

Don't lecture me!

The image displays two overlapping browser windows showing YouTube video players. The top window shows a video titled "Don't lecture me" - Donald Clark at ALT-C 2010. The video player shows a man on stage next to a slide that says "Don't lecture me!". The video is from the channel "ClipsFromALT" and has 3,165 views. The bottom window shows a similar video titled "Don't lecture me" (with Twitter track) - Donald Clark at ALT-C 2010. This video has 4,632 views and includes a Twitter track overlay at the bottom of the video frame that reads: "marksmithers: Enjoying the pre #altc2010 keynote twitter banter from the other side of the planet [09:23GMT]". Both windows show the YouTube interface, including the video player, channel information, and a suggestions sidebar.

“Now, I cannot see that lectures can do so much as reading the books from which the lectures are taken.

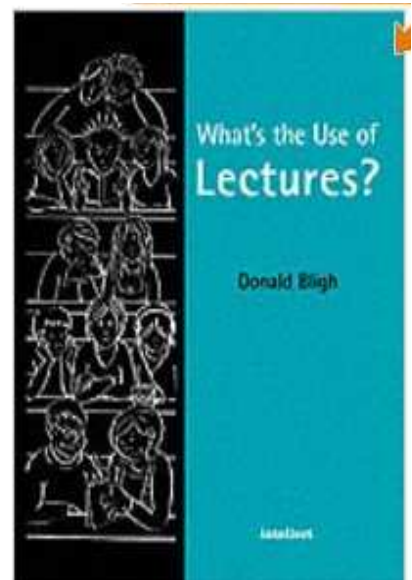
I know nothing that can be best taught by lectures”

Samuel Johnson

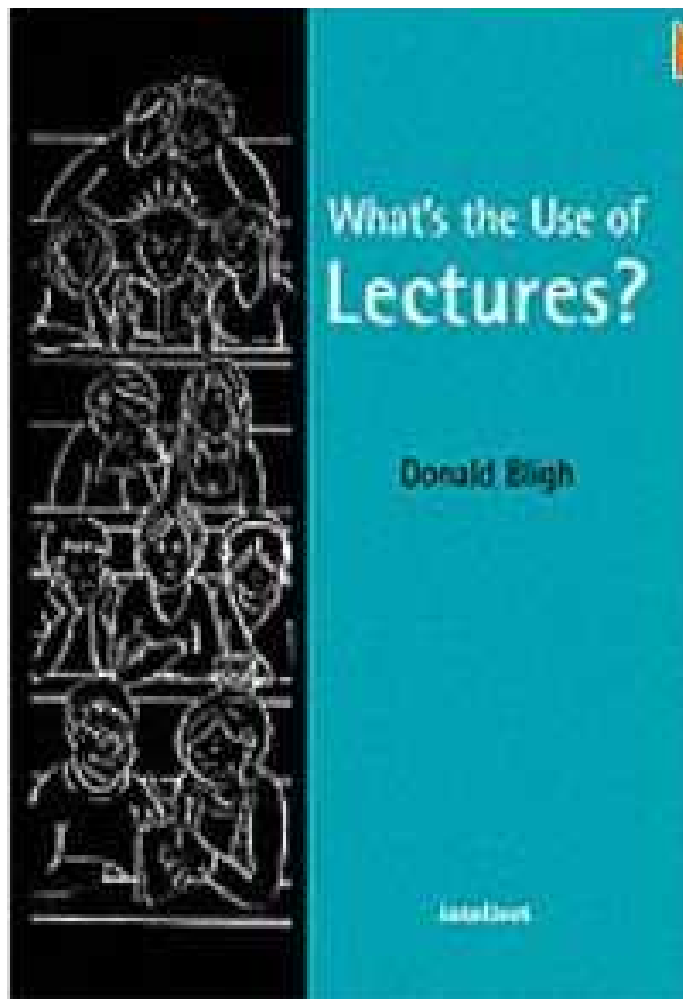


Double standards

Little changed: dominant use

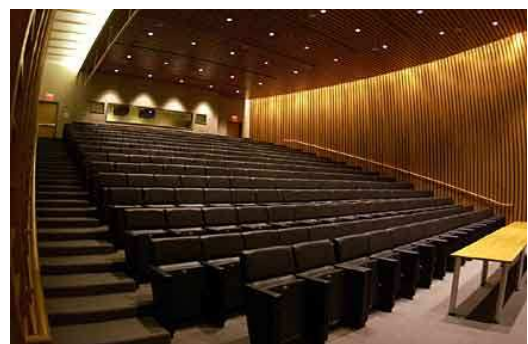


Plural of anecdote is not data!



