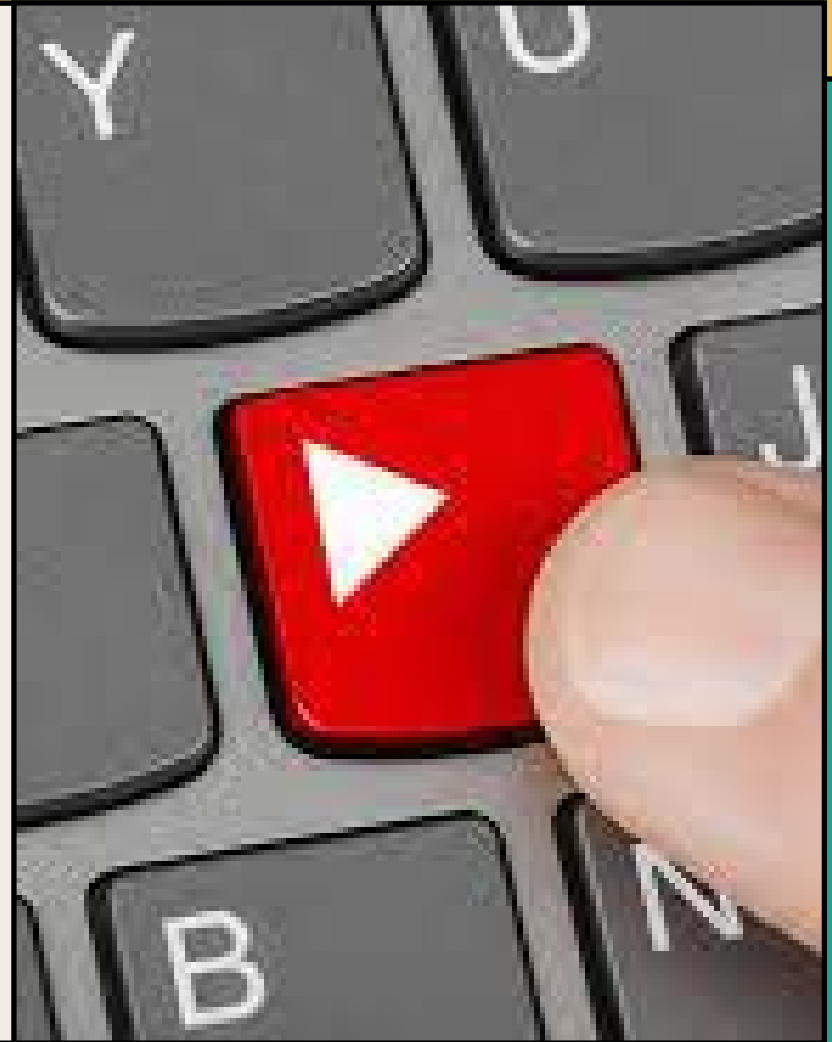# Reflections on practice: Rethinking lectures for more inclusive learning in block teaching

Angie Sibley-White

Talitha Bird

Introduction

Context
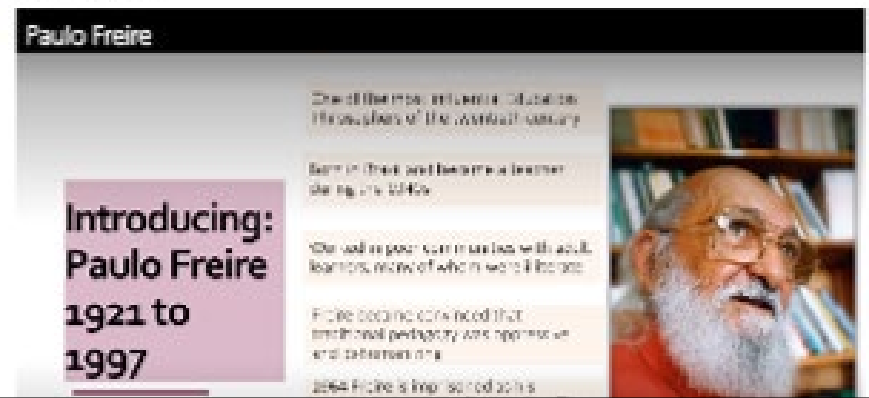
Theoretical considerations

Practice-based considerations

Reflection

Questions

Context: Our Students

- A more diverse range of learners (Crozier and Reay, 2011; McCall et al., 2020)

- 'ensuring inclusive and equitable quality education' – United Nations

- Empowering our students

Context: Block Delivery

- Challenge of Block delivery:

  - To restructure from a weekly lecture/seminar format
  - To consider potential for gaps in engagement with key education
  - To consider potential barriers of the new format for learners with diverse needs
  - To promote ownership of learning

- Solution:

