This Teaching Cycle of the PGCTHE portfolio has been submitted to CADAIR with the permission of the author detailed above. It is to be used as a resource for future PGCTHE candidates and other staff as part of their professional development at Aberystwyth University. If you wish to cite this work then please contact the author. Contact details can be found at http://www.aber.ac.uk/en/directory/.
1. Introduction

The module I chose for my first teaching cycle is EC30810 Topics in Macroeconomics which introduces advanced topics in macroeconomics to third year economics students. I coordinate the module while the teaching is delivered jointly with Dr S. Khorana. The module is delivered in Semester 2. It covers two broad issues: macroeconomic analysis of economic fluctuations and open economy macroeconomic issues. Dr Khorana and I deliver 5 lectures and 2 tutorials each.

At the moment the module is being restructured and made into a 20 credit module. Our proposal to broaden the content, alter learning outcomes, and address assessment methods of the module was submitted to the department in January this year. However, from what we know these changes will not take effect until academic year 2008-09.

Hence, despite the constraints I had such as my inability to change learning outcomes or assessment criteria (I am happy with the content of the module), I could still introduce changes that would facilitate the learning process. One such change that I designed was to improve quality of lecture delivery. In other words, I intended to change the traditional style of lecturing in which students are passive participants, into a more interactive one in which students are active participants in the learning process.

My expectations from these changes range from very simply to more general and fundamental. The first of these is to do with our understanding of the natural limits of how we receive and process information in our brain. For example, empirical evidence suggests that students start lecture sessions very determined and focused but as the amount of information passed to them increases their concentration falls. In addition, there is a limit in our capacity to keep information in our short-term memory. It has been suggested that effectiveness with which lecture materials are processed by students can be maintained at a reasonably high level by introducing simple things such as changing activities or introducing short breaks after about each 20 minutes. Therefore, by introducing more interactive method of delivering lectures I intended to keep students’ focus reasonably high during my lectures.

The second objective is, again, influenced by research findings about how students learn. While I will define terms ‘surface’, ‘deep’, and ‘strategic’ learning in due course in the main body of this essay, it suffices to say at this stage that deep learning can be encouraged by assigning students variety of tasks and making students think more and critically. Because interactive style of delivering lectures requires active participation of both the lecturer and students in discussions, naturally students will have to think more than usual during these lectures.
And finally, I attempted not to sacrifice content over entertainment. In other words, I wanted to introduce activities that facilitated the learning process by relating theories to facts and personal experiences, but at the same time tried my best not to sacrifice the content I wanted to deliver.

To evaluate whether I met these objectives, I asked students to fill in a questionnaire form that asked 5 different questions. Below I will discuss in detail how well these objectives were met. To do this, next in Section 2, I will discuss motivations for introducing these changes. In Section 3 I will discuss how the whole process was planned, present the evidence, and analyse successes and failures of this experiment. Finally, I will present my concluding remarks in Section 4.

2. Motivation for Introducing Changes

The literature on the theory of learning suggests that there are three distinct types of learners: surface learners, deep learners and strategic learners. (See among others Ramsden, 1992 and Biggs, 1994). Surface learners concentrate on memorising words, formulae, and theories. They do not have deep understanding of concepts and therefore cannot relate their theoretical knowledge to practical situations. As a result, they fail to develop analytical skills. Deep learners have determination to relate theory to practice and thus develop strong analytical expertise which will help them to organise their ideas into a coherent whole. Then, in between, there are those who undertake whichever method they believe maximises their grades and marks. These are strategic learners.

According to Sloman and Mitchell (2004: 5) deep learning is encouraged by a choice over content and study methods, teaching methods that build on existing knowledge and experience, active involvement of students in their learning, and long-term engagement with the subject. For my teaching cycles I intend to work on module design that offers rich content and clear study methods that should work to encourage deep learning in students.

As to my first teaching cycle, I chose to work on changing study methods in general and encouraging active involvement of student in the learning process in particular. Changes were introduced through student-centred interactive lecture delivery method. What this implies is that the usual format of lecture session in which students are seen as passive audience was changed to the one in which students were directly involved in discussions and thus were active participants. (For more on this see Jenkins et al, 2007). From methodological point of view, this approach takes us beyond the old paradigm of teaching and towards Colander’s common sense approach to teaching (Colander, 2004). Table 1 summarises some important distinctions between the two paradigms of teaching. While discussing every single aspect of Colander’s approach is beyond the scope of this work, it suffices here to say that introducing more and more interactive learning activities to teaching, without sacrificing the content, is consistent with facilitating deep learning in students.

