Reaching your Students through Lecture and Presentation: 
Teaching Tips for UF Graduate Teaching Assistants

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So, you’re teaching a college class...

- Dirty little secret...Little training or instruction provided
- Turn to the most traditional and familiar
- Passive method...boring...but it doesn’t have to be!
- Lectures do not have to be painful to the students or the instructor
6 Strategies for Effective Teaching

- Plan
- Analyze
- Organize
- Mix it up
- Deliver
- Evaluate
Workshop Agenda

- Purpose & types of lectures
- The learning set
- Your students
- Creating the lecture
- Presenting the lecture
~Bloom’s Taxonomy

1. Remember
   - Memorizing information verbatim. Being able to remember, but not fully understand the material.

2. Understand
   - Restating in your own words; paraphrasing, summarizing, translating.

3. Apply
   - Transferring abstract or theoretical ideas to practical situations.

4. Analyze
   - Identifying components; determining structure, logic and semantics, determining consistencies and inconsistencies.

5. Evaluate
   - Making decisions and supporting views; requires understanding of values.

6. Create
   - Combining information, concepts, theories to form a unique product. Requires creativity and originality.
Why lecture?

- Students benefit
  - Organization of materials
  - Flexibility in, and update of, written info
  - Variety of input
  - Motivation for material
  - Enthusiasm from instructor

- Instructors benefit
  - Feedback
  - Economical method of teaching
  - Opportunity to show interest in subject
  - Ability to edit written info
Types of Lectures

- Written essay lecture
- Expository
- Provocative
- Demonstration
- Interspaced
The Learning Set

- Establishing a **Learning Set** refers to the instructor’s ability to create in students a predisposition to engage in, and to learn from, instructional activities.
Instructional Objectives
- The level of performance expected
- What you want students to learn

Instructional Strategies
- How you present the information
Connecting with your students

• Get to know them
  • Demographic analysis
  • Psychological analysis
  • Environmental analysis
◆ Adaptation to the Audience/Your Students
  – Prior to, during, and after the presentation
◆ Involvement with and by the Audience
  – Retention
  – Attention
  – Bonding
Content: Identify your Topic

- Express the topic in a single sentence
- Determine how it fits in the course
- Consider the topic’s scope
- Decide what you want to accomplish
- Determine what the students should take away
Key Points for Lecture

- Focus on the lecture topic
- 3-5 key points
- Define specific vocabulary
- Develop examples to back up concepts
- Organize the lecture
  - Intro, Body, Conclusion
Introducing the Topic & Lecture

– Arouse the Students’ Interest
  » Incentives
  » Questions
  » Controversy
  » Surprise Tactics
  » Analogies
  » Simulation

– State the purpose of the lecture
Preview the Material & Expectations

- Define the learning goals
- Specify the evaluation procedures
- Provide advance organizers
Organize the Lecture Body

- Present in a logical order
- Determine your pacing
- Check students’ understanding
- Plan transitions & internal previews/summaries
Closure

- Summarize your lecture
- Answer any questions raised at the beginning of the lecture
- Restate learning objectives and expectations
- Lead to future lesson
The Cone of Learning

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

After 2 weeks, we tend to remember ...

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE & HEAR
- 70% of what we SAY
- 90% of what we SAY & DO

Source: Edgar Dale (1969)
Interspaced Lecture Options

- Lecture/Rhetorical Questioning
- Surveys with Exemplifier
- Turn to your Partner and Pause
- Halting Time
- Guided Lecture
- Storytelling
- Debate
Lecture Tips

- Don’t try to cover it all!
- Make choices—3-4 major issues
- Use small chunks—10-15 minutes
- Encourage active processing
- Pose reflective questions
- Get them writing, speaking, discussing
STRUCTURED INFORMATION

DELIVERY
# Delivery Style

<table>
<thead>
<tr>
<th><strong>Memorizing the lecture</strong></th>
<th><strong>Reading a Manuscript</strong></th>
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</thead>
<tbody>
<tr>
<td>+ allows eye contact</td>
<td>+ ensures precision</td>
</tr>
<tr>
<td>- difficult for long speeches</td>
<td>- does not sound natural</td>
</tr>
<tr>
<td>- room for precision errors</td>
<td>- no room for improvising</td>
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<td>- no room for improvising</td>
<td>- hinders eye contact</td>
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<th><strong>Speaking Extemporaneously</strong></th>
<th><strong>Winging It--Impromptu</strong></th>
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<tr>
<td>+ insures organization</td>
<td>+ sounds natural</td>
</tr>
<tr>
<td>+ allows eye contact</td>
<td>- has much room for error</td>
</tr>
<tr>
<td>+ allows improvising</td>
<td></td>
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</table>
Non Verbal Communication

- Spoken words: 7%
- Tone of voice: 38%
- Non Verbal: 55%
Eye Contact/Expression

- Reasons
  - Build rapport with audience
  - Sincerity, Trustworthiness, Confidence
  - Feedback from audience

- Methods
  » Swaying
  » Maintaining
  » Connecting
    ▪ 5-10 seconds, complete thought
  » Usage with visual aids
Body Movement

- Posture and body movement
  - Stand up straight
  - Square-up
  - Open posture
  - Don’t sway
  - Keep movements smooth, natural
- Consider a walking system
- Podium usage
Gestures

- You’ve got arms!
  - Natural
  - Visual picture
  - By your sides

- 3 types of appropriate gestures
  - Symbolic
  - Descriptive
  - Emotional
Paralanguage:
Nonverbal Vocal Cues

- Vocal Characteristics
  - Quality
  - Pitch
  - Rate
  - Volume

- Pausing
  - Emphasis
  - Fillers
Evaluation: After the Lecture

- Review your timing/pacing
- Critically examine your content
- Determine if other examples would be better
- Consider the students’ response to the information and their participation
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