1. Tyranny of location

- Costs too high
- Need maintenance
- Mostly empty



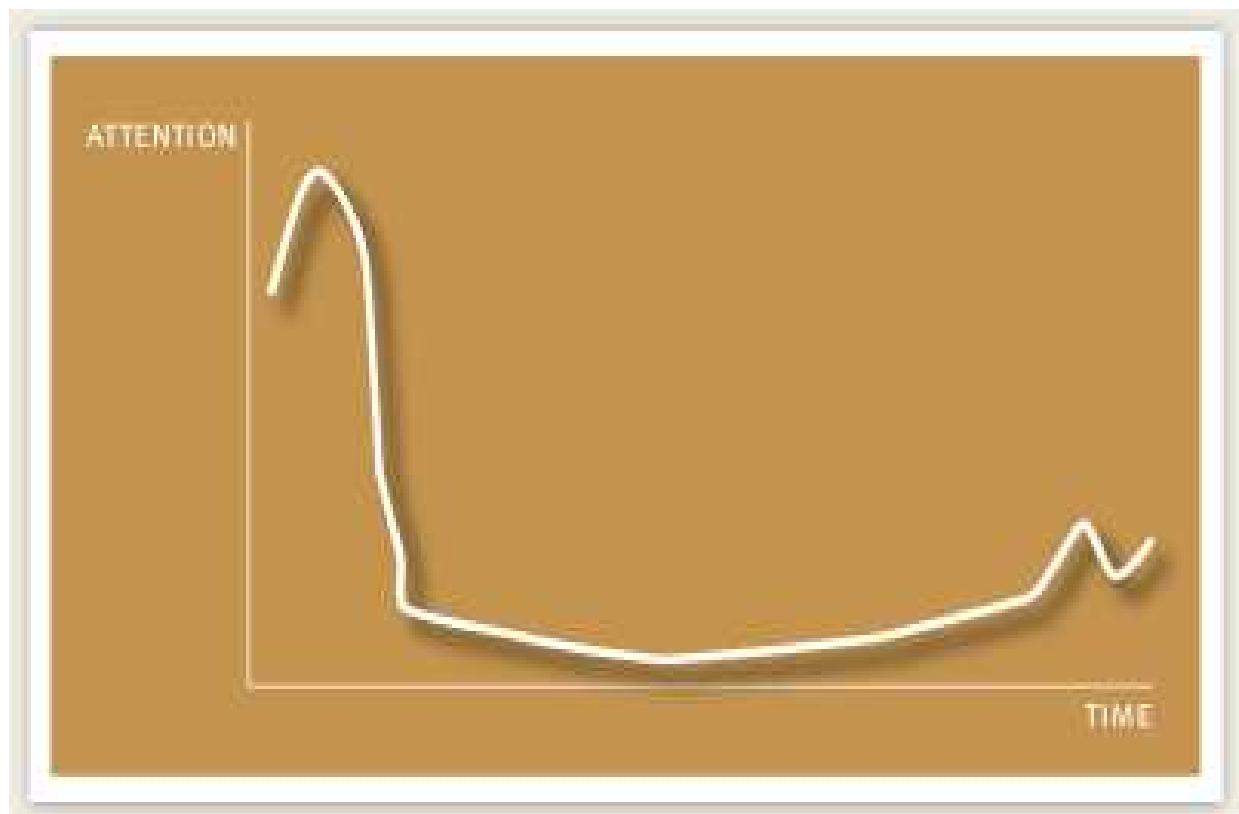
2. Tyranny of time

- Babylonian hour
- Travel time to & from
- Padded out



3. Attention problems

- **Student attention falls** (Johnstone 1976, Macmanaway 1970, Trenaman 1968 etc)
- **Lecturer performance falls** (Lloyd 1992)
- **Heart rates fall** (Bligh 2000)
- **Take less notes** (Scorba 1992)
- **<25 mins** (Cowan 1981)
- **20-30 mins** (Bligh 2000)
- **Breaks beneficial** (Wilkinson 1959, Weaver 1985, Ruhl 1995)



