Lecturing

A summary of information from Chapter 6 of

Teaching Tips
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Good for...

- ⇒ Getting <u>current</u> information (vs. textbook)
- Summarizing material scatterred over many print sources
- Adapting material to audiences with specific
 - background
 - o interests

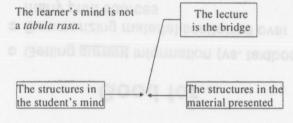
Research

- Lectures are as effective as other methods, when knowledge is measured.
- Attention increases for the first 10 minutes, then falls off.
- Students who take notes remember material better, even if they hand them in after class.

Observations

- ⇒ Lecturer's enthusiasm is important factor in student learning & motivation.
- ⇒ Practice -- It can be done!
 - > motion
 - eye contact
 - gestures
 - > vocal variation
- ⇒ Preparing a lecture also helps the teacher!

A Theoretical Goal



How to Make Students be Better Listeners

- ⇒ Write a 1-min. paper on "What do I Hope to Get Out of This Lecture?"
- **ɔ** . . .

How to Get Their Attention

- This will be on the test."
- ⇒ Change the environment
 - ⇒ talking/drawing/mini-assignments/slides
 - affect
- ⇒ Let them see your face (& lips)

Note Taking

- ⇒ Try (?) to get students to take fewer notes and listen carefully when the material is new and difficult.
- When a new area is presented, students' processing slows down to word-byword. Adjust pace.
- ⇒ "Better" students benefit more by notetaking, but it's their background, not their IQ.

Printed Notes

- an outline can be helpful.
- Written note cause students to "relax into passivity".

Encouraging Deep Processing

- Point out relationships.
- a Ask rhetorical questions.
- Ask questions to be answered by students.
 - Ask for examples of application of concepts from students' own experiences.
- You must convince students that they need to do active learning.

Improving Notetaking Skills

- Collect the notes!
- > Evaluate on verbatim copying versus
 - summarization
 - > translation
- showing relationships
- > Return them!

Planning Lectures

- Don't plan on concisely summarizing knowledge.
- Don't be an abstractor of an encyclopedia.
- ⇒ Do teach students to learn and think.
- Plan differently for lectures earlier and later in a course (bigger "chunks" later).

Another Kind of Diversity

- background knowledge
- ⇒ motivation
- ⇒ learning skills
- > beliefs about what learning involves
- preferred styles of learning

Lecture Organizing Principles

- cause to effect
- time sequence, e.g., stories
- parallel organization:
- > phenomenon II theory II evidence
- problem to solution
- ⇒ PRO/CON to resolution
- > familiar to unfamiliar
- concept to application

Verbatim Prep Notes

- ⇒ Don't do it!
- ⇒ If you must do it, use it to prepare, but don't bring these notes to class!
- A lecturer reading extensive notes causes him/her to lose eye contact with the students.
- Color code your notes with procedural directions.

Spiral Approach

- Jump from area to area,
- a getting detailed each time "around".

Visual Aids

- > tree diagrams
- o computer flowcharts
- a network models
- arrows and faces
- > Venn diagrams
- D ...

Using Examples

- Older faculty have a harder time developing examples that relate to their students' experiences.
- Ask the students for examples.

Organization Clues

- Use something to give students clues to the lecture's organization:
 - blackboard drawings
- o slides

Checking Understanding

- Don't ask
- ⇒ "Any questions?"
- ⇒ "Do you understand"?
- > "OK?"
- Ask students to write down questions, and compare to neighbors. Then ask.
- ⇒ Ask a student to summarize your lecture!

Where I Question the Chapter

- "Most students take notes during lecture."
- ⇒ There are some confusing research results on p. 83.
- ⇒ Distinguishes "lecture" from "discussion".

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2 'Any questions?"

3 'Do you understand"?

5 'OK?"

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