PARTICIPATORY LECTURES FROM THE GROUND UP: USING DISCIPLINARY KNOWLEDGE, PERSONALITY AND BACKGROUND TO DEVELOP ENGAGING LECTURES

SESSION ONE: THURSDAY 1:45 PM

Topic: 5 Things I Learnt About Student Engagement While Trying Everything I Could Think Of.

Process: Quick three - five minute overview of research (5 things I learnt). Participants will answer questions (handout provided) and brainstorm ideas for activities.

Objective: For participants to come away with activity design ideas to apply to their own teaching practice.

SESSION TWO: THURSDAY 2:05 PM

Topic: How to Know What to Draw: Using Sketching to Engage Students.*

Process: Quick three - five minute overview of current activity design project. Participants will answer questions (handout provided) and brainstorm ideas to work through a drawing based lecture activity.

Objective: Participants will come away with having identified a concept to draw and to be aware of a few different ways of approaching material.

*Research is part of a larger project on drawing and teaching with Jason Toal at Simon Fraser University.

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varied
prop
feedback
fun
community
Worksheet

Select one of the two question sets that is the most relevant to you. If time we will complete both.

Q.1

Goal: To identify a model as a guiding principle for designing and delivering participatory lectures.

What is missing? What would you like to change / add?

What would be your ideal classroom set-up?

Can you identify three core characteristics of teaching / learning in this setting that you value?
Worksheet

Select one of the two questions sets that are most relevant to you. If time we will complete both.

Q.2

Goal: To identify a topic to develop into a lecture activity.

Identify a lecture topic that you would like to develop into an activity.

Is there a “prop” you can use / make to trigger student participation?

Are there resources available that would help you provide feedback, such as document camera, discussion board, iclickers, etc.?
“People like seeing other people's pictures. In most presentation situations, audiences respond better to hand-drawn images (however crudely drawn) than to polished graphics. The spontaneity and roughness of hand-drawn pictures make them less intimidating and more inviting—and nothing makes an image (even a complex image) clearer than seeing it drawn out step-by-step.”


Framework inspired by Dave Gray's excellent video “How to Know What to Draw” found at Type://one-worldism/visual-thinking-school/

This activity is part of a larger research project on drawing and teaching with Jason To al at Simon Freezer University.
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