Introducing student-centred interactive elements to lecture sessions was inspired mainly by the following research findings. First, evidence suggests that the average number of items we can store in our short-term memory are 7 ± 2 (Miller, 1956). What this means is that during lectures if we do not allow students time to process new information, then either the previous information will be displaced or the new one will be lost. By introducing interactive lecture delivery method, we may be able to overcome, at least partially, this problem. For example, new concepts first will be introduced to students which then will be followed by general discussions with active
student participation. This will give enough time for students to process the information and store it in their permanent memory.

Second, in another study it was argued that after about 20 minutes students’ concentration falls, which means learning falls, and boredom rises (Bligh, 1998). Therefore, the suggestion was that effectiveness with which lecture materials are processed by students can be maintained at a reasonably high level by introducing simple things such as changing activities or introducing short breaks after about each 20 minutes. In this sense, by introducing more interactive method of delivering lectures one can keep students’ focus reasonably high during lectures. All in all, if carefully designed and implemented, introducing more interaction to lecture theatre encourages deep learning, results in effective use of lecture time, and thus facilitates the learning process.

### Table 1 A Common Sense Approach to Teaching

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Old paradigm</th>
<th>Common Sense Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Transferred from faculty to students</td>
<td>Faculty leads students into a previous constructed knowledge while pointing out that it is not necessarily truth; emphasises critical thinking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>Passive vessels to be filled by faculty’s knowledge</th>
<th>Active vessels to be filled by faculty’s knowledge but still a vessel to be filled</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mode of Learning</th>
<th>Memorising</th>
<th>A combination of learning terminology and relating</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Faculty purpose</th>
<th>Classify and sort students</th>
<th>Develop student’s competencies and talents; inspire, force, connive ways to get them to learn</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ways of knowing</th>
<th>Logico-scientific</th>
<th>Uses logico-scientific narrative, with acknowledgement of its limitations</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Technology</th>
<th>Drill and practice; textbook substitute; chalk and talk substitute</th>
<th>Class size and available technology determine the use of technology</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Any expert can teach</th>
<th>Content comes first; teaching comes second. An expert who cares can convey to students</th>
</tr>
</thead>
</table>

Source: Colander (2004)
process. The final question asked students whether the whole process made concepts easier to understand. Seven out of ten students again acknowledged that this was the case. However, this time I had two students who could not feel the difference and one who felt that the entire expertise did not help her/him at all. This might possibly indicate that s/he felt it was a waste of time. Although this is only one observation, given the size of the class it is an interesting response with possible implications. Therefore, I will come back to this issue again later on.

Table 2 Results of the Questionnaire

Lectures in this module were delivered in a more informal, interactive way. Please express your views on the following:

1. This method of lecturing helps you to stay more focused and concentrated in lectures.

<table>
<thead>
<tr>
<th></th>
<th>A. Strongly agree</th>
<th>B. Agree</th>
<th>C. Not sure</th>
<th>D. Disagree</th>
<th>E. Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>3</td>
<td>2</td>
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<td>20.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

2. This method of lecturing makes you think more than usual in lectures.

<table>
<thead>
<tr>
<th></th>
<th>A. Strongly agree</th>
<th>B. Agree</th>
<th>C. Not sure</th>
<th>D. Disagree</th>
<th>E. Strongly disagree</th>
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</tbody>
</table>

3. This method of lecturing makes concepts easier to understand.

<table>
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<tr>
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<th>A. Strongly agree</th>
<th>B. Agree</th>
<th>C. Not sure</th>
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Since open questions are flexible in the sense of not constraining students to express their view in detail, results of these questions sheds further light to our analysis. The best way of analysing these feedbacks is quoting them directly. Few of these notes are presented below:

'I enjoy the way lectures are delivered as they allow for individual thinking and participation. I find that this method of teaching has improved my understanding of the topic.'

'Good, fashionable, communicative and interactive.'
‘I liked the discussion-based delivery. It helped me to apply and see relevance of topics that I find to be quite challenging... It can be a long day if delivered in a straightforward lecture format.’

‘Create an active atmosphere in the lecture; everybody has a chance to get involved; I very enjoy it.’

‘Good.’

