Supporting students’ engagement with lectures

This sample resource is designed to help introduce students to the lecture as a mode of teaching. In particular, it is designed to encourage active listening, note-making, meaningful use of lecture recordings (where appropriate) and post-lecture reflection and consolidation. A blank note-making template is also available in this section of the toolkit. The latter could be made available to students in paper and/or digital formats. Alternatively, students may want to make use of writing tools such as Word or Onenote, and may want to collaborate online through sharing files in Microsoft Office 365 or Teams, within discussion spaces on Panopto, Blackboard or social media.

<table>
<thead>
<tr>
<th>Lecture title</th>
<th>Introducing Critical Pedagogy: key themes and people</th>
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<td>Date</td>
<td>10/10/2018</td>
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**Key questions/themes**

As this is the opening session, its aim is to introduce some of the key themes we will be exploring in the module. We will be looking at the following questions:

- What does the ‘critical’ mean in Critical Pedagogy (CP)?
- Who first developed CP and what were their key arguments and ideas?
- What do critical pedagogues mean when they refer to ‘praxis’?
- How have more recent critical pedagogues built on, critiqued and developed the original CP ideas and arguments? What different directions has CP taken and why?

It is a good idea to base your notes around these questions and themes. During the session itself, we will review and discuss these questions and at the end we will spend time consolidating understanding and raising further questions.

**Review and consolidation questions (we will discuss what we can during the session, but you can also use these to help consolidate your understanding after the lecture, drawing on the recording of the lecture, articles, key texts etc.)**

What do critical pedagogues mean when they claim that their pedagogy is ‘critical’?

How far do agree with the CP vision of what being ‘critical’ involves, and why it matters?

What did Paulo Freire mean when he referred to ‘the banking concept’ of education and why did he consider it so problematic?

Choose **one** of the following and spend **two minutes** explaining to a partner how critical pedagogues working within this field have developed CP in new and different directions:

- Feminism
- Critical Race Theory
- Queer Theory

In pairs, devise **at least one question** to ask and be prepared to share this question if called on.

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Review and revision exercise

Set a timer for **15 minutes**. Without referring to your notes, write a *brief* summary responses to each of the questions above. If you get stuck, move on to the next question. When you have finished, go back over your notes to: a) check your answers; and b) check areas where you got stuck. For the latter you can go back to your notes, lecture recordings and other sources to further develop your understanding.