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POSTGRADUATE CERTIFICATE IN TEACHING IN HIGHER EDUCATION

Cylch Dysgu 3 | Teaching Cycle 3

Designing Effective Lecture Handouts

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POSTER: DESIGNING EFFECTIVE LECTURE HANDOUTS

BACKGROUND:

The topic I selected for the poster assignment was designing effective lecture handouts. I wanted the lecture handouts to

1. Reiterate the lecture content
2. Summarize the main points so the students know what is important.
3. Act as a learning resource which they can interact with, or follow up references.

PLAN: SKELETON HANDOUT

This was a reflective exercise for me. In terms of design, I had started out with a very minimal handout showing list of relevant cases under appropriate headings.
PROGRESS NOTES:
Looking back it however seemed out-dated and scruffy and failed to adequately reflect any of the aims listed above.

PLAN 2: GUIDED NOTES
I then tried to design a more sophisticated handout, that is, guided notes.

PROGRESS NOTES:
Guided notes however also seemed inadequate for several reasons. First, they are very mechanistic and therefore although students attempted to fill in the gaps, they did very little deep learning. It therefore merely encouraged surface level learning. A second problem was what happens when students failed to fill in all the gaps. My make shift reaction was to dedicate the last set of lectures for filling in sessions (see
annex). These sessions involved making available the original lecture notes to students for the purpose of filling in missing spaces. The disadvantage of this approach is that it waste time which could other wise be devoted to performing other tasks, such as correcting existing areas of uncertainty, or conducting a more in depth discussion of key topics etc. There were also problems with its implementation. In other words, it is important for such handouts to be supported with detailed handouts and or power point presentations showing the structure of the lecture (see annex).

PLAN 3: INTERACTIVE HANDOUTS

Ultimately in order to remedy all the aforementioned problems and at the same time to achieve my aims I ended up designing interactive handouts and implementing them through power point in the context
of my criminal justice lectures this term. These handouts were designed to reiterate the lecture content, they also included summaries of the main points so the students know what is important and they were an essential learning resource which students could interact with, or follow up references. The interactive handouts were designed in a way which included tasks for students to do (in fours) during the lecture, with space for them to write down their ideas. When students have put something of themselves into a handout, they may value it more than a pristine printed piece that someone has simply given them. It also included a reading lists and primary sources, which were mainly brief excerpts or quotations from authors to be discussed, pictures or sets of figures (see annex).
PROGRESS NOTES:

My experience with interactive handouts has been very positive. What made it a positive experience for both myself and the students alike, was because it avoided the pitfalls of guided notes, key to this however was the use of power point to complement the handouts. It followed that, in order to avoid the whole process being mechanistic, the power point presentation was used to emphasize to some of them how to summarize key points. Towards, the later half of the course students who had earlier on being dependent on the interactive handouts became sufficiently confident of there note taking skills and were able to better concentrate on my discussion whilst at the same time taking their notes. This led to a great deal of deep learning. The other advantage of implementing the lecture handouts with power point was that it avoided
the problem of what happens when students failed to complete sections in the handout. I merely went back to the slide, rather than dedicating the last set of lectures for filling in sessions as was the case with guided notes.

*Final Comments on Poster:*

The Poster represents an attempt to explain how much input students acquired when relying on the three different lecture handouts. It is essentially based on my own reflective experience and on the feedback received for each (see annex) and clearly demonstrates that interactive handouts lead to the highest learning output. Gapped notes lead to average level learning output, whilst traditional / simple handout leads to low output.
Baker and Lombardi (1985) - College students are notoriously poor notetakers, often recording less than 50% of the critical points during a lecture session.

Race, P. (1987) - students benefit more if they actively make their own notes.

Barbetto and Skurupa (1995) - guided notes reduce ambiguity in notetaking because they provide specific antecedents that indicate where and what to write.

1. Examination in chief
   - definition
   - 2. Leading Questions
     - 2.1. Hostile witness
       - Thompson (1976) 64 Cr. App. R. 96
   - 3. Conducting examination in chief - How evidence is given
     - 3.1. Video interviews

List main characteristics of punishment / retribution:
   - Appeals to the notion of "just dessert" - the idea that people deserve to be treated in the same way they treat others: PROPORTIONALITY
   - ??
   - ??

Understanding check:
   - Characteristics of Punishment / Retribution
     - What does it mean when we say retribution is a retroactive approach?
     - Discuss in groups

A. Actus Reus
   1. ______ versus ______
      - before the enactment of the Theft Act 1968
   Before the enactment of the Theft Act 1968, which codified most of the reform proposals set out in the Eighth Report of the Criminal Law Revision Committee 1966 (hereafter 'CLRC'), English law required a ______ as the actus reus of the offence of theft.