# Learning activities

## Lectures

### Multimedia

“It’s ‘vital’ to stop during lectures. Especially for students with dyslexia because they ‘switch off’.”

“But, if we could stop for half an hour and have a task to do, like go in groups and discuss, 'like ask why we do that, why you think that? 'that would be more engaging.”

Student focus group, PESE Project 2016

* Adopt a multisensory approach to lectures (e.g. interactive whiteboards, PowerPoint, video, podcasts, a mixture of text and images, group discussions, role play).
* Explain concepts and information in different ways (e.g. explain text verbally, illustrate spoken ideas with graphics)
* Give in-session announcements in more than one form (e.g. tasks to complete for the following session, assignment advice)

### Facilitating Learning

“Makes a huge difference if a lecturer after even a 2 hour lecture stops and ask what (we) understood or if (we) have questions. ”

Student focus group, PESE Project 2016

* Pace lectures to allow time for listening, note-taking, processing, and responding.
* Lectures should be well-structured: lecture outlines, regular recaps, summary at the end.
* Reiterate key points.
* Include regular pauses, brief summaries of what has been covered so far and opportunities for reflection and clarification.
* Include active learning opportunities.
* Repeat student questions for the benefit of others in the class.
* Write down and explain new terms and concepts (e.g. on PowerPoint, whiteboard).
* Include formal refreshment breaks in longer sessions.
* Students should be allowed to record lectures ([See regulation E19 for exceptions](http://www.brookes.ac.uk/regulations/current/other/)).

## Seminars

“… opportunity for questions if not understood.”

“For me this is where I learn more, learning from other people.”

“…problematic to put things in the whiteboard - difficulty to be the spokesman for a group.”

Student focus group, PESE Project 2016

* Provide seminar tasks in advance as far as possible.
* Set out seminar objectives in writing and at the start of the session.
* Allow students time to process written and verbal information and instructions.
* Provide individual and group learning activities.
* Encourage diversity awareness.
* Allow students to decide amongst themselves who should write notes and present information on behalf of the group.
* Allow sufficient time for students to finish tasks.
* Provide opportunities to answer questions and for clarification.
* Summarise key aspects at the end of the seminar.