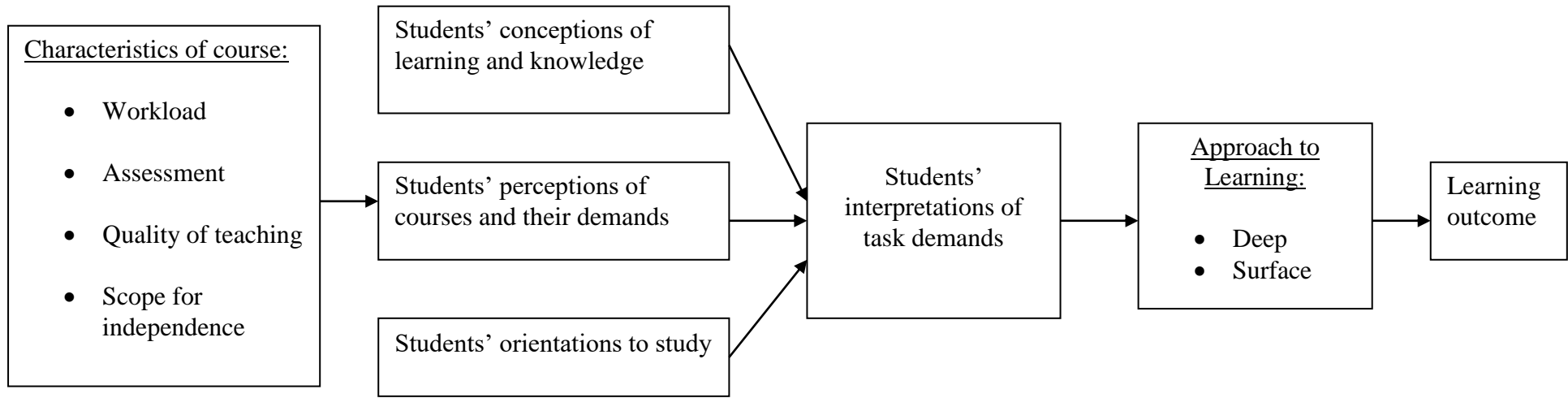
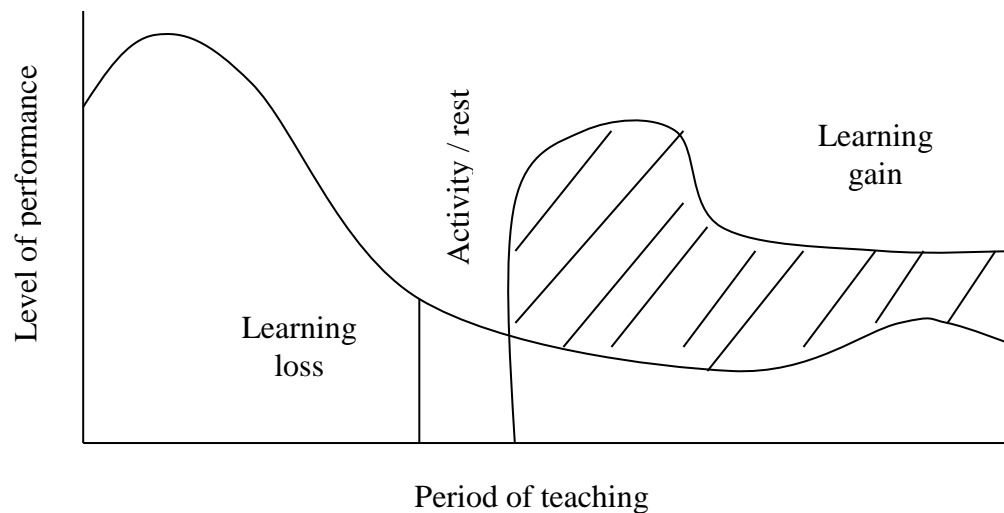


## Lecture structure in diagrammatic form



(Gibbs, 1998)

## Hypothesised pattern of student learning and attention during didactic and interactive teaching sessions



(Newble and Cannon, 1987)

## Some lesson planning ideas – to meet a selection of teachers’ learning and teaching styles

### a) Visual Longitudinal

0	10	15	20	25	30	35	40	45	50	55
Intro	Topic 1	Break for qus	Topic 2	Break for qus	Topic 3	Summary and questions				

### b) Plenty of detail! (Gibbs, 1998)

<u>Section and time</u>	<u>Topic</u>	<u>Student activity</u>	<u>Student preparation</u>	<u>Resources</u>	<u>Student follow-up activity</u>	<u>Resources for follow-up</u>
1. 4 mins	Review last week Intro	Look at last week’s notes. Listen	Read Chpt 5	Last week’s handouts	None	-
2. 10 mins	1. Approach to learning	Listen, take notes	None	OHP 1 OHP 2	Reading	Read Chpt 2
3. 3 mins		Categorise transcript as either deep or surface approach	Interview fellow student about their approach	Students’ own interview transcripts	Interview 3 <sup>rd</sup> year students	Section of handout with interview questions
4. 12 mins	2. Learning outcomes	Listen, annotate handout	None	OHP 3 OHP 4 Handout	Reading	Chapter 7
Etc.....						

### c) Verbal Linear

#### 1. Introduction and overview

- a. Describe the purpose of the lecture
- b. Outline the key areas to be covered

#### 2. First key point

- a. Development of ideas
- b. Use of examples
- c. Restatement of first key point

#### 3. Second key point

- a. Development of ideas
- b. Use of examples
- c. Restatement of first key point

#### 4. Third key point

- a. Development of ideas
- b. Use of examples
- c. Restatement of first, second and third key points

#### 5. Summary and conclusion

Activity to assist learning and assessment of learning outcome achievement replacing / coexisting with examples where appropriate

d) **The concept map!**

Can be presented to students so that they can see where things fit in, develop their own route around. Allows students to 'see' difficulty / complexity of topic content.

An example for a session 'What is the use of lectures?' (Bligh, 1998)

