Lecture Light Shine: High-Wattage (and Low-Stress) Ideas to Engage Any Student

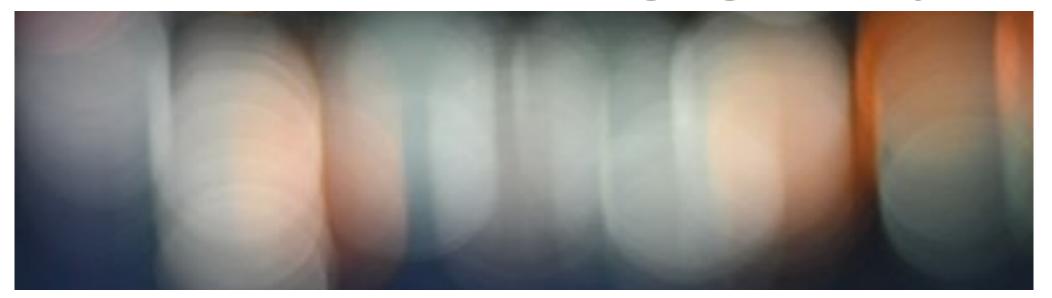


Bridgett McGowen-Hawkins Professional Speaker and Higher Education Consultant

- Immediately get students' brains
 focused on the lecture content
- Examine the why and how behind allowing time for learning to happen
- Transfer your excitement and passion to the students
 Determine next steps



Start with a Fast Break! Get their brains moving right away!



Encourage "In" and "Out" Thinking

- Students draw a line down the center of the page
- Write "in" on one side and "out" on the other
- Key ideas, concepts go on the "in" side
- Any "out" thoughts can be written down on the "out" side

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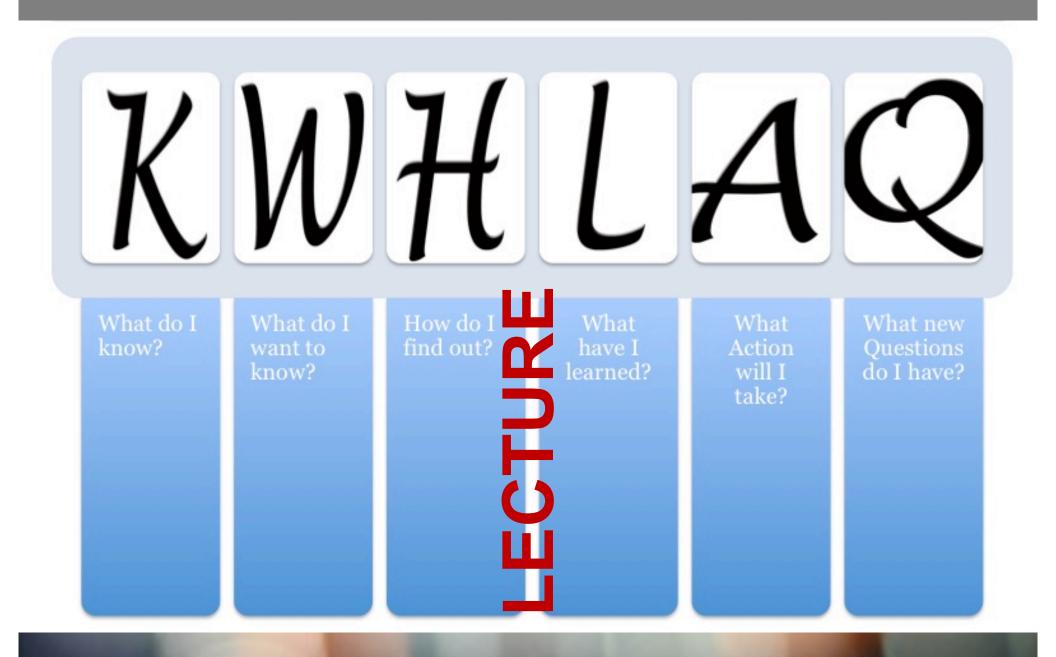
(Henn)



A Traditional K-W-L

- Before lecturing, ask students what they already Know
- Then what they
 <u>Want to learn</u>

