



LEARNING AND TEACHING CONFERENCE

2021



Verbal Pictures.

(i.e. story telling and then relate it to the theory).



Introduction

- Need to create a seminar/lecture which the student wants to come back to.
- Engage student by using a number of simple methods.

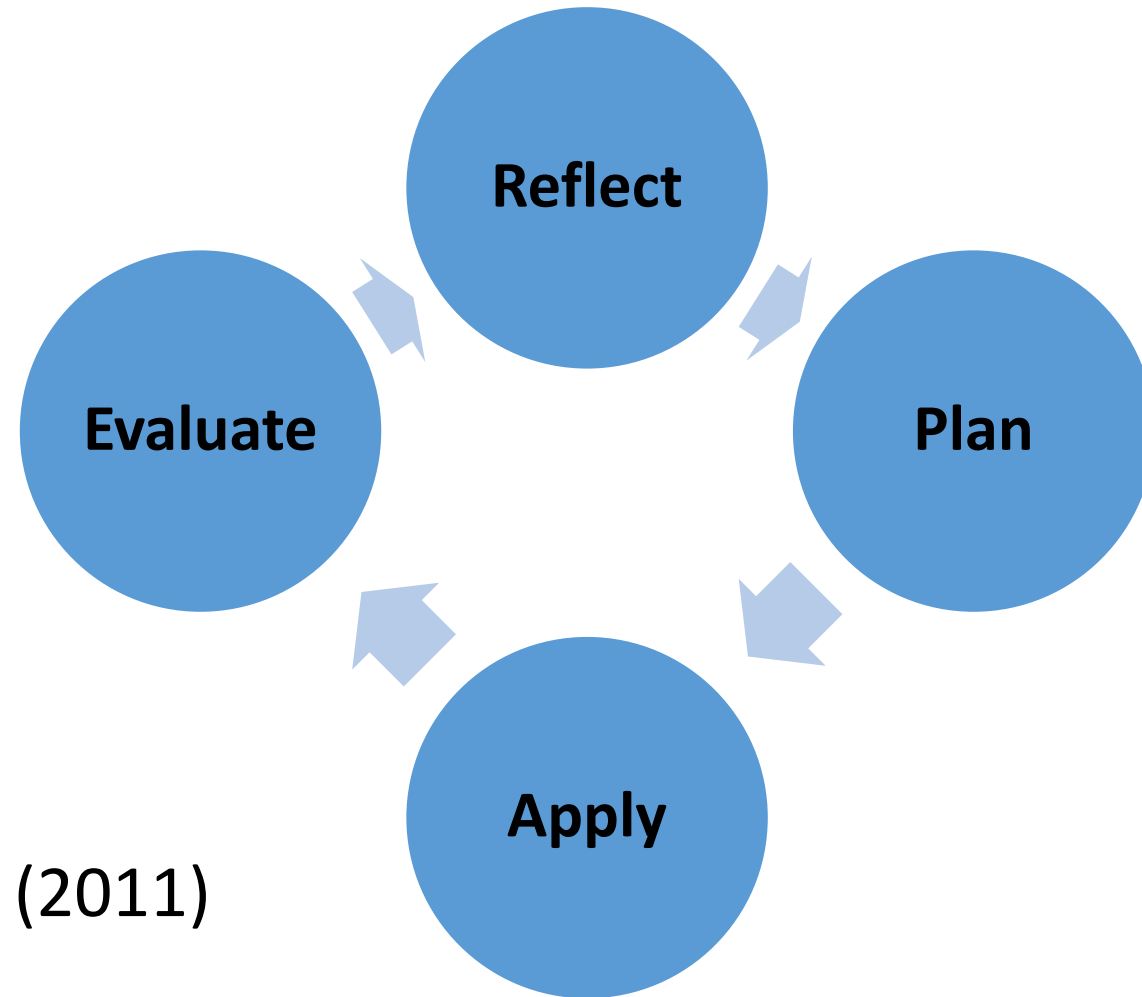


Literature

- Wanting to learn is a powerful motivation than the need to learn. Race & Brown (2000).
- Action research is one method of achieving this. Many lecturers do this during their teaching career. For example, reflect on what went well and what can be improved? Then the teaching is adjusted. Action research is a more systematic approach to this method. Biggs and Tang (2011)

Literature

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- Biggs and Tang (2011)

Literature

The traditional format encourages students to concentrate on superficial indicators rather than on fundamental underlying principles, thus neglecting deep (active) learning.

McCarthy and Anderson (2000).

Methodology

- Reviewed several lecture/seminar content
- Analysed student feedback from several modules
- Case study approach

How to engage the student

- The Verbal Picture has to be developed and created within the lecture.
- Need to create the atmosphere where the students are interested and listening.
- Sometimes to get this atmosphere requires discipline.



How to engage the student

- To achieve the discipline humour is a very good way to gain the students attention and trust.
- Speak in a softer voice will ensure attention is gained.
- Use voice expression.

Verbal Pictures



Verbal Picture

- Make sure that the example you create can be related to the theory being taught.
- Get students to take part in the verbal picture.
- Then when going through your main theory slides, relate the verbal picture to the theory.

Verbal Picture

- Highlight key phrases to help with recall in the exam.
- Students still remember key phrases and the verbal picture months after the lecture, this means that they then recall the theory it relates to.
- Do not do it too often.

Conclusion

- The feedback from this approach has been very positive.
- Students commented that they enjoyed the lectures and made an effort to attend, including the 9.00am ones.
- Students also said that it helped with revision and recall in the exam.



References

- Biggs, J., and Tang, C., (2011), Teaching for Quality Learning at University, (Fourth Edition), The Society for Research into Higher Education, Open University Press: Berkshire, 2011.
- McCarthy., J., P., and Anderson., L., (2000), Active Learning Techniques Versus Traditional Teaching Styles: Two Experiments from History and Political Science, Innovative Higher Education, Vol. 24, No. 4, Summer 2000.
- Race, P., & Brown, S., (2000), The Lecturer's Toolkit, A Practical Guide to Teaching, Learning and Assessment, London: Sterling (USA), 2000.

Workshop on voice expression.

Fee, Fie, Fo, Fum;
I smell the blood of an English man;
Be he alive or be he dead;
I will grind his bones for my bread!



In a dark, dark wood there was a dark, dark house;
And in the dark, dark house there was a dark, dark room;
And in the dark, dark room there was a dark, dark cupboard;
And in the dark, dark cupboard there was a dark, dark shelf;
And on the dark, dark shelf there was a dark, dark box;
And in the dark, dark box there was a... mouse!

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Creating stories

- The theory is:-
- If a project provides possible economic benefit for a business then you can capitalise the costs in the Statement of the financial position.

Story

- Tooth paste



Verbal Pictures (i.e. storytelling in relation to theory).

- Everyone learns in a different way. Teaching pedagogy at times fails to acknowledge students need to be inspired, to allow engagement with academic theory. Yes there are various technological platforms with flashing lights and examples to help with student engagement. However, storytelling can be very effective in providing a verbal picture of a scenario which students remember. The attendees will be encouraged to use their voice to add drama and interest to their teaching, by taking part in story telling exercises which will develop their confidence and pedagogical skill base.