

ACTIVE LECTURING
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Warm-up Your Voice



Today

- What is active lecturing?
- How can active lecturing affect learning?
- What are some active lecturing strategies?

What is active lecturing?

I **hear** and I forget.
I **see** and I remember.
I **do** and I understand.
Confucius



How can active lecturing impact learning?

- Builds foundational knowledge.
- Activates Working/Short Term Memory.
- Can help build Long Term Memory.
- Can help students to make connections to existing knowledge
- Can help students create new knowledge.



Before lecture begins...

- Short (90 second) attention getter: video clip, poem, puzzle, image
- Pose a thought question
- Share lecture outcome questions
- Your learning objectives can help you formulate questions.

Lecture Strategies

- Lecture in chunks (~15 minutes) – avoids cognitive overload.
- Lecture as if students have done the reading.



Lecture Strategies, cont'd.

- Stories
- Metaphors, analogies
- Show enthusiasm, energy
- Movement

Lecture Strategies, cont'd.

- Clear vocal signals (Bligh, 2000)
 - Global signals (i.e., new topic)
 - Key point signals
 - Local signals (i.e., connect to book or slide)
 - Aside signals
 - Example signals
 - Meta-review signals

Lecture Strategies, cont'd.

- Help students see the value in the content



Use PowerPoint effectively

- Reduce visual and verbal overload
 - Richard Mayer's work
- Use visuals to enhance what you say
- Reduce text on each slide



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What to do between the lecture chunks

- Discussion
- Video clip
- Polling
- Lecture “wrappers”
- Concept maps
- Case studies
- Think-pair-share
- One-minute paper
- Questions for critical thinking
- Lecture outcome questions

At the end of class

- Close the loop
 - *and have students be accountable*
- *Free tech options*
 - Kahoot (<https://kahoot.com/>)
 - Poll Everywhere (<https://www.polleverywhere.com/>)

Resources

- Bligh, D. A. (2000). What's the use of lectures? San Francisco, CA: Jossey-Bass.
- Brookfield, S. (2017). Delivering and effective college lecture through a student's lens. https://community.acue.org/blog/delivering-an-effective-lecture-through-a-students-lens/?utm_source=ACUE+Community&utm_campaign=e8099e65e1-EMAIL_CAMPAIGN_2017_05_17&utm_medium=email&utm_term=0_b39ffec948-e8099e65e1-77584157
- Doyle, T. (n.d.) Eight steps to active lecturing. <https://learnercenteredteaching.wordpress.com/teaching-resources/eight-steps-to-active-lecturing/>
- Harrington, C., Zakrajsek, T. (2017). Dynamic lecturing: Research-based strategies to enhance lecture effectiveness. Sterling, VA: Stylus.
- Nilson, L. B. (2016). Teaching at its best: A research-based resource for college instructors. San Francisco, CA: Jossey-Bass.
- Reynolds, G. (2008). Presentation zen: Simple ideas on presentation design and delivery. Berkeley, CA: New Riders.

More Resources

- **Richard Mayer's work**
https://zenodo.org/record/155013/files/mayer_cogtheory_multimedialearning.pdf
<https://youtu.be/nwzh7D1ALE>
- **Linda Nilson on Self-Regulated Learning**
<http://www.teachmeanings.com/articles/teaching-and-learning/secret-self-regulated-learning/>
- This is a 20-minute talk by Linda Nilson presenting on Self-Regulated Learning.:
<http://www.magnapubs.com/mentor-commons/?video=11978>
This is through Magna Publications and Concordia has a group subscription. You'll need to log into Magna Publications to view. Instructions for logging in are attached to this email. If you are new faculty, try logging in using the Adjunct method.
- **Chandralekha Singh's interactive teaching style** <https://www.youtube.com/watch?v=q0ra4baNwP8>
- **Angelo and Cross Classroom Assessment Techniques (CATs)**
https://www.nku.edu/~mccord/guides/cats-angelo_cats/
- **Presentation Zen (Gar Reynolds)**
http://www.garreynolds.com/Presentation/pdf/presentation_tips.pdf
- **Julian Treasure (Warm up your voice)** <https://www.youtube.com/watch?v=9HXK7cw9mrg>
- **Regis Vaillancourt ('I Hear and I Forget, I See and I Remember, I Do and I Understand')**
<https://www.ncur.nim.nih.gov/pmc/articles/PMC2826962/>