  - Micro-Learning – is a 'valuable pedagogy characterised by short duration and focused content' (Thillainadesan et al. 2022, p.791)

  ## The creation of the "lecturette"
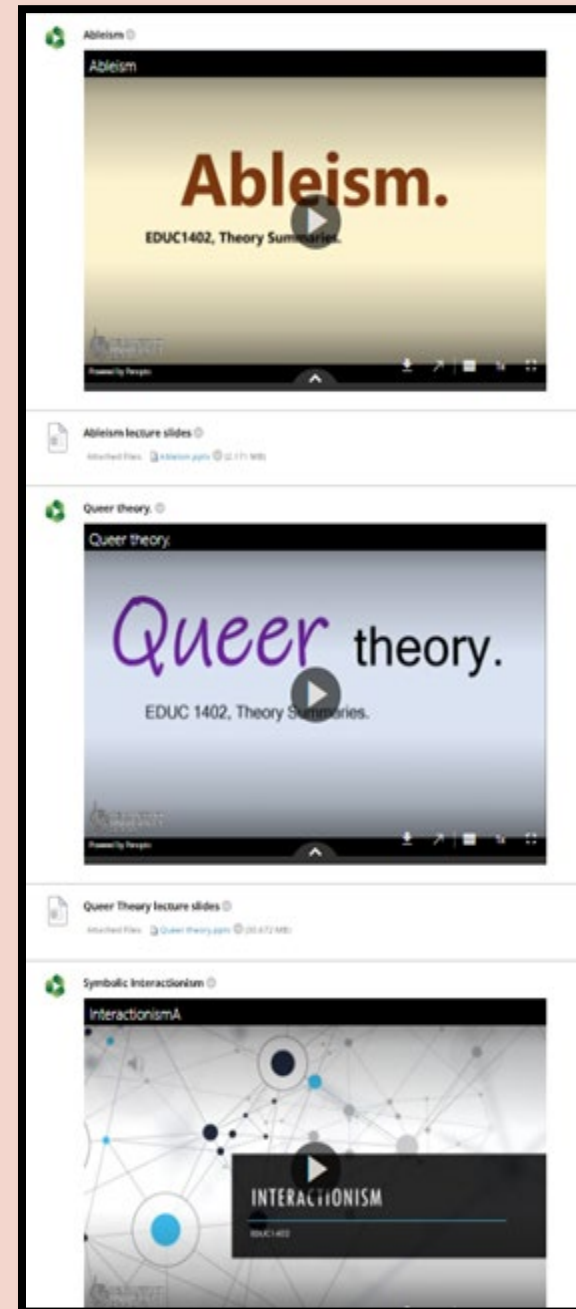
Context: Micro learning

- Characterised by its brevity, simplicity, and accessibility

- Multiple benefits of engaging with a micro-learning approach as follows:

  1. *better retention of concepts (*Giurgiu, 2017; Shail, 2019),

  2. *better engagement for learners* (De Gagne et al., 2019a, b; Nikou, 2019; Liao and Zhu, 2012),

  3. *improving learners' motivation* (Nikou and Economdies, 2018; Halbach and Solheim, 2018; Shail, 2019; Stronck, 1983),

  4. *engaging in collaborative learning (Reinhardt and Elwood, 2019; Zhang and Ren, 2011; Chang and Liu, 2015) and*

  5. *improving learning ability and performance (*Mohammed et al., 2018; Jomah et al., 2016).

  (Leong et al., 2020, p.20)

Practice-based Considerations

- Break away from traditional modes of teaching and learning
- Towards a more learner-focused and inclusive approach
- Bite-sized learning = greater accessibility
- Versatility of access and platforms

Theoretical Considerations: practice

Lecturette format is reflective of:

Bruner's (1960) spiral curriculum - used to enhance student learning by activating prior knowledge before building more complex ideas

Bruner's (1960) approach is synonymous with reinforcement and retention of knowledge.

Kolb's (1984) Cycle of experiential Learning

Theoretical Considerations: student

- Supporting the development of positive self-efficacy

- Leading to positive self-regulation and motivation

- 'motivational processes influence a [learner's] acquisition, transfer and use of knowledge' (Dweck, 1986, p.1040).