4. Do lectures inspire & motivate?

- **Bligh: 15 studies** show lectures less effective than other methods for encouraging positive attitudes, only **1** found the reverse
- **Hale Report:** of 7 teaching methods. 'lectures' ranked 7th for efficiency, 5th for enjoyment, 1st for frequency
- **McLeish** reported distaste for lectures in students from 10 Colleges of Education and several Universities

5. Do lectures aid critical thinking?

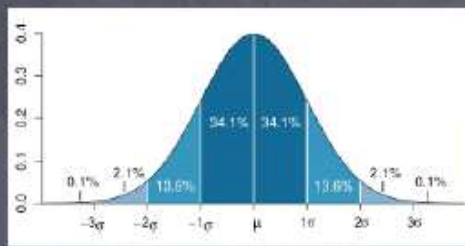
- **Bligh: 21 studies** found lecturing to be less effective than: discussion, reading, individual work in class and so on. He could not find a single study to show lecturing to be more effective than another method for the promotion of thought.
- **Bloom:** during lectures students' solve problems, synthesise or inter-relate information only 1% of the time, mostly "passive or irrelevant thoughts about subject"
- [CLA longitudinal study](#) on 2,322 students for 4 years from 2005-09 across broad range of 24 U.S. colleges and universities

6. Do lectures teach values/attitudes?

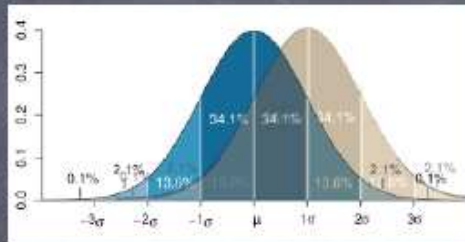
- **Bligh**: Dozens of studies show that lectures are less effective than other teaching methods
- **Kochan (2003), Dobbin (2006), and Kalev (2011)** show that diversity training made no measurable difference, sometimes a backlash

7. Do lectures teach knowledge?

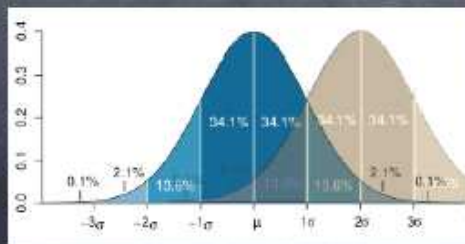
- **Bligh**: 'no significant difference'
Buildings & staff expensive
Go for cheaper options!
- **Bloom**: The 2 sigma problem
Group 1: Lecture
Group 2: Formative feedback
Group 3: One to one



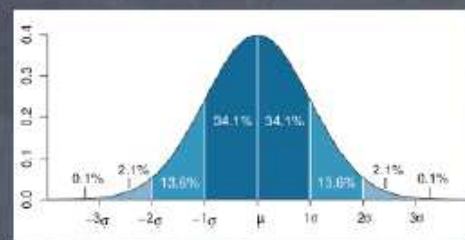
Control:
50% above the mean
2% doing "really well"



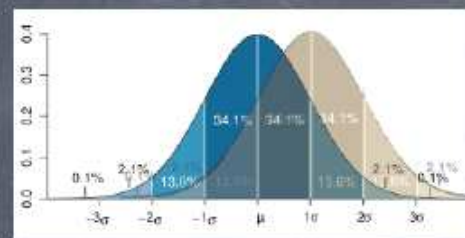
Mastery Learning:
84% above control mean
16% doing "really well"



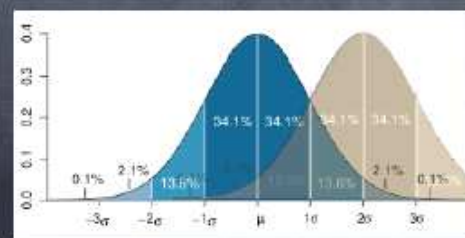
Tutoring:
98% above control mean
50% doing "really well"



