Engaging Lectures for Effective Learning
Fall 2019

**Workshop Facilitators:**
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Learning Goals: *After this workshop, you will...*
- Have a "road map" to follow when preparing an engaging lecture
- Understand the importance of incorporating active learning into lectures and have strategies to do so
- Have designed an active learning element for one of your lectures
- Be able to describe engaging lecture delivery techniques

Outline
- Preparation
  - Goal setting
  - Active learning
  - Logistics
- Delivery
  - Before
  - During
  - After
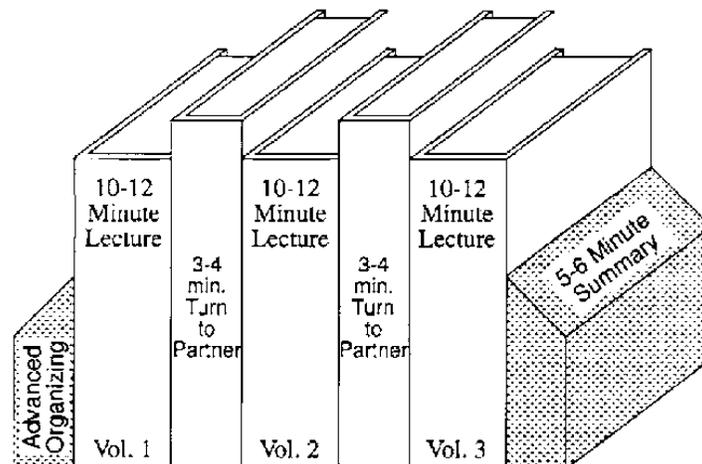
Active Learning Strategies

Active Learning Handout

Identify active learning techniques that fit the student learning objective.

SCREEN-FREE

Individuals

- Concept map
- "Free write"
- Identify major points
- Make predictions
- "Minute papers"
- Oral presentations
- Pause & answer f"why" o "how" questions
- Peer lecture on a topic
- Problem-solving tasks
- Response cards to a question
- Write creatively
- Write thesis statement/hypothesis

Some individual or pair activities can be adapted for groups.

Pairs

- Learning partners
- Role playing
- Team-pair-solo
- Think-pair-share

Small Groups

- Case studies
- Group discussions with assigned roles
- Jigsaw or expert groups
- Panels
- World Café

Whole Class

- Answer questions as a class
- Fishbowl

WITH TECHNOLOGY

- Blackboard discussion forum
- Blogging
- Co-edit short papers on Google Docs
- Demonstration or simulations
- Games
- Graphic representation
- Interpret a visual
- Label visuals on Flickr
- Produce an artifact
- Take polls or practice drills
- Use clickers or free software
- Use Twitter for answers or ideas
- Wiki
- Writing lab / Group Wikis

Active Learning Handout

Identify active learning techniques that fit the student learning objective.

Concept map
A diagram illustrating how concepts relate to one another.
http://edutechwiki.unige.ch/en/Concept_map
http://tenntlc.utk.edu/using-visuals-mind-mapping-and-graphs/

Fishbowl
A group of students form a circle in the middle of the room and discuss a topic. The remaining students listen and observe the dialogue.
http://www.youtube.com/watch?v=54iEZnh82g0

Jigsaw or Expert Groups
Each student is assigned to an original group and an expert group. The expert groups meet first and discuss a specific topic unique to each group. Then, students return to their original groups to share their expertise.
http://edtech2.boisestate.edu/cannerj/573/jigsaw.html

Label visuals on Flickr
Flickr is a image viewing and hosting site.
http://www.flickr.com/

Learning partners
Students are assigned learning partners for discussion or note-sharing.

Polling Software
Students can use clicker devices or wireless applications, like Socrative, real-time polling.
https://oit.utk.edu/instructional/tools/clickers/Pages/default.aspx
http://www.polleverywhere.com/
http://www.socrative.com/

Team-Pair-Solo
Students begin working on a task or problem in a small group. The group then splits into pairs, and eventually the students work individually.

Think-Pair-Share
Initially student consider a problem or question on their own, but later join a partner for discussion. Ultimately, the pair reaches a joint conclusion.

Use Twitter for answers or ideas
Students can tweet responses, idea, or answers to questions. The instructor can use hashtags (#) or lists to organize the tweets, which can be viewed in real-time or the next session.
https://twitter.com/

Wiki
Students can collaborate to create a course Wiki.
http://en.wikipedia.org/wiki/Wiki

World Café
Students form small groups, each discussing a unique problem, question, or idea. After a designated period of time, all but one of the students moves to another group. The student staying behind becomes the "host" and begins a discussion with the new g oup on the previous topic.

For technology help—with blogs, wikis, Blackboard—see
https://oit.utk.edu/instructional/Pages

For more on adding visual elements: http://tenntlc.utk.edu/using-visuals-and-visual-learning/

Preparing a Lecture

1. Name your **topic and audience.**

2. List 3 **learning goals.** *What knowledge, skills, or attitudes do you hope students will have as a result of your lecture? Example: students will be able to describe reasons why peanut allergy rates have dramatically increased in the last several decades.*

3. Outline or map the **body of your lecture** below. *Think about how you will logistically develop your material - in story form? Presenting 2 slides of a debate? Describing a problem and its solution?*

4. Plan the timing and method of at least 2 **active learning elements.** *Examples include think-pair-share, working problems individually, clicker questions, notes comparison, etc.*

5. Locate or create whatever **multimedia materials** you will include. *Examples include handouts, Powerpoint, video clips, recent newspaper articles, political cartoons, recent journal articles, etc.*

6. Polish your **outline.** *Create a document that will let you teach comfortably.*

7. Create a **checklist of materials** you need to prepare or bring. *Examples include multimedia materials above, as well as chalk/markers, clickers/notecards, a laptop and power cord, laser pointer, printed lecture notes, etc.*

8. **Practice!**

Resources

- Barkley, E. F., Cross, K. P., & Major, C. H. (2005). *Collaborative learning techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass.

- Bligh, D. A. (2000). *What's the use of lectures?*. San Francisco: Jossey-Bass.

- Harrington & Zakrajsek (2017). *Dynamic Lecturing: Research-based strategies to enhance lecture effectiveness.* Sterling, VA: Stylus.

- McKeachie, W. J., et al. (2006). *McKeachie's Teaching Tips* (12th ed.). Chapter 6.

Additional Space for Notes