Of course, not all of the answers for open questions were as positive as these. Although I did not have any feedback that openly and strongly disproved my new methodology, some of them were indeed of mixed nature. I would like to present some of these below:

‘The lectures were delivered well and did help me focus, but I found this style very unusual at first.’

‘was good method to make lectures less formal but at the start felt like we weren’t getting through all the material due to a bit too much talking.’

‘Occasionally it would have been helpful to have had more structured sessions. Some of the concepts are quite complex and due to the nature of the lecture style it can be very difficult to follow what is going on. In these cases reading from textbook is no substitute for an explanation by a lecturer. However, the PowerPoints/handouts were very comprehensive.’

Although I cannot entirely discount the possibility that content might have been sacrificed to a certain extent to achieve the set objectives, I believe that I tried to keep a healthy balance between my explanations and student discussions. The obvious question that arises now is how I can explain the fact that while majority of student feedbacks under closed questions were clearly positive, feedbacks presented under open questions can clearly be classified as happy responses and that of mixed nature. I think this is due to mainly two reasons.

The first and foremost explanation is that students have different learning styles. Taylor (2004) succinctly summarises literature on learning styles and notes that according to one of the schools of thought, experiential learning tradition, there are four different types of learners: activist learners; reflective learners; theorist learners; and pragmatic learners. In general, activist learners thrive under interactive environment where they can actively participate in discussions. Reflective learners thrive when they can reach a decision in their own time without pressure of time limits. Theorist learners enjoy when they are in structured situations with clear purpose. They like to participate in complex situations but need more time to explore interrelations and associations. Pragmatic learners enjoy when there is an obvious link between the subject matter and the problem set.

What this implies is that although because of the differences in learning styles, everybody may not benefit equally from similar activities. Therefore, it might be useful to provide variety of teaching methods within a session to get everybody involved in the learning process. However, since lectures take more guidance-based
form rather than discussion-based one\(^2\), serious consideration of this issue might be more appropriate in delivering tutorials and seminars.

The second reason is more of a practical problem. Although rules are set at the beginning of the first lecture, more than often some of the students come to lectures without any specific preparation. Since the success of the discussion-based interactive approach also depends upon students' preparation before lecture session, those who come unprepared surely miss out and more than often feel that they did not gain from lecture as much as they expected.

4. Concluding remarks

By and large student feedbacks show that more interactive learning environment helps students maintain their focus, makes them think more than usual, helps them understand concepts easier and thus facilitates the learning process. And more importantly feedbacks I received are consistent with the theoretical arguments presented earlier. I think that my experiment was successful and I intend to introduce more and more interactive elements to other modules I deliver. However, the degree of interactive activities always depends upon the nature of the module, number of students involved and available facilities.

Bibliography


\(^2\) Implying lectures should combine guidance and discussions, but more weight should be given to the former.


SUPPORTING DOCUMENTS FOR
TEACHING CYCLE ONE

TEACHING CYCLE ONE PRESENTATION: POWER POINT SLIDES AND FEEDBACKS
OTHER SUPPORTING DOCUMENTS FOR TEACHING CYCLE ONE
Lectures in this module were delivered in a more informal, interactive way. Please express your views on the following:

1. This method of lecturing helps you to stay more focused and concentrated in lectures.
   - A. Strongly agree
   - B. Agree
   - C. Not sure
   - D. Disagree
   - E. Strongly disagree

2. This method of lecturing makes you think more than usual in lectures.
   - A. Strongly agree
   - B. Agree
   - C. Not sure
   - D. Disagree
   - E. Strongly disagree

3. This method of lecturing makes concepts easier to understand.
   - A. Strongly agree
   - B. Agree
   - C. Not sure
   - D. Disagree
   - E. Strongly disagree

4. What is your overall reaction to the way the lectures were delivered?
   - [Handwritten response: Was a good method to make lectures less formal but at the start felt like we weren't getting through all the material due to a bit too much talking.]

