>Lectures Less Effective</th>
<th>No Significant Difference</th>
<th>Lectures More Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programmed learning and PSI-relateda</td>
<td>20</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Discussion (various)</td>
<td>18</td>
<td>54</td>
<td>22</td>
</tr>
<tr>
<td>Reading and independent study</td>
<td>10</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>Inquiry (e.g., projects)</td>
<td>6</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Other (mostly audio, TV, computer-assisted learning)</td>
<td>27</td>
<td>57</td>
<td>20</td>
</tr>
</tbody>
</table>

From Bligh (2000) pg 5
Use discussion to promote thought

**TABLE 1.3. NUMBER OF EXPERIMENTAL COMPARISONS OF LECTURES WITH OTHER METHODS WHERE PROMOTION OF THOUGHT IS THE CRITERION.**

<table>
<thead>
<tr>
<th>Teaching Method</th>
<th>Lectures Less Effective</th>
<th>No Significant Difference</th>
<th>Lectures More Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>29</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Reading and independent study</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Inquiry</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other methods</td>
<td>12</td>
<td>17</td>
<td>0</td>
</tr>
</tbody>
</table>

From Bligh (2000) pg 9
Use practice for behavioural skills

<table>
<thead>
<tr>
<th>Teaching Method</th>
<th>Lectures Less Effective</th>
<th>No Significant Difference</th>
<th>Lectures More Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice of the skill</td>
<td>13</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Observation (e.g., demos)</td>
<td>5</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Other methods</td>
<td>9</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

**TABLE 1.8. NUMBER OF EXPERIMENTAL COMPARISONS OF LECTURES WITH OTHER METHODS WHERE THE DEVELOPMENT OF BEHAVIORAL SKILLS IS THE CRITERION.**

From Bligh (2000) pg 19
Encoding
Meaning
Test their understanding

**Figure 2.5. The Value of Retrieval Following a Lecture.**

![Graph showing data on percentage recalled over days from lecture.]

- **Source:** Adapted from Bassey (1968).
- **Data reworked from Jones (1923).**

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From Bligh (2000) pg 40
‘TELEMATIN’ LECTURE

Dr David Evans
Odile Rimbert
What Is Interval Training?

• A type of physical training that alternates high- and low-intensity exercises and phases.

• Advantages:
  – Burns more calories (than the so-called continuous training)
  – Strengthens the heart muscle
  – improves aerobic capacity
  – Trains more muscles more effectively
Interval Lecturing

• A approach to lecturing that combines higher and lower intensity activities for the students:
  
  – Lower intensity activities: listening to the lecturer
    • Encoding $\rightarrow$ storing information

  – Higher intensity activities: applying or summarizing the information received from the lecturer
    • Retrieval $\rightarrow$ recovering information
Interval Lecturing

• Combining high- and low-intensity activities:
  – Well-defined sections within each lecture

  3’ + 15’ + 5’ + 15’ + 5’ + 5’

Introduction + Explanation + Application + Explanation + Application + Conclusions

  Low Intensity      High Intensity      LI      HI
Interval Lecturing
Interval Lecturing

• Use different teaching styles:
  a) Story telling
  b) Puzzle solving
  c) Debate summary
Interval Lecturing

• Advantages:
  – Helps encoding information
  – Fosters retrieval (and increases retrieval speed)
  – Hones analytical skills
  – Engages students ➔ interactive lectures
‘FLIPPED LECTURE’
Prof Simon Dobson
GROUP DISCUSSION

Could you implement these approaches in your own teaching?

Do you have any other examples of engaging approaches to lectures?
CLOSE

Prof Paul Hibbert