Control:
65% time on task
.60 aptitude/achievement correlation

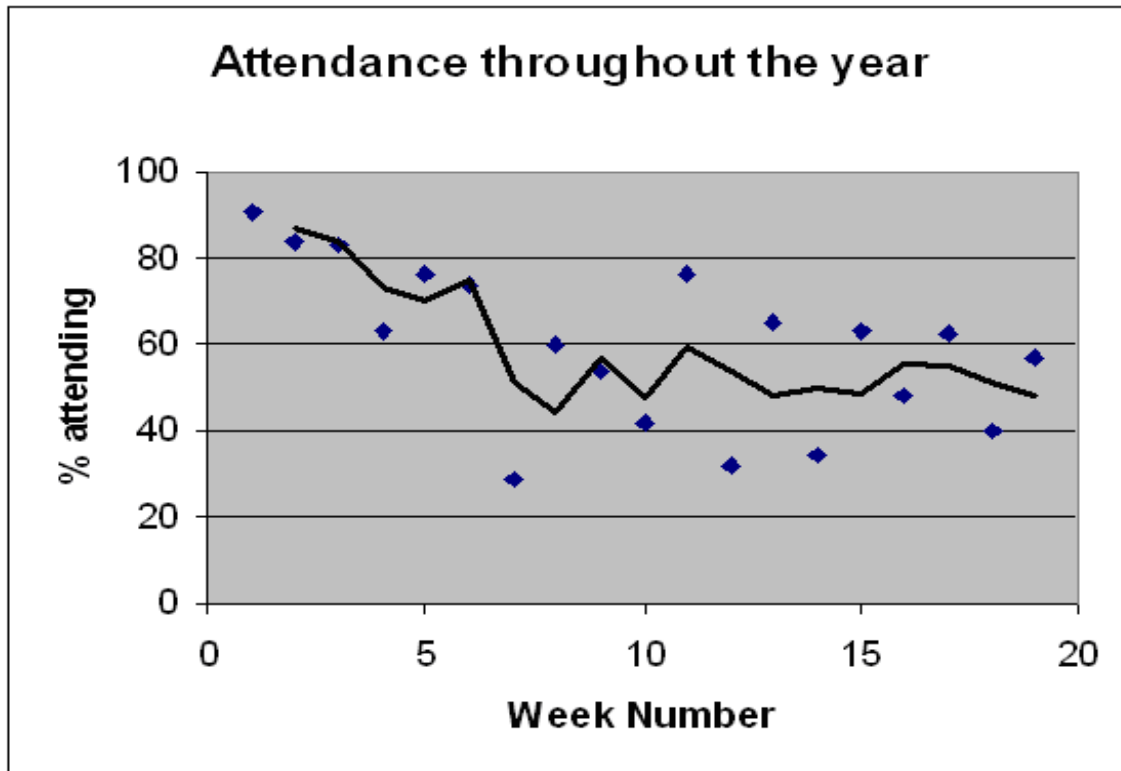


Mastery Learning:
75% time on task
.35 correlation



Tutoring:
90% time on task
.25 correlation

8. Is student attendance a problem?



www.ics.heacademy.ac.uk/italics/vol5iss2/burd-att-italics-06-

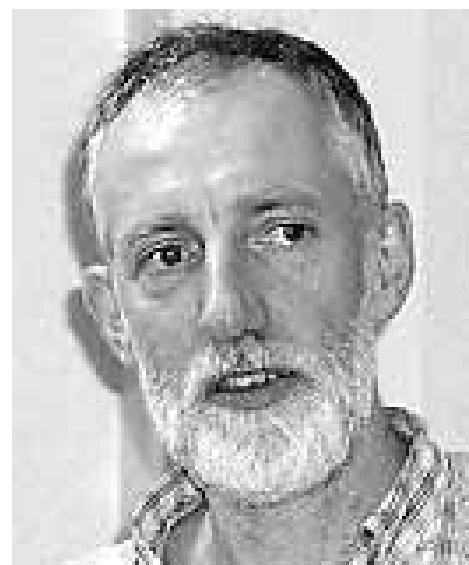
9. 20 'terrible' reasons for lecturing

Graham Gibbs (1981)

http://www.brookes.ac.uk/services/ocsd/2_learnch/20reasons.html

Does it give students a rich and rewarding educational experience?

NO



Gibbs 9 defensive arguments:

1. Should be **1 hr**. If I can do 1 hour, so can they
2. Only way to make sure ground is **covered**
3. Best way to get **facts across**
4. Best way to get students to **think**
5. **Inspirational**: improve students' attitudes towards subject, & students like them
6. Makes sure that students have proper set of **notes**
7. Students **incapable** of working alone
8. **Criticisms** only apply to bad lecturing
9. Value can only be judged in context of **other teaching & learning activities**

Gibbs 11 'real' reasons for lecturing

1. **Ignorant of evidence** on effectiveness of lectures
2. **Ignorant of alternatives** to lectures
3. Alternatives involve **more work**
4. **Changes** take time
5. Shortage of **books**
6. Shortage of **learning resources**
7. Attitudes stop change: lectures a **coping strategy**
8. Institutionalised in way **teaching hours** counted
9. Institutionalised relationship between **courses**
- 10 Course **validation** & external forces
11. **We don't know how to design courses**

10. Institutional inertia

Cathy Ellis

(Lecturer English Univ Huddersfield)



“Default” or “Normative discourse”

“This is evident in our job titles, our institutional architecture, our workload models, our quality assurance strategies, our timetabling software and countless other systems and principles that define and demarcate our working lives.”

