

Example (by Prof Linda Chan)

“Last year, I was asked to give a 1-hour lecture for medical students in lieu of a colleague who had retired. During the 1-hour lecture, I found that most of my students were disengaged, for example, some were playing on their phones or sleeping. *Reflecting on this experience, I initially felt frustrated and discouraged by the students’ responses as I spent many hours preparing for this lecture. However, after evaluating the teaching encounter further, I realized that I spent the entire 1 hour giving a one direction monologue to the students which would also send me to sleep if I were them...*”

Example continued.. (by Prof Linda Chan)

“After analyzing the encounter and reviewing the literature, I learned from research by Bligh (1998) that learners’ attention starts waning after about 10 to 15 minutes during a teaching session. However, this attention may be reinstated by the incorporation of practical activities. Based on this, I incorporated either individual or interpersonal activities at about 5 to 10 minute intervals during the 1-hour lecture given this year. This helped to engage and maintain my students’ attention. Feedback from the students also identified this interactivity as the aspect they enjoyed the most or found the most useful about the lecture.”

Ref: Bligh, D. A. (1998). What’s the use of lectures? (5th ed., pp. 59-61). Intellect Books.