5. Any other views? Any thought you may express will be highly appreciated.
   - [Handwritten response: Maybe a lecture that includes discussion throughout better than trying to just discuss it at the beginning (like was carried out in the first couple of lectures). Definitely getting the class involved a little bit helps throughout the lecture.]
Lectures in this module were delivered in a more informal, interactive way. Please express your views on the following:

1. This method of lecturing helps you to stay more focused and concentrated in lectures.
   - A. Strongly agree
   - B. Agree
   - C. Not sure
   - D. Disagree
   - E. Strongly disagree

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   - A. Strongly agree
   - B. Agree
   - C. Not sure
   - D. Disagree
   - E. Strongly disagree

3. This method of lecturing makes concepts easier to understand.
   - A. Strongly agree
   - B. Agree
   - C. Not sure
   - D. Disagree
   - E. Strongly disagree

4. What is your overall reaction to the way the lectures were delivered?
   - Occasionally it would have been helpful to have had more structured sessions. The interactive nature of lectures meant sometimes we over ran and as a result key points were very rushed.

5. Any other views? Any thought you may express will be highly appreciated.
   - Some of the concepts are quite complex and due to the nature of the lecture style, it can be very difficult to follow what's going on. In these cases reading from text books is no substitute for an explanation by a lecturer. However, the power points / handouts were very comprehensive.
Questionnaire

Lectures in this module were delivered in a more informal, interactive way. Please express your views on the following:

1. This method of lecturing helps you to stay more focused and concentrated in lectures.
   - A. Strongly agree
   - B. Agree
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   - E. Strongly disagree

3. This method of lecturing makes concepts easier to understand.
   - A. Strongly agree
   - B. Agree
   - C. Not sure
   - D. Disagree
   - E. Strongly disagree

4. What is your overall reaction to the way the lectures were delivered?
   The lectures were delivered well and did help me focus, but I found this style very unusual and hard to accept at first.

5. Any other views? Any thought you may express will be highly appreciated.
   Although I learnt a lot, I found that we spent a lot of time discussing one or two parts of a lecture and as we ran out of time we seemed to rush over some of the other points of the lecture, therefore I find I am more competent in the discussed parts than the rushed-over parts.
Questionnaire

Lectures in this module were delivered in a more informal, interactive way. Please express your views on the following:

1. This method of lecturing helps you to stay more focused and concentrated in lectures.
   A. Strongly agree
   B. Agree
   C. Not sure
   D. Disagree
   E. Strongly disagree

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   A. Strongly agree
   B. Agree
   C. Not sure
   D. Disagree
   E. Strongly disagree

3. This method of lecturing makes concepts easier to understand.
   A. Strongly agree
   B. Agree
   C. Not sure
   D. Disagree
   E. Strongly disagree

4. What is your overall reaction to the way the lectures were delivered?
   good

5. Any other views? Any thought you may express will be highly appreciated.
   More examples should be applied in detail.
Questionnaire

Lectures in this module were delivered in a more informal, interactive way. Please express your views on the following:

1. This method of lecturing helps you to stay more focused and concentrated in lectures.
   - A. Strongly agree
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3. This method of lecturing makes concepts easier to understand.
   - A. Strongly agree
   - B. Agree
   - C. Not sure
   - D. Disagree
   - E. Strongly disagree

4. What is your overall reaction to the way the lectures were delivered?
   - I liked the discussion based delivery - It helped me to apply and see relevance of a topic that I find to be quite challenging to appreciate and that can also be quite dry if delivered in a straight forward lectured format.

5. Any other views? Any thought you may express will be highly appreciated.
Questionnaire

Lectures in this module were delivered in a more informal, interactive way. Please express your views on the following:

1. This method of lecturing helps you to stay more focused and concentrated in lectures.
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3. This method of lecturing makes concepts easier to understand.
   - A. Strongly agree
   - B. Agree
   - C. Not sure
   - D. Disagree
   - E. Strongly disagree

4. What is your overall reaction to the way the lectures were delivered?

   Create a active atmosphere in the lecture everybody has a chance to get involved. I very enjoy it.

5. Any other views? Any thought you may express will be highly appreciated.

   I strongly think you are a very good lecturer, and your patience make me really understand macroeconomy. And thank you very much.
Questionnaire

Lectures in this module were delivered in a more informal, interactive way. Please express your views on the following:

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3. This method of lecturing makes concepts easier to understand.
   A. Strongly agree
   B. Agree
   C. Not sure
   D. Disagree
   E. Strongly disagree

4. What is your overall reaction to the way the lectures were delivered?
   Good, fashionable, communicative & interactive

5. Any other views? Any thought you may express will be highly appreciated.
Questionnaire

Lectures in this module were delivered in a more informal, interactive way. Please express your views on the following:

1. This method of lecturing helps you to stay more focused and concentrated in lectures.

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D. Disagree
E. Strongly disagree

3. This method of lecturing makes concepts easier to understand.

A. Strongly agree
B. Agree
C. Not sure
D. Disagree
E. Strongly disagree

4. What is your overall reaction to the way the lectures were delivered?

I enjoy the way lectures are delivered as they allow for individual thinking and participation. I find that this method of teaching has improved my understanding of the topic.

