Transcript: Introduction to Synchronous Session Planning Resources for FSE Teaching Staff

**Andrew Weightman (AW):** So my name is Andy Weightman and I'm the Associate Dean for the Teaching Academy

**James Brooks (JB):** and I'm James Brooks. I'm the Academic Lead for Pedagogy.

**AW:** So James, tell me, what's this initiative all about?

**JB:** So, this came from a number of questions we were being asked about what do I do in my live, in person lecture, if I want to reuse the videos that I produced last year so my content is being delivered separately from that lecture. Obviously you don't want the lecture to be just going over exactly the same, and you don't want to just stand there hoping students ask questions. So, what should you do?

**AW:** Great, and what's currently available for colleagues? And what's the plan around the longer term project?

**JB:** So what we've got right now is some short, text examples, from a number of different disciplines of the sorts of things that you could put into your your session. So examples from

other colleagues of live, in person lectures or or online, synchronous sessions that have worked well. What we'll be building out in the next few weeks and longer term is more in-depth case studies where we talk about how people have structured the their time in the lectures and the technologies they've used, how to use them. So if you do have a lecture that's gone particularly well, been particularly interactive, or are using a particularly interesting piece of technology, let us know. And we'd be happy to talk to you about it.

**AW:** Great. And you talked a little bit about kind of active learning with it within

within the lecture. Can you give an example of that?

**JB:** Yeah. Yeah. I mean, yeah, I think the key if you're not delivering content, is this active learning. It's rather than thinking 'What do I put in the lecture?', it's how do I get the best information of what the students want, or what the students are struggling on? That might be, you know, content-wise, it might be quest... Going back over worked examples so something that quite a lot of people do is use a Mentimeter, a Kahoot! or TurningPoint to ask students questions either in the lecture itself or before the lecture. So that you have a good idea of well, okay, maybe they didn't understand this concept and that needs explaining in a different way, or maybe they were really interested in a particular piece that you can dig into. Maybe they struggled with a certain type style of question and you can go over some more worked examples... But you can only really do that if you have good information about what the students need.

**AW:** And where do people go to find out more?

**JB:** Yeah, so if you keep your eye out for the coming Teaching Academy emails, the weekly emails or go to the Teaching Academy resources webpage, there'll be the full list there and we'll be adding to that over the coming weeks.

**AW:** Fantastic. Thanks for the introduction.

**JB:** That's okay. Thank you.