 After a lecture, learners discuss what they <u>Learned</u>



Get 'Em in the Zone

Zone 1 Role: Questioners Ask 2 questions about the material

Zone 2 Role: Nay-Sayers Comment on 2 points with which your group disagrees

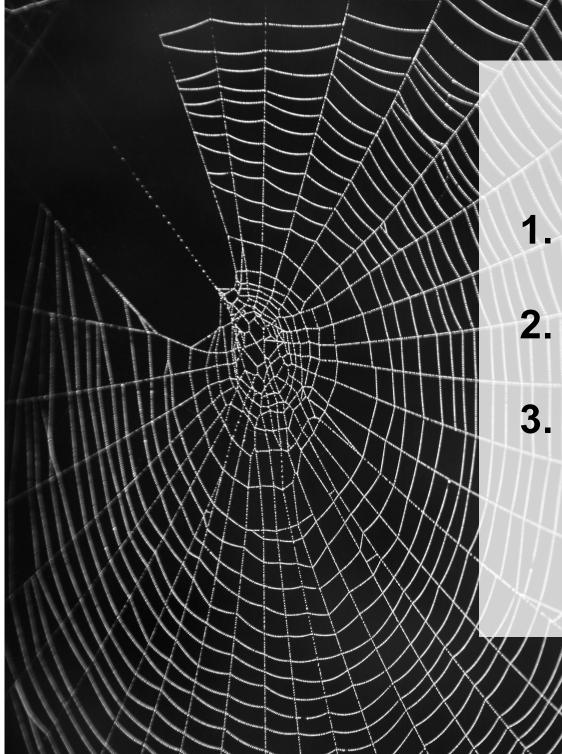
Zone 3 Role: Yea-Sayers Comment on 2 points with which your group agrees Zone 4 Role: Explainers Give two specific examples that explain the lecture

(Staley, 2002)

3-2-1 Shoutout



- Get into groups of 3
- Discuss for 2 minutes
- Identify 1 idea
- Prepare to shout it out



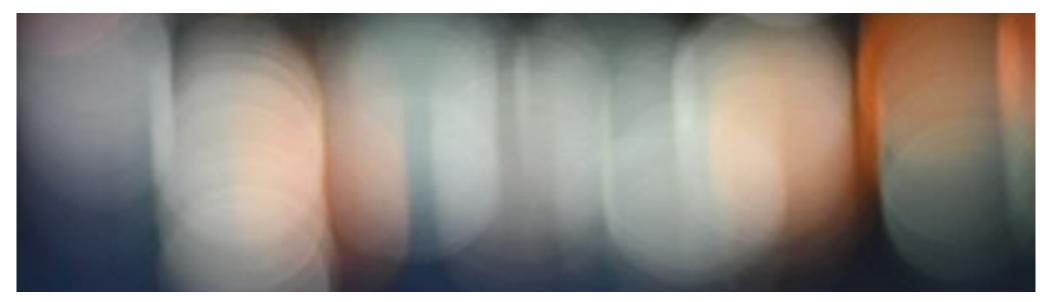
Dust Off the Cobwebs

- 1. Two minutes NO notes ... GO!
- 2. Two minutes WITH notes ... GO!
- 3. Two minutes together as a class GO!

(Harrington, 2013 in Orr, 2015)



Start with a Fast Break Use the 10-Minute Rule! Allow time for it to sink in!



Review and memorize as many words as you can! LIST 1

Nine	Swap	Cell	Ring	Lust
Plugs	Lamp	Apple	Table	Sway
Army	Bank	Fire	Hold	Worm
Clock	Horse	Color	Baby	Sword
Desk	Hold	Find	Bird	Rock

(How many)

Review and memorize as many words as you can! LIST 2

Horse Cat Fish Bird Dog Orange Blue Green Black Yellow Table Chair Desk Bookcase Bed Teacher School Student Homework Class Apple Banana Kiwi Grape Mango

(How many)

The Working Memory



- 1. Limited in capacity
- 2. Hold seven chunks of information at once
- 3. Excess information will just drop out

(Malamed)

Provide **no more** than 3 to 4 chunks of information in a class session!

Share chunks for 10-12 MINUTES

Hans Teja

Give students 3-5 MINUTES to process

If you lecture without stopping and without chunking

Take a Vote!

- Pause
- Show learners a multiplechoice question
- Ask learners to vote on the right answer
- Take two minutes to persuade neighbors of the answer
- Ask them to vote a second time



