

## Further Ideas for Using Coaching in Lectures

Issue: The Teaching and Learning methods section along with other sections in Unit Descriptions are kept deliberately generic to allow staff flexibility in teaching the units. How are where is it appropriate to include references to the academic as coach to accommodate the need to monitor which was raised as in issue in earlier development sessions?

All the following are ideas which could work in some but not all circumstances. A good outcome is if these prompt your own new idea.. The best outcome is if you then share that idea on (ref) with others.

### **Set out a contract with each group of students at the start of the year:**

- I will... you will...; so all are clear about expectations.
- Couch it in these terms: of course they already know this, but just to remind them...
- Use the gym membership analogy: paying the fee doesn't make you fit, the more you put in, the more you get out.

### **Encourage students to reflect on lectures:**

- Links and 'cliff-hangers' at beginnings and ends of lectures (you may wonder why you needed to learn this model: next week all will be revealed.)
- Brief section in groups: what don't you understand?
- Set a question for students to work through independently or in groups within the lecture, so they can test their own understanding.
- Set two parallel questions, work through one and ask students to solve the second.
- Ask: What other approaches could you use to solve this problem?
- Link what has been taught in previous weeks to rising issues in the news to give real-life examples.
- Think about differentiation in the lecture: the things everyone must understand, the things most should understand, and the things that will intrigue the most committed.
- Do something a bit different: base a section on a well-known game e.g. 'Play Your Cards Right' or ask a series of questions with two options to answer, and ask the students to give their answer by standing or sitting. Test out such ideas in smaller seminar groups first to find out how best to make them work.

### **What can students do after a lecture to help embed their learning?**

- How could they apply the theory?
- Can they think of examples of the theory in action in the real world? How far did the theory accurately predict what actually happened?
- How could they use this technique in other circumstances?
- How could they implement this idea? Is that the only option for implementation?
- Can you explain this idea to someone else? To someone from a different discipline?