Lecturer concerns

- The amount of information available
- Turnover of knowledge
- Drowning

Problem identified

- 2nd year course
- Large cohort of students
- Different faculties: Natural and Agricultural Science, Medicine and Veterinary Science
- Quest to encourage deeper learning
- Suggest using blended learning (LMS)
Attributes of deep learning

- Relate ideas to previous knowledge and experience
- Look for patterns and underlying principles
- Check evidence and relate it to conclusions
- Examine logic and argument cautiously and critically
- Be aware that understanding develops while learning
- Become actively interested in course content

Dilemma

- Are these students ready for web-based learning?
- clickUP survey: limitations

Solution

- Paper-based survey in class
- Addressed
  - access to computers and the internet
  - learning preferences
  - included open-ended questions relating to their course and curriculum.
- 127 students participated

Results

- Access to Internet, computers
  - all reported having satisfactory access to computers and the internet.
  - 73% of the class usually used the computer laboratories on campus,
  - 59% depended on the labs as their only available internet source.
- Time of day
  - no single time during the day that suited all
  - surf equally during the gaps between classes, as in the afternoon after the last class.
Learning material delivery

– three-quarters of the class preferred accessing it from the LMS,
– + they would also like some material delivered in other modes.

Learning material format

– majority of students preferred custom prepared printed hand-outs or readers rather than just textbooks.

Notes to study from

– 66% of class prefer to study from comprehensive texts (this includes test books and readers),
– they liked to supplement those with summaries, (including ppts), other sources like diagrams and also listening

Lecturing modes

– Popular belief that many students have a dominant auditory learning style
– only 3% of this cohort said they preferred learning through hearing rather than through reading.
– 28% of the students enjoy listening to learning material in conjunction with other modes.
Class attendance

– Only 41% of the 127 of the class present on the day of the survey, claimed to attend all lectures.

Student expectations from lecture

– interesting and applicable
– lecturer should explain the content
– elucidate the key issues
– equip them to solve problems relating to their studies
– and discuss how the particular work fits in and will be applied in their future professional practice.

Students say on notes …

– We want relevant handouts
– Notes could be made available before the lecture
– published on clickUP before the lecture
– Provide notes before classes, so instead of writing we can look at our printed notes and listen

On Powerpoint

– Some lecturers tend to only read information off the PowerPoint presentations and not add any additional notes to these.
– Reading off slides is not really helpful
Critical thinking

- Learners in HE must develop critical thinking skills and not just absorb a vast amount of facts
- This happens through Socratic methods: questioning by lecturer
- Teaching students to formulate questions

From shallow to critical

- Too many detailed facts are passed on.
- Make it more interesting and relevant, and not just repeat everything in the book.
- Make use of more examples during class and not just straight out of textbook learning.

Embedding, contextualising

- To make more interesting with a practical approach
- Have some prac work to get students more involved and interested.
- We want more Discussions. Pracs. Assignments.
- Classes do not feel productive on the lecturers part, don’t encourage any participation from students.

Topics

- topics based on (…) would be more beneficial to our career choice.
- Lecturers should perhaps add interesting applications or additional notes in lectures, not available on ClickUp.
Students demand …

- Students attend class not to be bored to death by a PowerPoint lecture.
- Lecturers should deliver wide-ranging resources via web and facilitate applicable classroom discussions.
- Students demand “anywhere, anytime and just-for-me” education.

Thank you