5. Any other views? Any thought you may express will be highly appreciated.

It might be a good idea to have a little quiz at the end of end lecture with a prize for the person who answers the most correctly.
Improving Student Learning through Interactive Lectures

Kobil Ruziev
School of Management and Business

Motivation for introducing changes

According to Sloman and Mitchell (2004: 5) deep learning is encouraged by:
- teaching methods that build on existing knowledge and experience
- active involvement of students in the learning process
- and long-term engagement with the subject

And further...
Increasing levels of performance by taking a break

Motivation for introducing changes

Further, evidence suggests that the average number of items we can store in our short-term memory are 7 ± 2 (Miller, 1956)

If we do not allow students time to process new information, then either the previous information will be displaced or the new ones will be lost.

Introduced Changes

- Module chosen: EC30810 Topics in Macroeconomics
  - Class size: 15
- Encourage individual participation in class discussions
- Need to come prepared
- Name tags
- Keeping the balance between hyper-active students and students who are little shy

Module chosen: EC30810 Topics in Macroeconomics

- Class size: 15
- Encourage individual participation in class discussions
- Need to come prepared
- Name tags
- Keeping the balance between hyper-active students and students who are little shy
Introduced Changes

- Introduce major assumptions of the theory
- Ask students to think about them for about a minute or so and then discuss them
- Encourage students to understand importance of these assumptions to the model
- Think critically whether these assumptions could be justified empirically
- And relate importance of the theory in understanding real world phenomena

Evidence

Table 2 Results of the Questionnaire

Lectures in this module were delivered in a more informal, interactive way. Please express your views on the following:

<table>
<thead>
<tr>
<th>Question</th>
<th>A. Strongly agree</th>
<th>B. Agree</th>
<th>C. Not sure</th>
<th>D. Disagree</th>
<th>E. Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This method of lecturing helps you to stay more focused and concentrated in lectures.</td>
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<td>2</td>
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</table>

Evidence

2. This method of lecturing makes you think more than usual in lectures.

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<tr>
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</table>

Open Questions

- I enjoyed the way lectures were delivered as they allowed for individual thinking and participation.
  - Good, fashionable, communicative and interactive.
  - I liked the discussion-based delivery. It helped me to apply and see relevance of topics that I find to be quite challenging. It can be a long day if delivered in a straightforward lecture format.
  - Created an active atmosphere in lectures; everybody had a chance to get involved; I enjoyed it very much.
  - Good.

- The lectures were delivered well and did help me focus, but I found this style very unusual at first.
  - 'was good method to make lectures less formal but at the start felt like we weren't getting through all the material due to a bit too much talking.'
  - Some of the concepts are quite complex and due to the nature of the lecture style it can be very difficult to follow what is going on. In these cases reading from textbook is no substitute for an explanation by a lecturer. However, the PowerPoints/handouts were very comprehensive.
Conclusion

- By and large, the experiment was successful
- However, open end questions indicate that some students did not feel comfortable at first
- Possible explanation:
  - Different learning styles (Taylor, 2004)?
  - Not always that students come prepared?

Questions and Suggestions?

- 'My lecture was a complete success, but the audience was a failure.' Anon
Kobil Ruziev: Feedback on First Teaching Cycle

My comments on your first teaching cycle are based on the assessment criteria that are given for the PGCTHE. Your focus for the teaching cycle is well chosen and highly appropriate, and has very good potential for showing your ability to meet the learning outcomes for the programme. In particular I think the cycle has the potential to evidence your skills against the following criteria (taken from PGCTHE Assessment and Feedback Form):

(1) **Knowledge and Skills in Teaching:**
What evidence is there that the participant has demonstrated and evaluated their professional ability in the following areas of activity? Please assess the evidence that the participant has demonstrated their knowledge of key issues and the development of their practical skills within their particular work context.

(2) **Integration of Scholarship and Research**
What evidence is there that the participant has integrated their engagement with scholarship and research on learning with their teaching? Please assess evidence of the participant’s knowledge of scholarship and research on learning, and their ability to use their engagement with this knowledge to inform decisions about teaching in their own particular context.