<http://tinyurl.com/6xgle43>

Recording lectures



Recording lectures

Student survey of 5 Diploma courses

All but one watched recordings & found useful

Advantages noted by students :

1. Original lecture went **too fast**
2. **Review** lecture
3. **Revision** for exams
4. Clarification of **difficult handwriting**
5. English was student's **second language**
6. **Avoid writing notes** (focus on lecture)
7. See lecture after missing it through **illness**
8. **Relax** when tired of reading



Students watching 13 hours a week on average

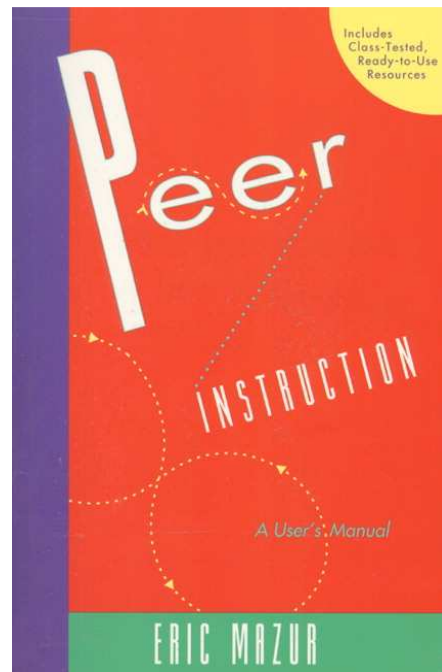
Completely revolutionising the traditional teaching & learning model

"One year of ICTP diploma courses on-line using the automated EyA recording system" -
Computers & Education 53 (2009) 183-188.

