



# Webinar Registration Form

## Transitioning Away From Lectures: How To Adopt A More Active Approach To Teaching & Learning Tuesday, September 17 ~ 1:00-2:15pm (Eastern)

Once the live date has passed, this training will be available on demand.

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### Overview

After more than 500-years, the lecture is still the hallmark trait of most college classrooms. In fact, lectures are such a prominent aspect of our current teaching and learning paradigm that many of us find it difficult or impossible to imagine how a college class could work without them. Lectures are the way most of us learned and what most current students expect from college classes.

In this webinar, we will consider the history of lecturing and acknowledge why this way of transmitting knowledge from teacher to students made sense in a time when there were few books in existence. But, of course, this paradigm of teaching and learning with the teacher as a content expert or “sage on the stage” with passive students sitting, listening, and taking notes has remained remarkably unchanged over hundreds of years.

Yet, more than 50-years of research tells us that lectures are not an effective way for teachers to promote student learning. We will review some of the reasons why lectures fail to promote meaningful learning and, in light of this, we’ll explore our own roles as lecturers: why we lecture and what we believe (or hope) our lectures are doing to promote student learning.

We will examine various types of “lectures” ranging from what we can call “continuous exposition by the teacher,” to the “lecture/discussion” to something we will call “just in time teaching.” Assuming that the goal is real, meaningful learning, we will then consider the pros and cons of these types of lectures from the standpoint of both teachers and students.

#### Objectives:

- Explore the history of lecturing in college classes and examine the reasons why lectures became such a prominent aspect of the “transmission of knowledge” paradigm of teaching and learning
  - Contrast this “transmission of knowledge” approach to education to the “active learning” paradigm of teaching and learning as a way to highlight the role of the lecture
  - Introspect and consider the role lectures play in their own approach to teaching and learning and to their identity as teachers
  - Consider their motives for lecturing, the outcomes they believe their lectures are attending to, and ask and answer the question, “why do I lecture?”
  - Consider why students expect and often say they prefer lectures to other more active approaches to learning
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### Who Should Attend?

- K12 & 2-year & 4-year institutions
- Academic Affairs/Instruction
- Faculty (full and part-time)
- Deans of Instruction
- Department Chairs
- Online Learning faculty
- Any educator interested in learning more exploring active learning alternatives



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### Speaker(s)

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**Eric Salahub**

*Front Range Community College*

Eric Salahub has been at Front Range Community College in Fort Collins Colorado since 1999 where he teaches philosophy and serves as an instructional coach. In his coaching role, Eric has worked with hundreds of teachers helping them improve their craft in face-to-face, online, and hybrid classes. Over the past 5 years, Eric's main teaching and research focus is in Active Learning and he is the co-creator and director of the Active Learning Institute. In 2018 Eric was named the Colorado Community College's Outstanding Faculty and in 2019 he was awarded the Jerome Wartgow award for Excellence in Teaching with Technology.

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### Newsletter