(3) **Evaluation**
What evidence is there that the participant has evaluated the impact of their teaching on student learning? Please assess evidence of the participant’s knowledge of the purpose of evaluations of learning, and their ability use appropriate techniques to gain feedback within their own particular teaching context.

The strengths of the teaching cycle are particularly related to (2) and (3). In relations to (2) you have done an excellent job of reviewing the professional literature on active learning and engagement in lectures, and you have justified your teaching cycle in by showing a broad knowledge of the arguments presented for more active learning sessions. You have also integrated your knowledge into decisions about your actual teaching practice ie your decisions about the format of lectures is directly related to your learning from the professional literature.

In relation to (3) you have shown that you understand the purpose of evaluating the impact of your teaching, and you have chosen an appropriate set of techniques to gain feedback. What I particularly liked is that you have taken seriously all comments on your teaching, not only the positive ones. I think you are right to say that differences in learning styles probably account for some of the more confused reactions to active learning. I would also add that students often need support from you as a lecturer when you introduce them to new learning activities. It is important to explain to students what the aims (or learning outcomes) are of the activity, to provide clear instructions, and to allow ‘round off’ the activity with a good summary of what you hope they have learnt. It can also increase student motivation for taking part in such activities if you not only explain the intellectual benefits of the exercise, but the assessment benefits as well.

The teaching cycle does address number (1) above, but in a more limited way. You description on page 4 is short, and implies that you have developed your ability to use one particular active learning technique, which is to run small group discussions in lectures. However there are a number of other techniques which are widely described in the professional literature which you might also have
My recommendations are:
(1) To extend your description of the activities used in class, so that the reader gets a sense of the range of different activities used. It would be worth spelling out what was involved in the small group discussions, what kind of exercises were set, what kinds of questions students were asked etc.
(2) Although the new teaching practices you have introduced are good for your first teaching cycle, I would suggest that it is worth becoming slightly more ambitious in your second and third cycles. You have organised and implemented this teaching cycle in an exemplary manner, and you can use this as a model in attempting to extend the scope of your teaching in your future cycles.

Finally, it is worth remembering that your final portfolio needs to address the six areas outlined in the programme handbook (basically: design, teaching, assessment/feedback, student support, use of professional literature, and use of evaluation). This teaching cycle addresses teaching, professional literature and evaluation in an exemplary manner. It would be worth choosing your second and third teaching cycles with issues of design, assessment/feedback and student support in mind.
Presentation of First Teaching Cycle: Feedback

Please use this sheet to provide constructive comments on participants’ first teaching cycle. Your feedback will be used by participants to reflect on PGCTHE work to date, and to plan the second and third cycles.

A teaching cycle is an investigative project which provides focus for the development of PGCTHE participants’ knowledge and skills. A teaching cycle normally includes:

- Identification of a learning and teaching issue, including engagement with professional literature on teaching in HE.
- A well planned teaching activity focussed on clear anticipated benefits for student learning.
- Feedback and evaluation of impact of teaching practice on student learning.
- Plan for future developments in teaching practice.

Presenter’s Name: Kubil RUZIEV

Feedback:

1. Excellent presentation - very clear.
2. Can you provide more handouts/sticki to encourage students to prepare.

- to - text could do this very simply - e.g. get them to bring 3 questions from a piece of reading or short statement about what they read.
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Presenter’s Name: Ružiev K. 

Feedback:

"Plan based on sound scholarship. Don’t be discouraged by some negative feedback. Students need to become accustomed to new teaching methods – esp if all unit lectures are using these traditional methodologies. These things need to be tried over a period of time."

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- Plan for future developments in teaching practice.

Presenter’s Name: Kobil Ruziev

Feedback:

Perhaps to overcome issues of different learning styles could use this style of teaching sometimes rather than for the whole module?
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- Plan for future developments in teaching practice.

Presenter’s Name: Kabil Ruziev

Feedback:

Nicely structured and justified intervention dependent to some extent on small class size. Dependency on preparation before session unlikely to be universally adopted. Chaining approach to discussion fine. How do you promote preparation before session? This is something I could not depend upon. How do you engage more submissive or inhibited students in the forum. Does it encourage attendance? Does the method discriminate those who are motivated, interested and organised enough to prepare.