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CRYNOLDEBAU / ABSTRACTS

“THE LAND OF CONTENT LOST” – HOW CAN A
LECTURE’S CONTENT BE DELIVERED WITHOUT
SPENDING SO MUCH TIME LECTURING?

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There is a common consensus that our students' contact hours are better spent doing something more involving than listening to an academic talking. However, one of the accepted drawbacks of this is that we (feel we) have information we need our students to receive and use as the basis for their own developing knowledge of a subject and we are left with less time for delivering this information. Last year I helped teach a module to Masters students that aimed to teach them programming, in the Python language, in 31 contact hours. That's a lot of content...

The presentation will explore ways in which we can spend less time in our lectures actually lecturing so leaving time for active learning while still delivering the content, focusing on a proposed change to content delivery for my part of this module in which the information is presented before the lecture, using slides and commentary, allowing time in the lecture to explore this information and actively cultivate understanding. I will finish with a set of questions that I hope will stimulate discussion of how we can present all the expected lecture content while doing less lecturing.