

# Contents

Preface and acknowledgements	x
Prologue	I
ACTIVITY 1 – What is good teaching in higher education?	3
<b>Unit One – On explaining</b>	<b>5</b>
ACTIVITY 2 – On explaining	5
What is explaining?	7
Types of explanation	9
ACTIVITY 3 – Sorting out explanations	10
‘Good’ explaining	10
ACTIVITY 4 – On the structure of explanations	12
Summary	14
<b>Unit Two – The business of explaining</b>	<b>16</b>
Preparing and designing explanations	17
ACTIVITY 5 – Taking steps	17
ACTIVITY 6 – Opening an explanation	21
Giving explanations	22
ACTIVITY 7 – Reading aloud	24
ACTIVITY 8 – Reading aloud and listening	26
Looking at explaining	30
ACTIVITY 9 – Looking at your explanation	30
Looking into your explanations	32
ACTIVITY 10 – Transcribing your explanation	32
ACTIVITY 11 – Analysing your explanation	33
Explaining revisited	34
ACTIVITY 12 – Explaining revisited	34
ACTIVITY 13 – Explaining reviewed	35

Spontaneous explaining	36
ACTIVITY 14 – Hot-seat explaining, I	37
ACTIVITY 15 – Hot-seat explaining, II	38
ACTIVITY 16 – Hot-seat explaining, III	38
Summary – the end of explaining	39
<b>Unit Three – Learning about lecturing</b>	<b>41</b>
Anxieties of lecturing	42
ACTIVITY 17 – Anxieties of lecturing	43
How do students learn from lectures?	44
ACTIVITY 18 – Structure and learning	45
Some basic skills of lecturing	46
ACTIVITY 19 – Beginning a lecture	48
ACTIVITY 20 – Using a prepared audiovisual aid	50
ACTIVITY 21 – Building up an audiovisual aid	50
ACTIVITY 22 – Using a buzz group	51
ACTIVITY 23 – A game of directions	52
ACTIVITY 24 – Giving directions	53
ACTIVITY 25 – Diction and expressiveness	54
ACTIVITY 26 – Narration	56
The lecture space	57
ACTIVITY 27 – Checking a lecture room	60
Summary	61
<b>Unit Four – Learning about the structure of lectures</b>	<b>62</b>
The classical method	63
The problem centred method	66
The sequential method	66
ACTIVITY 28 – Search for structure	68
Other types of lecture methods	69
ACTIVITY 29 – Explaining a comparison or thesis	72
ACTIVITY 30 – A thesis explanation	72
<b>Unit Five – Learning to lecture</b>	<b>75</b>
ACTIVITY 31 – Explaining a lecture	75
Preparing and designing lectures	77
ACTIVITY 32 – Associating with psychologists	79
The steps of preparing and designing lectures	80
ACTIVITY 33 – Lecturing revisited	81

Giving lectures	82
Observing and analysing lectures	83
ACTIVITY 34 – Recalling impressions	84
ACTIVITY 35 – Gathering impressions	85
ACTIVITY 36 – Recounted impressions	86
ACTIVITY 37 – Using students' reactions	87
ACTIVITY 38 – Attending to a lecture	88
ACTIVITY 39 – Observing a lecture	89
ACTIVITY 40 – Analysing a lecture	89
Planning a series of lectures	90
ACTIVITY 41 – A problem of integration	92
Summary	123
<b>Unit Six – Helping students learn from lectures</b>	<b>94</b>
How much to note?	95
Listening and observing	96
Note-taking in lectures	100
Note-making after lectures	101
Learning and thinking about lecture notes	102
ACTIVITY 42 – Analysing notes	103
ACTIVITY 43 – Making notes	103
ACTIVITY 44 – Noting hints	103
ACTIVITY 45 – Guided note-taking	104
<b>Epilogue – The end of explaining and lecturing</b>	<b>105</b>
Comments and answers on some activities	106
Appendices	110
A – Organising video-recordings	110
B – Course co-ordinators' role	112
C – Organising short courses	114
D – Examples of rating schedules	115
Some further reading	123
Bibliography and author index	126
Subject index	133