

FURTHER READING

Student Engagement Techniques: A Handbook for College Faculty, Elizabeth Barkley

Active Learning, Cynthia J. Brame (Vanderbilt University Center for Teaching)

Small Teaching: Everyday Lessons from the Science of Learning, James Lang.

How Learning Works: Seven Research-Based Principles for Smart Teaching, Susan Ambrose et. al.

Teaching with the Brain in Mind (2nd edition), Eric Jensen.

FOR MORE INFORMATION

blogs.eciad.ca/cacfacultyhandbook

blogs.eciad.ca/wc

TEACHING the 3-HOUR

LECTURE OR SEMINAR



TEACHING THE 3-HOUR LECTURE OR SEMINAR

Emily Carr differs from many institutions in offering lecture and seminar classes at all levels of study in 3-hour blocks. In this guide, we outline a few ideas for how to maintain an active learning atmosphere over several hours.

DIVIDE CLASS TIME INTO MORE FAMILIAR UNITS

Most 3-hour classes (which are actually 2 hours, 50 minutes) schedule a break of 15-20 minutes. If taken at the halfway point, this leaves you with two 1.25-hour blocks of time to work with, where you can offer a mixture of presentation, in-class activities and discussions as befits your class and learning objectives.

NOTE: You may want to consider taking attendance at the beginning of class and after the break. You may not need to do this every week, but it is helpful to set the expectation that students need to return after a break.

ENCOURAGE ACTIVE LEARNING

Whether you are teaching a lecture or a small seminar, no one can listen to someone talk, even a very engaging someone, for more than about 10-12 minutes without losing focus. Students who are actively making connections and constructing knowledge are infinitely more likely to be engaged and remember what they are learning.

In a lecture, even a subtle shift from exposition to storytelling or a Q&A can give students an opportunity to re-engage if their attention is flagging. But there are many other active learning strategies you can employ in any classroom.

- Low-stakes writing assignments (see handout)
- Discussions in pairs, small groups or with the full class
- Games or other active learning activities (see Further Resources)

Even old-fashioned notetaking (by hand) can help encourage engagement and focus

ENCOURAGE MOVEMENT

Physically sitting still for a long period of time puts the body (and mind) into rest mode, particularly if that sitting takes place in a darkened lecture theatre.

Whenever possible, encourage students to move their bodies. This can be small movements such as turning in their chair to talk to a peer, or larger ones like encouraging a lecture theatre to stand up and stretch after a long period of sitting or planning a “walking discussion” as students move about campus or outside.

In smaller classrooms, breaking into small group activities provides an opportunity to literally change space and position.

FLIP THE CLASSROOM

Asking students to watch lectures or participate in reading discussions outside of class frees up some class time to do more hands-on, collaborative learning in class. There are many online resources about how and why you might want to flip your class. Here are just a few to get you started:

- www.cte.cornell.edu/teaching-ideas/designing-your-course/flipping-the-classroom.html
- www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/flipping-the-classroom