

Engaging students in lectures – activities to try in lectures

For more detailed information about these activities including examples, please see SWAP's website.



Further resources

Publications

- Biggs, J. (2003) *Teaching for Quality Learning at University*, 2nd ed. Buckingham: The Society for Research into Higher Education & Open University Press
- Edwards, H., Smith, B. & Webb, G. (eds) (2001) *Lecturing: Case Studies, Experience and Practice*, London: Kogan Page
- Hogan, J. (1999) Lecturing for Learning. in Marshall, S, Fry, H. & Ketteridge, S.(eds) *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*, London: Kogan Page
- Race, P. [2001] (2006) *The Lecturer's Toolkit*, 2nd ed. Abingdon: RoutledgeFalmer
- Waugh, G.H. & Waugh, R.F. (1999) The value of lectures in teacher education: the group perspective. *Australian Journal of Teacher Education*, 24, 35-51.
- Irving, Z. & Young, P. (2005) When Less is More: The Dominance of Subject-Content in the Teaching of Undergraduate Social Policy, *Social Policy and Society*, 4.1, 1-9
- Irving, Z. & Young, P. (2004) Enabling Robert to learn like Susan: the use of lectures in undergraduate teaching of Social Policy, *Learning and Teaching in the Social Sciences*, 1.2, 121-137
- *Journal of Teaching in Social Work*, The Haworth Press Inc. www.haworthpress.com/store/product.asp?sku=J067

Web resources

- University of Nottingham Promoting Enhanced Student Learning (PESL) website – Teaching methods: Large group teaching www.nottingham.ac.uk/teaching/resources/methods/largegroup
- Keller's ARCS (Attention, Relevance, Confidence, Satisfaction) model www.arcsmodel.com/Mot%20dsgn%20A%20model.htm

Social policy and social work resources

- Burgess, H. & Taylor, I. (eds) (2004) *Effective learning and teaching in social policy and social work*, Abingdon: RoutledgeFalmer

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Maximising student learning in lectures

With increasing numbers of students, most academics will have to teach large groups of between 50 and 300 students. The standard method for teaching large classes is the lecture. Lectures can be effective ways of delivering information and communicating the lecturer's personal interpretations to large numbers of students. However, there are several difficulties that need to be overcome including student participation, anonymity of students created by large numbers, and room layout. This guide has been produced to provide you with some ideas for maximising student learning in lectures. The sister guide 4b is written by social work and social policy students on what makes a good lecture(r).

Familiarise yourself with the technical kit – microphones etc.

Anne Quinney, Senior Lecturer in Social Work

Focus upon members of the audience who seem to be engaged

Julia Waldman, Deputy Director of SWAP

Use Powerpoint judiciously! Avoid "death by bullet point"

Anon

Know your audience!

Karen McLaughlin, Practice Learning Project Officer

A good lecturer holds people's attention

Diane Diamond, student

It helps when lecturers don't talk too fast and allow for quick note taking

Kanishka Wattage, student

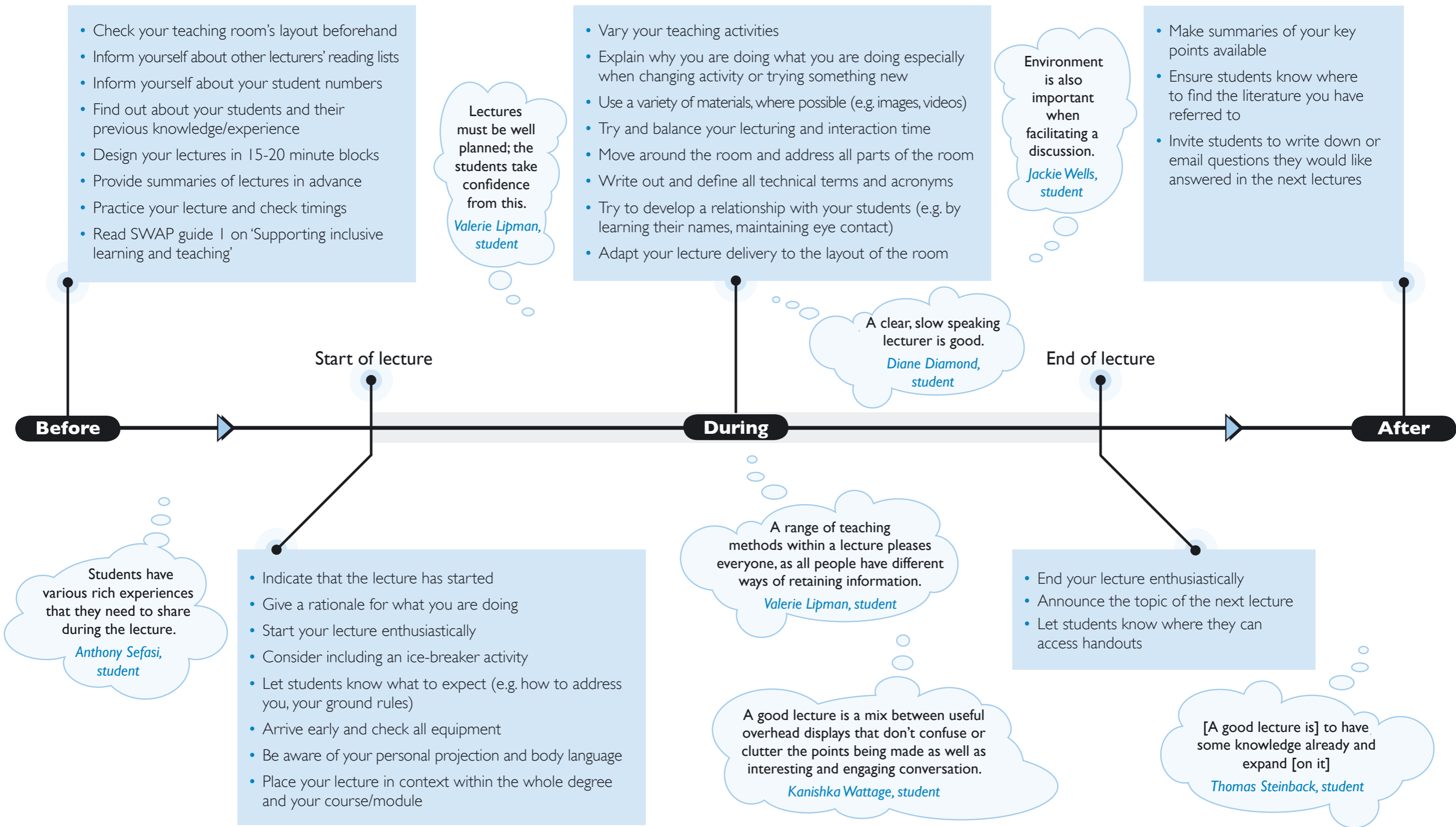
The lecturer should have respect for the students and vice versa. Encouraging the student to think is also critical

Valerie Lipman, student

Having people with diverse views is important

Jackie Wells, student

One of a series of short learning and teaching guides designed by SWAP to support learning and teaching in social policy and social work. Each guide includes some top tips, more detailed information on their application in practice and a list of further resources.



What matters in lectures?
(Waugh & Waugh, 1999)

- a relaxed atmosphere
- structure and clarity of the course
- compelling, "real-world" content
- balance between light-heartedness and seriousness
- personal and helpful relationship with the students
- arranged and interesting breaks
- relevant illustrations and examples
- motivating and stimulating delivery
- accompanying tutorial system