Research and Teaching at UNLV

Lecturing for Learning

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Overview

Purpose (benefits):

Knowledge:
- state of research overview (brief)
- four strategies to promote learning in lecture

Skills: apply strategies to video-clips

Task (what we do; how we do it):
- (me) review
- (you and IDR providers) apply findings to lecture videos

Criteria (how well are we doing?)

Participants will leave with
- ways to know if students are “getting” the lesson
- four strategies you can use to promote learning in lecture
Henry of Germany delivering a lecture to university students in Bologna. Artist: Laurentius de Voltolina; *Liber ethicorum des Henricus de Alemannia*; Kupferstichkabinett SMPK,Berlin/Staatliche Museen Preussischer Kulturbesitz, Min. 1233

active learning

SRS clickers

MOOCs

blended

disruptive innovation
Ideally, what should students be doing?
Strategies for learning in lecture classes:
(for promoting student behaviors on our list)

1. Introduce and conclude with overview of **purpose**, **task criteria** for students’ learning
2. Set up awareness of need to know, and desire to know
3. Empower students to practice skills and apply knowledge through class activities, projects
4. Invite students’ assessment of their learning:
   - What were the most important points from today’s lecture?
   - What topic or concept remains the least clear to you?
   - What would you like to hear more about?
Students’ Views on Learning (national study)

Transparency Project Findings

Transparent methods benefit students who are unfamiliar with college success strategies by explicating learning/teaching processes.

Transparent Assignment Design benefits students at intro level in all disciplines:
- felt valued as student
- recognize when need help
- confidence to succeed
- perceived content mastery
- perceived skills development (UULOs)

Areas where UNLV students lack confidence
Strategies for learning in lecture classes:
(for promoting active learning as per our list)

1. Introduce and conclude with overview of purpose, task criteria for students’ learning
2. Set up awareness of need to know, and desire to know
3. Empower students to practice skills and apply knowledge through class activities, projects
4. Invite students’ assessment of their learning:
   – What were the most important points from today’s lecture?
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When is active learning essential in the lecture?

When the concept is **crucial** for students to understand
When the skill is **crucial** for students to perform

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<table>
<thead>
<tr>
<th>Passive Learning</th>
<th>Active Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Receiving</strong></td>
<td><strong>EXPERIENCES</strong></td>
</tr>
<tr>
<td>information</td>
<td>Doing</td>
</tr>
<tr>
<td>and ideas</td>
<td>Observing</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>On <strong>what / how</strong></td>
</tr>
<tr>
<td></td>
<td>one is learning;</td>
</tr>
<tr>
<td></td>
<td>Alone, w/others</td>
</tr>
</tbody>
</table>

Dee Fink, Significant Learning Experiences, 2003
Invite students’ assessment of their learning:

– What were the most important points from today’s lecture?
– What topic or concept remains the least clear to you?
– What would you like to hear more about?

What’s missing?
What do these strategies look like in practice?

1. Introduce and conclude with overview of purpose, task criteria for students’ learning
2. Set up awareness of need to know, and desire to know
3. **Empower students to practice skills and apply knowledge through class activities, projects**
4. Invite students’ assessment of their learning:
   - What were the most important points from today’s lecture?
   - What topic or concept remains the least clear to you?
   - What would you like to hear more about?
Examples

- **Michael Sandel** (Derek Bok Center for Teaching and Learning video series, copyright President and Fellows of Harvard University)

- **Eric Mazur** (Derek Bok Center for Teaching and Learning video series, copyright President and Fellows of Harvard University)
Strategies for learning in lecture classes:

1. Introduce and conclude with overview of purpose, task criteria for students’ learning
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4. Invite students’ assessment of their learning:
   – What were the most important points from today’s lecture?
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How to improve these examples?  
(an active learning exercise!)

• Michael Sandel  (Derek Bok Center for Teaching and Learning video series, copyright President and Fellows of Harvard University)

• Eric Mazur  (Derek Bok Center for Teaching and Learning video series, copyright President and Fellows of Harvard University)

• James Tanton  
  https://www.youtube.com/watch?v=kyiwGxOVDn8&list=PLF1AABAA0C1CC3C7E&index=9

• Barbara Oakley  
  https://class.coursera.org/learning-001/lecture/47
Why/how are we doing this exercise?

**Purpose (benefits):**

- **Knowledge:** our 4 strategies
- **Skills:** apply strategies to video-clips
  3. Empower students to practice skills and apply knowledge through class activities, projects

**Task (what we do; how we do it): (10 min)**

- (4 min) With your table group, watch the videoclip on the ipad
- (5 min) With your group, suggest improvements
- (5 min) 1 reporter from each table shares improvements with all

**Criteria (how well are we doing?)**

- Do you see ways that our 4 strategies could lead to improvements?
- Does your table have 2 or 3 improvements to suggest?
Strategies for learning in lecture classes:

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4. Invite students’ assessment of their learning:
   – What were the most important points from today’s lecture?
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How did you do?

**Purpose (benefits):**

Knowledge:
- state of research overview (brief)
- four strategies

Skills: apply strategies to video-clips

**Task (what we do; how we do it):**

– (me) review
– (you and IDR providers) apply findings to lecture videos

**Criteria (how well are we doing?)** Participants will leave with:

- ways to know if students are “getting” the lesson
- four strategies you can use to promote learning in lecture
How did we *(presenters)* do?

- Introduce and conclude with overview of purpose, task criteria for students’ learning
- Set up awareness of need to know, and desire to know
- Empower students to practice skills and apply knowledge through class activities, projects
- Invite students’ assessment of their learning:
  - What were the most important points from today’s lecture?
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  - What would you like to hear more about?