

Lecture health check – tips for creating or improving your lecture

Main points:

1. Creating learning objectives
2. Build a good focussed lecture
3. Ensure the lecture has capacity to value add to students' learning
4. Create formative and summative assessments aligned with the learning objectives.

1. Create learning objectives/aims (teach to these and assess to these) and enter these into eMed Map for your learning activity (or check existing ones which will be send in the email confirming your activity for an upcoming course)

How do we create good learning outcomes?

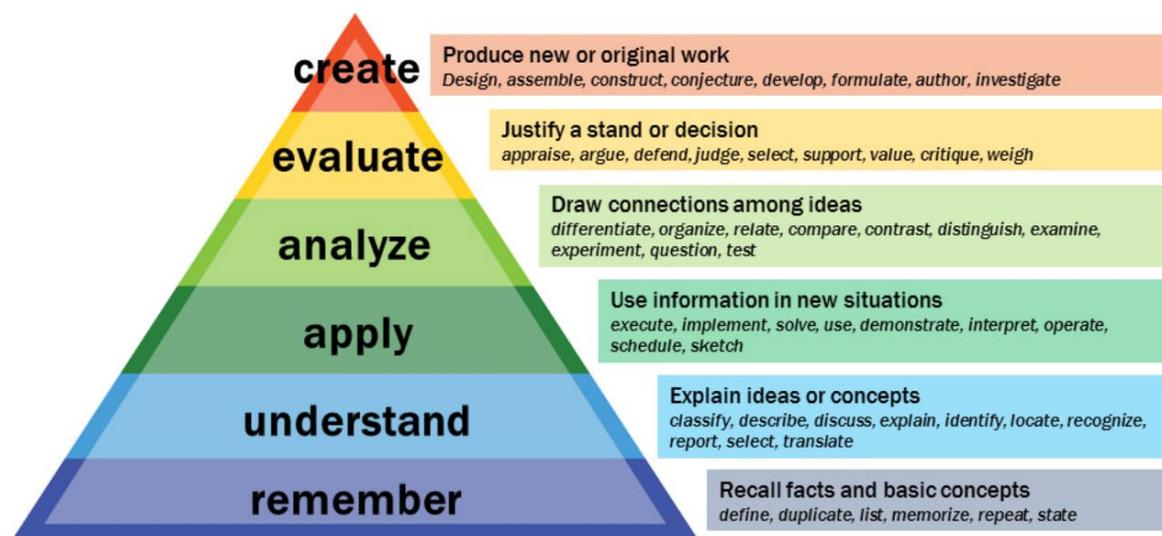
- There should only be 4 or 5.
- Keep in mind that they should be:
 - Smart
 - Measurable
 - Achievable
 - Realistic
 - Timely

If you think about using Bloom's taxonomy for creating these – the outcomes can be lower or higher order (depending on your lecture). This also may depend on whether it is a single lecture, or part of a series.

You are more likely to use higher order outcomes for a series (or in tutorials and practicals), although a single lecture certainly doesn't exclude them.

The lower order objectives usually include verbs like define, identify, explain

The higher order objectives usually include verbs like assess, compare, contrast, estimate, evaluate



2. When you write your lecture, keep your focus

- Limit the main points in a lecture to five or fewer.
- Create effective visuals, analogies, demonstrations, and examples to reinforce the main points.
- Emphasize your objectives and key points in the beginning, as you get to them, and as a summary at the end.

3. Think about how your lecture can value add to the student's learning (what can they get from you that they can't get online or from a textbook).

- Use interaction as much as possible. This can be in the form of:
 - Live polls
 - Questions to the students (let the student's or repeat student questions, for those listening to the lecture recording)
 - Written questions in Lecture +
 - Involve students in the lecture – e.g. they can help demonstrate, read scripts, 'pair/share activities.
- Think about using the lecture as a 'master class' – an opportunity for students to ask questions and clarify difficult or complex points.
- Engage your students by finding out what they already know at the start of the lecture (or recapping what was covered in a previous lecture).
- Think about the fact that students will be watching and listening remotely and make sure that you involve these students (such as written interaction)

Other things that students really appreciate:

- Introduce yourself at the start of the lecture
- Pitch your lecture at the right level
- Lectures delivered with clarity and clear learning outcomes
- Lecturers that keep to time (50 mins max) – allow a few mins for questions, give them your email or check Echo for questions after (and let them know that you will)
- Upload slides/outline at least 24 hours prior, so that students can come prepared.

Things students give negative feedback about:

- Lectures that are pitched at the wrong level or not relevant
- Lecturers that talk about their own research (if it is not relevant)
- Lecturers that go too fast or are difficult to understand
- Lectures that go over recording time

4. When you write your lecture, please write some appropriate assessments to accompany it.

- Ideally this would include at least one MCQ for a formative assessment
- At least one MCQ or one short answer question (with model response) for summative assessment

If this is done at the time of lecture creation:

- It ensures good alignment of assessments
- Saves time for you (you don't need to write them at a later date)
- Saves us having to chase you for assessment questions
- Please submit these questions ideally to both the course convener and learning resources contact for the course.