<http://sdu.ictp.it/eya/about.html>

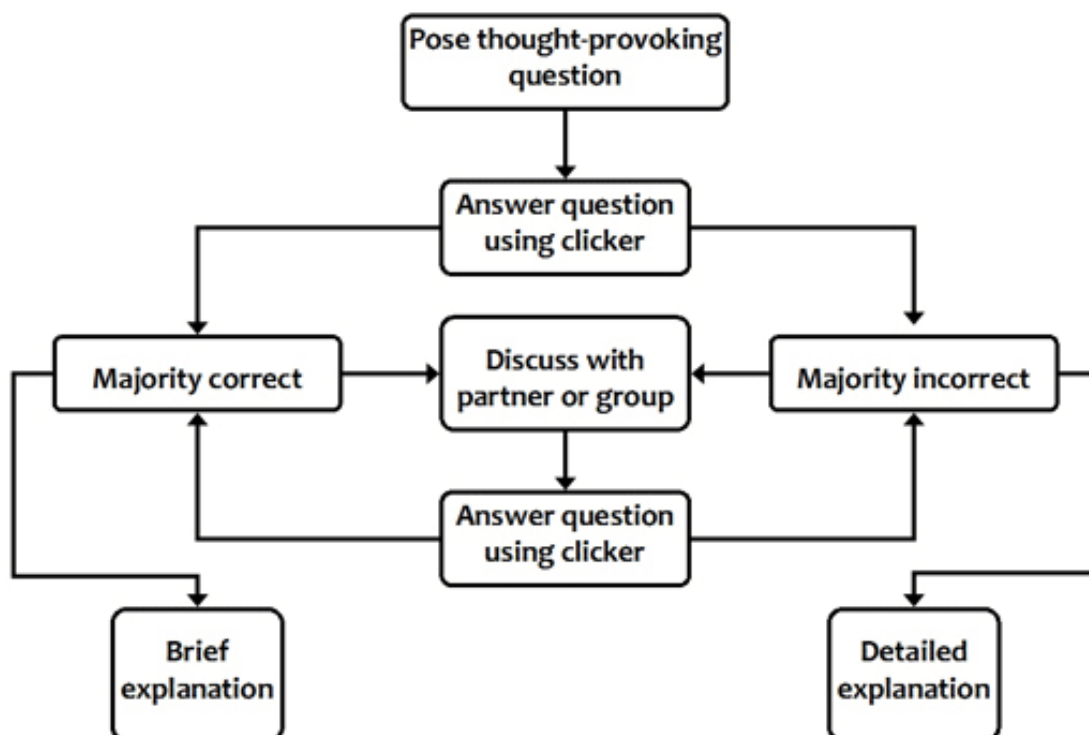
YouTube EDU

A screenshot of a YouTube video player. The video title is "Lec 1 | 8.01 Physics I: Classical Mechanics, Fall 1999" by MIT, with 1,670 videos in the playlist and a "Subscribe" button. The video player shows a man in a blue shirt standing in front of a chalkboard. The video progress is at 00:13 / 38:12. The view count is 580,333. On the right, there are suggestions for related videos, including "Mathematics Distance Learning - YourTeacher.com...", "MIT 8.01 Physics I: Classical Mechanics, Fall 1999", "Lec 2 | 8.01 Physics I: Classical Mechanics, Fa...", "Lec 8 | 8.01 Physics I: Classical Mechanics, Fa...", and "Lec 6 | 8.01 Physics I: Classical Mechanics, Fa...".



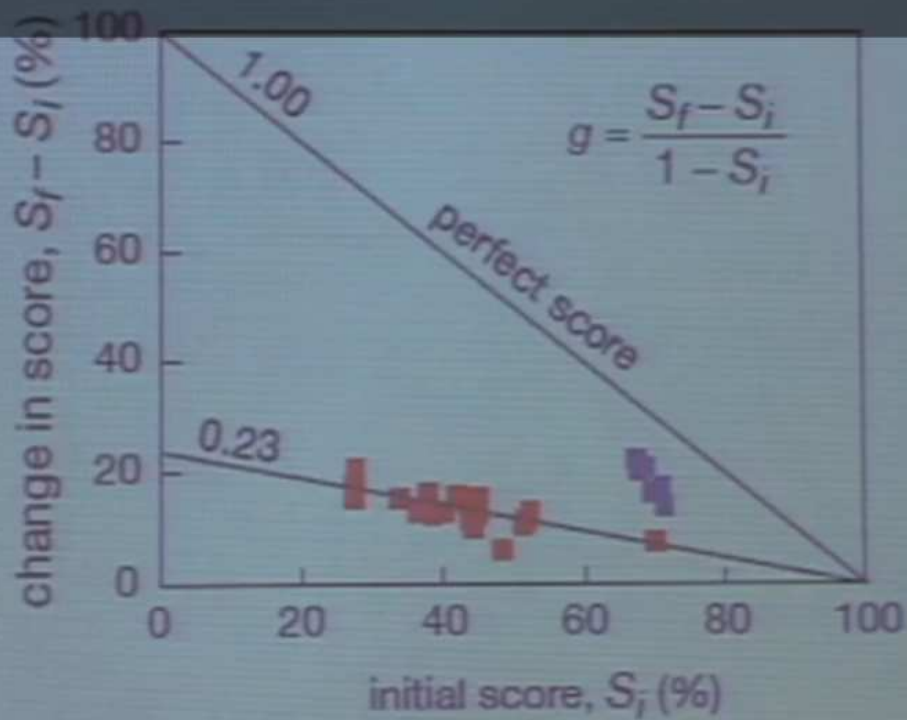
“Data is not the plural of anecdote”

