

Why do students go to lectures?

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Abstract

The large group lecture has a long tradition as a teaching format in undergraduate mathematics education. Despite the fact that the educational value of large group lectures has long been questioned, for a variety of reasons, the practice of providing lectures in mathematics courses prevails and attracts students.

Based on observational data from one calculus lecture and a post-interview with the lecturer, and a preliminary analysis of two video recorded lectures, related questionnaires given to the audience of undergraduate students, as well as individual and small group interviews, three dimensions of the quality of a mathematics lecture will be discussed: general criteria of 'quality teaching', teacher immediacy, and mathematical exposition, where the latter comprises mathematical content, mathematical process, and institutionalisation.