Workshop Leaders’ Perception of Lecturing Time
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Introduction
- Effective workshops maximize student engagement and minimize instructor lecturing.
- Workshop leaders must be mindful of lecturing time.
- Investigation of actual lecturing time versus perceived speaking time investigated.

Hypothesis
- Workshop Leaders will underestimate lecturing time due to inability to precisely perceive time speaking and desire to minimize lecturing.

Methods
- Each leader randomly selected a workshop to record by video and sound.
- Directly after, leaders estimated the percent of time lectured during the selected workshop.
- Recordings were played back to find actual time lecturing.
- Actual lecture time compared to predicted time to find the percent error in lecture time perception by workshop leaders.

Results
- 6% average difference between perceived and actual lecture time of sampled leaders.
- 28.3% average percent error comparing perceived to actual lecture time of sampled leaders.
- Perceived lecture time varied among leaders, including an underestimate, overestimate, and accurate prediction.

Discussion and Future Work
- Variation of perception of each leader did not support hypothesis.
- Inaccurate perception of time may result in either over lecturing or insufficient modeling and scaffolding of ideas.
- Over or underestimating will often create suboptimal workshop learning.
- Mindfulness of time lecturing is inaccurate, other methods of monitoring lecture time should be investigated.

References
- Perez, Catherine; Olek, Anthony “The King”
- King, Allison. “Structuring peer interaction to promote high-level cognitive processing”
- Collins, Allan. “Cognitive apprenticeship and instructional technology”