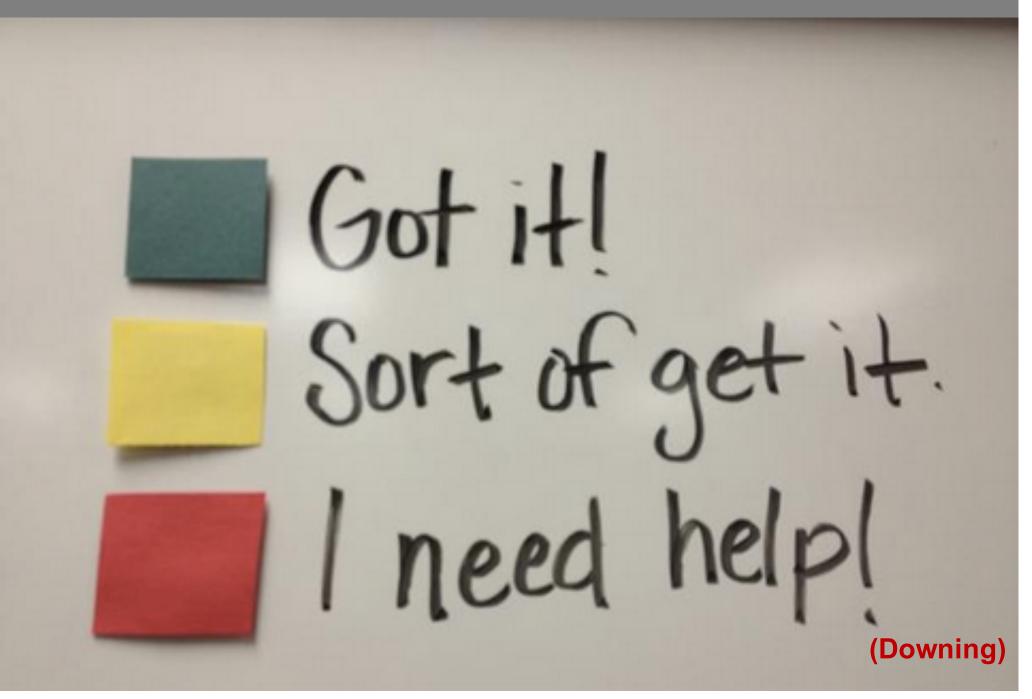
(Twenty ways)

Take a Break!

- Provide note breaks
- Allow for few minutes for learners to partner with someone
- Compare notes, summarize, and identify and clarify points



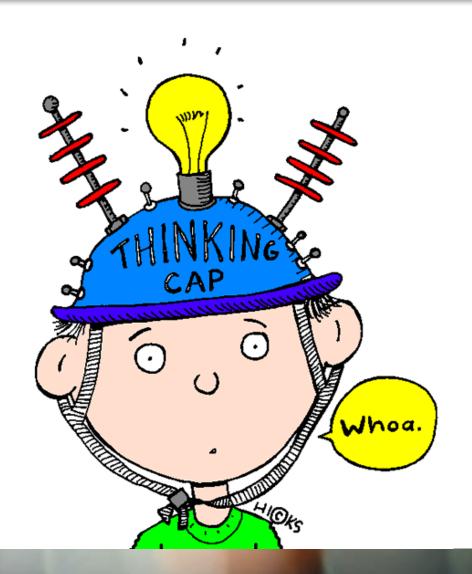
What if I Need to Keep Plugging Along?



Meaningful Learning Experience

- Each class session should include three or more of the following
 - 1. Lecture/instruction
 - 2. An exercise to reinforce the text
 - 3. A quick-write activity
 - 4. A discussion
 - 5. A quiz

(Downing, 2014)





Start with a Fast Break ☆ Use the 10-Minute Rule **Turn it Up a Notch!** Turn up the excitement, energy, passion, interest!



Characteristics of Good Lecturing

- Take one minute to ...
- list as many characteristics of good lecturing as you can



• GO!

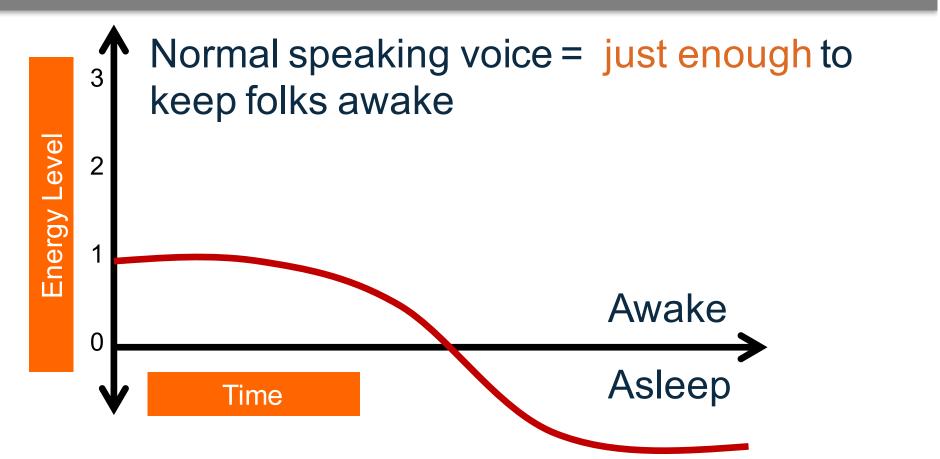
Good Lecturing



- Makes a clear distinction between faculty covering material and students learning it
- Gives students a reason to listen (and learn!)
- Moves students verbally and nonverbally