Reflection

Initial feedback from the students

- Preferred 'lecturettes'
- Convenient
- Ability to pause and take notes
- Relisten
- Content less overwhelming

- In addition: grades significantly increased over the previous two years
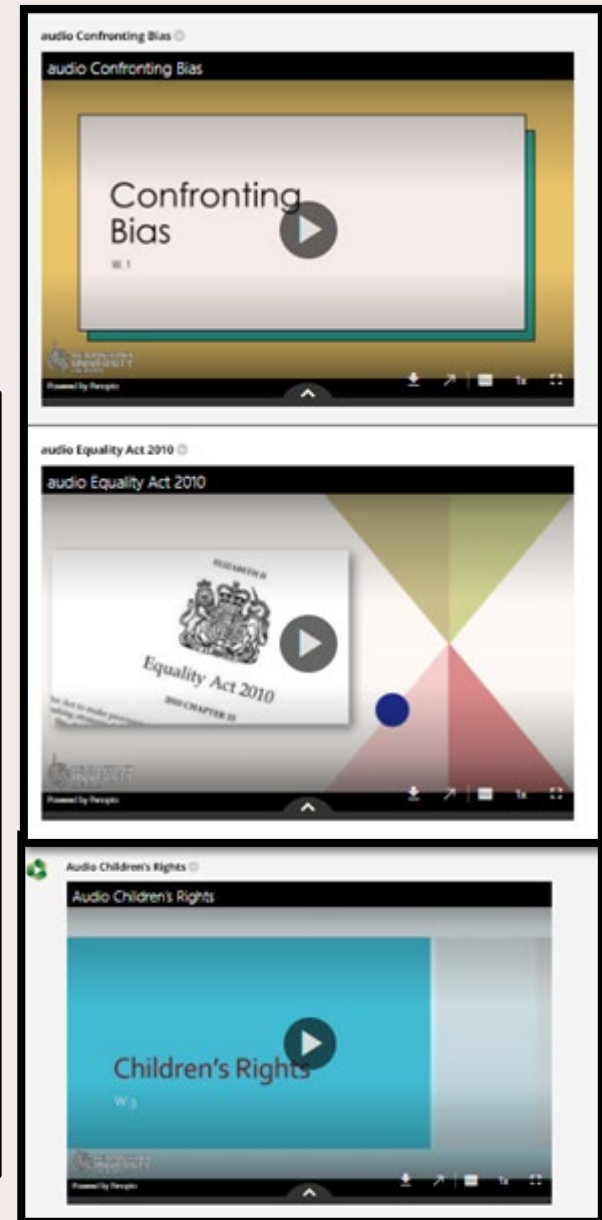
Reflection

Micro-Learning – is a 'valuable pedagogy characterised by short duration and focused content'
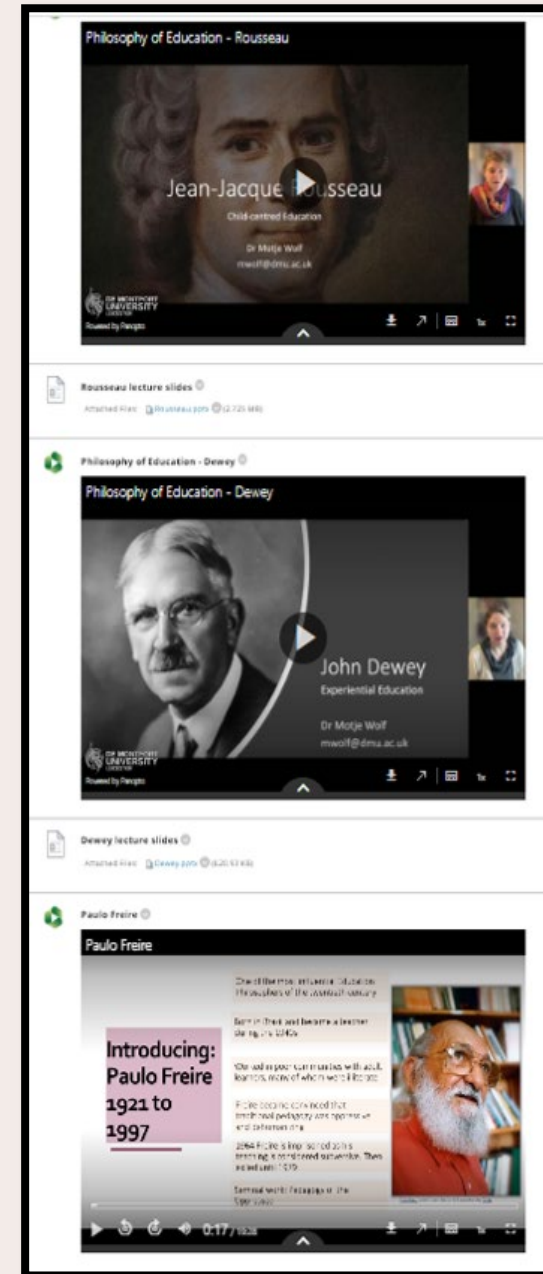
Lecturette – Short pre-recorded voice over PowerPoint focused on a single theory or theorist

Flexible and inclusive

Improved self-efficacy and engagement

Student feedback – Over whelming positive
          Enabled control of pace of learning
          Ability to pause and take notes, relisten
          Flexible

Thank You

Questions?

References

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