


'Low-Tech' Teaching: Reimagining the Classroom



Objectives:

- To understand what we mean by 'low-tech' teaching.
- To understand how teaching can be viewed as performative.
- To explore ways of engaging students through 'low-tech' methods.

Expectations:

- Be prepared to unmute yourself and share ideas/ thoughts/ experiences verbally.



Who am I?

- Access and Success Projects Officer
- Previously Programme Officer for the Brilliant Tutoring Programme and the Scholars Programme.
- Completed a PhD in Buddhism and Orientalism
- Co-creator of the Text Talks Podcast
- Completed associate fellowship of HEA, specializing in low-tech teaching.
- Over 5 years of Outreach activity at Lancaster University, including hosting National Teachers Conferences.
- 2 years as a Graduate Teaching Assistant
- Part-Time Drama Teacher during my MA
- Background in Theatre, Art, and Philosophy and Religion



Why is 'low-tech' teaching relevant in the face of modern technology?



- Many of our programmes have now moved back into the classroom.
- Creates a collaborative environment.
- Some scholarly backing.
- Prevents 'digital fatigue'.

What do we mean by 'low-tech' teaching?



Activity:



- Take 2 minutes to write a definition of what 'low-tech' teaching means to you.
- Be prepared to share with the group.



Defining 'low-tech':



- According to the Cambridge dictionary low-tech is:

'Not using the most recent equipment or methods.'

- 'Low -tech' is presented in a derogatory way with synonyms including 'backward', 'rustic', and 'crude.'

Defining 'low-tech' continued:



- The way I want us to think about 'low-tech' teaching is using methods that do not focus on technology, and applying methods from a different discipline to give a new perspective, in this case, theatre.
- It is not Technophobia!
- Understanding how 'high-tech' and 'low-tech' teaching can compliment one another in the classroom.



Teaching as a Performance

Consider your Space



- Classroom as a stage. Consider how you set out your workspace for intended outcome.



Consider your Space continued



- Closed off spaces vs. open spaces.
- Don't be afraid to move desks around.

"I brought them up here to illustrate the point of conformity, the difficulty in maintaining your own beliefs in the face of others." – The Dead Poet's Society

What are character traits of a teacher?



- Activity: Take a minute to list as many character traits of teachers as you can. Be prepared to share with the group.



Stage-spectator Relationship

- Your 'role' as a teacher
- Creating a sense of live-ness between 'actor' and 'audience'.*
- Breaking down the 4th Wall


*Callely, D. Through the Body: A practical Guide to Physical Theatre. [Routledge, New York, 2001]

Stage-spectator Relationship continued...


- Varying delivery based on audience.

Body Language


- Leaky feet
- Receptive body language

Being your Authentic self 

- Don't try to teach in a style that does not suit you. Embrace your quirks!
- Don't be afraid to 'fal forward'*




*Chambers, R. Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities (Routledge, London, 2002)

Methods of incorporating the 'low-tech' approach 

Getting up and moving! 

- Icebreakers
- Activity: Think about how you could incorporate moving around in one of your sessions. Feedback to the group.




Using performance/ stories 

- Giving students a script.
- Getting students to write a script.
- Hot seating characters
- 5 Still Images

• Activity: For two minutes, consider how you could incorporate one of these activities into one of your tutorials. Be prepared to share with the group.

Closing Thoughts 

Final Questions to consider: 

- How would you define 'low-tech' teaching?
- In what ways could you incorporate the thinking and methods discussed today into your sessions?
- What is your main take away from the session?

• Please be prepared to share these with the group after 2 minutes.

Bibliography



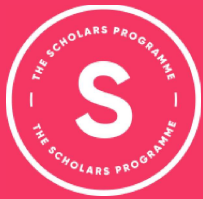
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