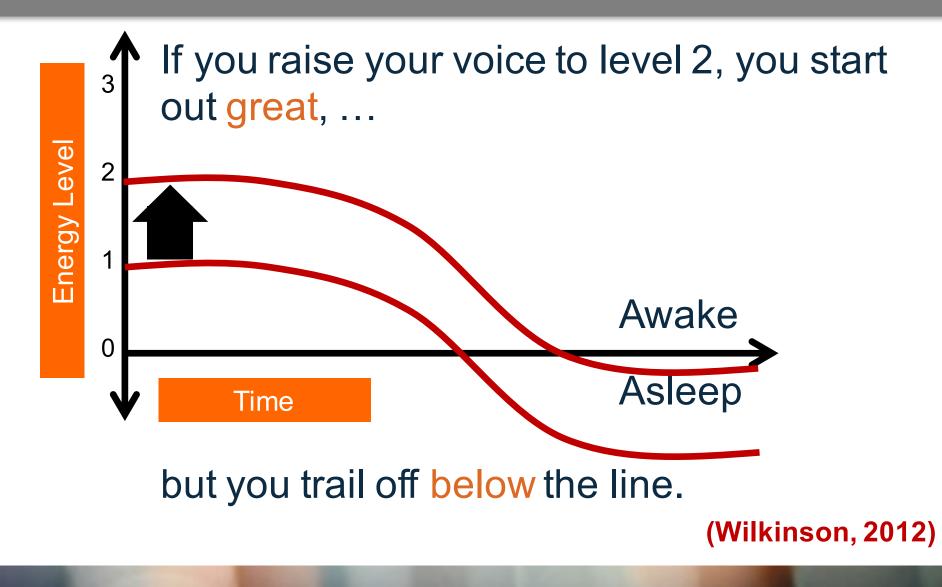
(Twenty ways; McGowen-Hawkins, 2012)

Level 1 Energy



Over the course of the class, our voices tend to trail off, and we fall below the line. (Wilkinson, 2012)

Level 2 Energy

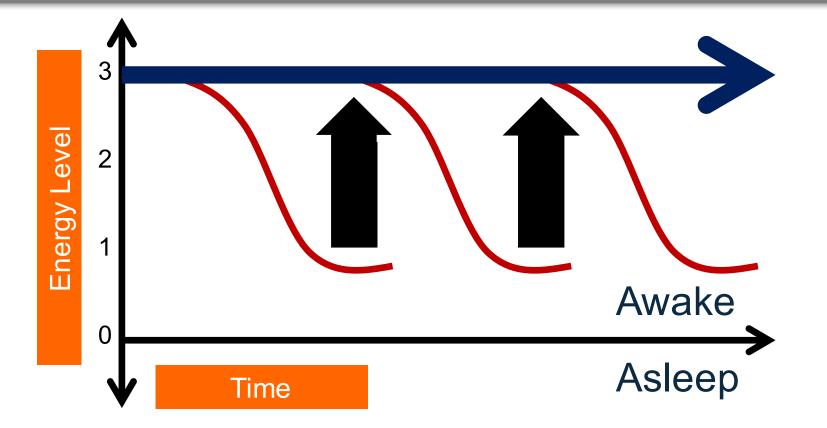


Level 3 Energy



Start at level 3, so when it trails off, you will be at your normal speaking voice. (Wilkinson, 2012)

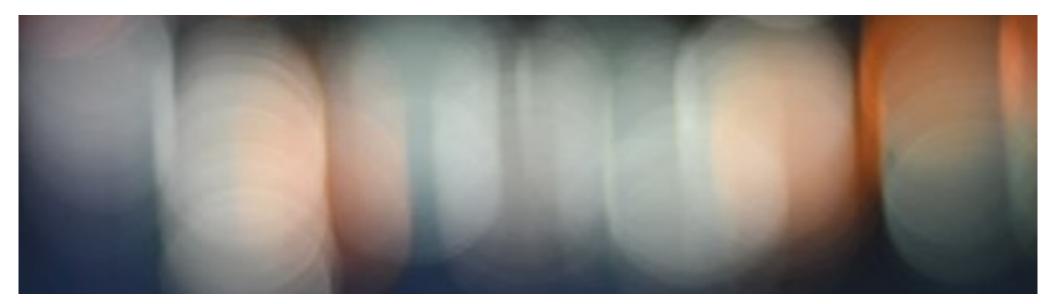
Level 3 Energy



Reset to level three after each new topic. (Wilkinson, 2012)



Start with a Fast Break ☆ Use the 10-Minute Rule ☆ Turn it Up a Notch Have Them Take Action! Now that class is over, what's next?!



Concluding Class

STUDENTS' SUMMARIES Have students put the lesson in their own words

INSTRUCTOR'S SUMMARY

Summarize important points and critical elements

ACTIONS LIST

Assign actions to be performed outside of class to further learning/prepare for next class

What Does This Mean?

- No one right way to lecture
- If ... full comprehension, critical thinking, ability to evaluate concepts, clear understanding of how to apply concepts in the world of work and elsewhere, then ...
- Ensure course is delivered with a high level of engagement



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THANK YOU!

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