The ConcepTest Process



Confessions of a Converted Lecturer: Eric Mazur

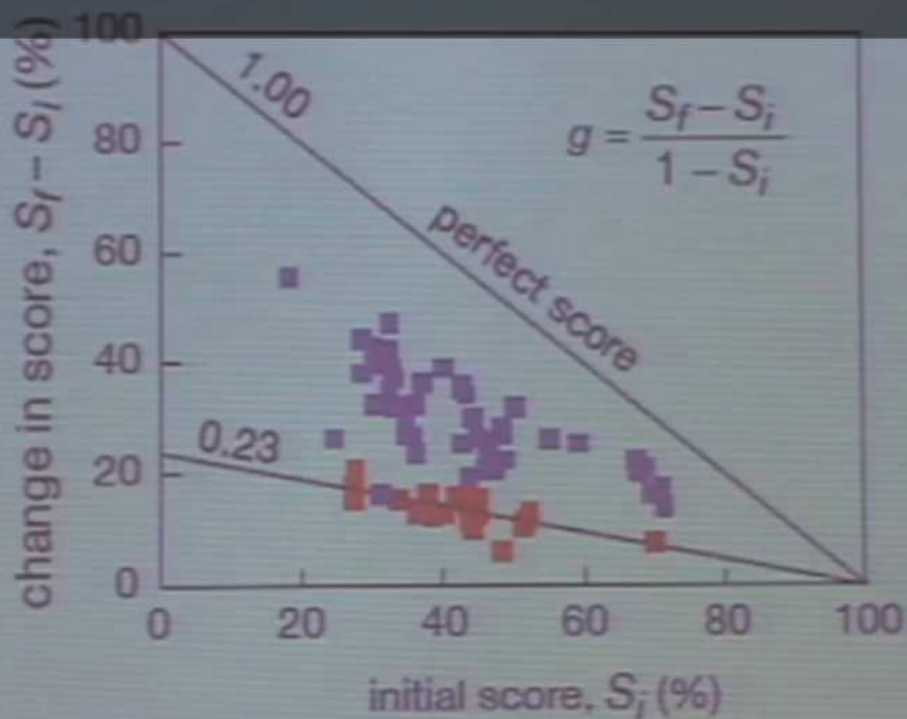
by UMBCTube



You

Confessions of a Converted Lecturer: Eric Mazur

by UMBCTube

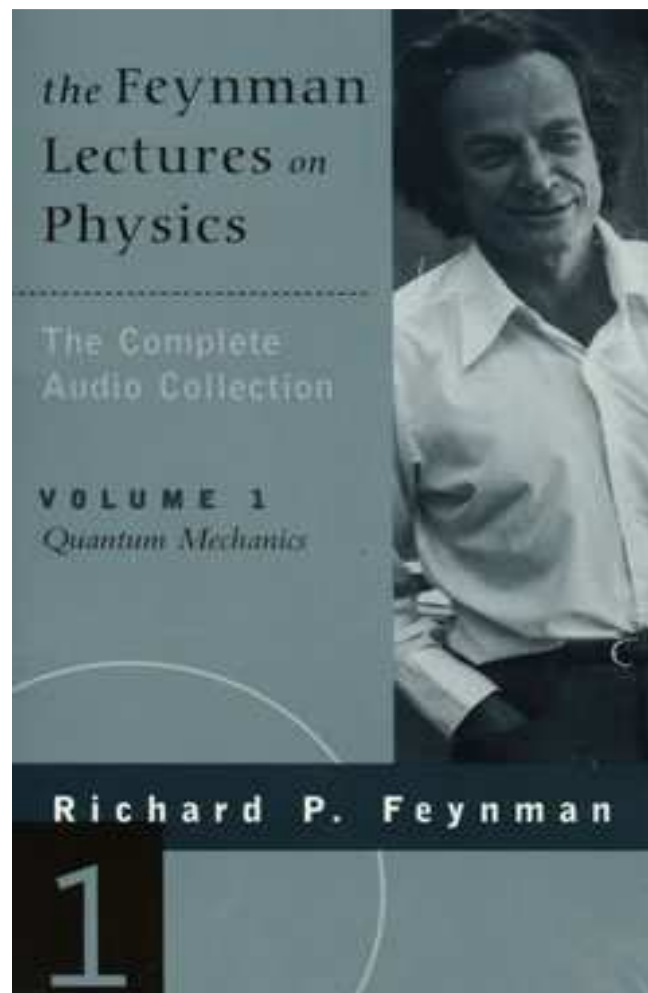


You

<http://fm.schmoller.net/2010/05/data-is-not-the-plural-of-anecdote-eric-mazur-talks-about-how-to-improve-large-group-learning.html>

<http://www.nature.com/nature/journal/v425/n6955/full/425234a.html>





Conclusion

- *“one serious difficulty...wasn't any feedback from the students to lecturer”*
- *“My own pint of view is pessimistic. I don't think I did very well by the students.... the system was a failure.”*
- *“It's impossible to learn very much by sitting through a lecture”*

Email

donald.clark@hotmail.co.uk

Blog

<http://donaldclarkplanb.blogspot.com/>

Twitter

[@donaldclark](https://twitter.com/donaldclark)

Facebook

[DonaldClark](https://www.facebook.com/DonaldClark)