

The Art of Lectures: An analysis of the deep learning structures of lecture halls

Peter Kandlbinder

University of Technology, Sydney, Australia

Peter.Kandlbinder@uts.edu.au

The popular image of the modern university is one of lecture halls stretched to capacity by students forced to attend incomprehensible presentations by distant professors. While lectures appear to retain their place as the most common form of teaching in universities, their format appears out-of-step with our modern sensibilities. Lectures remain highly formalised performance in increasingly non-ritualistic times. Students rarely say they are attending lectures for enjoyment (Dolnicar, 2004) and increasingly refuse to participate in learning by absenting themselves from lecture halls or participating in digital distraction when they are present. The ubiquity of lecture halls in universities is only matched by the uniformity in the criticism of lecturing in educational theory (Bligh, 2000). University teachers who lecture are seen to be more focused on content than their students. To understand the kind of learning constructed in lecture halls this showcase will go beyond surface appearances of passive and active interactions and examine the underlying model of teaching that determines the rules and structures of learning as it is experienced by staff and students. The goal of this showcase is to analyse the deep structures of the lecture hall to explain the kind of learning actions that lectures intend the students to adopt when learning at university. These rules can be read from the physical environment that is constructed by the lecture and this showcase will compare the actions of a lecturer in a digitally enhanced lecture hall with the advice offered for lecturers in pre-digital environments.