
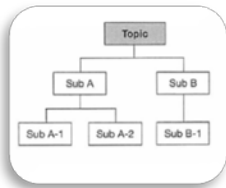


Lecturing more effectively

The following tried-and-tested techniques for lectures boost the efficiency of the teaching and learning process. Read this short overview and consider your own teaching.

	<p>1. Write clear learning objectives I check my learning objectives with these cues: S C M I</p> <ul style="list-style-type: none"> • S = Does the verb indicate a specific taxonomy level? • C = Are the content and the context clear? (How to conduct the action, with what resources, in what field/topic, under specific conditions) • M = Can you measure it? • I = Is it intriguing for learners? 	<p>Self-assessment My present level is</p> <table border="1"> <tr> <td>1- low</td> <td>2</td> <td>3</td> <td>4</td> <td>5- high</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1- low	2	3	4	5- high					
1- low	2	3	4	5- high								
<p>Personal notes & next steps:</p>												

	<p>2. Provide structure and transparency I provide a framework and structure. My students know the learning objectives and the organisational schemas of the information presented (what is presented when and why).</p>	<p>Self-assessment My present level is</p> <table border="1"> <tr> <td>1- low</td> <td>2</td> <td>3</td> <td>4</td> <td>5- high</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1- low	2	3	4	5- high					
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Lecturing more effectively



3. Engage students in participatory learning activities

I use different tools to engage students because learning is an active process. Each lesson contains phases where students can process information, construct meaning and automate schemas.

Examples: “think-pair-share” and “classroom assessment techniques”

Self-assessment

My present level is

1- low	2	3	4	5- high

Personal notes & next steps:



4. Use lots of feedback – for students and yourself!

With interactive elements and questions I enable students and myself to get feedback on the learning process. The outcomes guide further steps.

- For my students: What is clear, and what is not? Where do I need to learn more?

For myself as a teacher: Am I making headway? What do I need to reinforce, or to explain differently?

Self-assessment

My present level is

1- low	2	3	4	5- high

Personal notes & next steps:



5. Manage cognitive load for efficiency in learning

I consciously decide how the information is presented to the learners (i.e. I combine images and audio for...).

Self-assessment

My present level is

1- low	2	3	4	5- high

Personal notes & next steps:

What are students able to DO after your class?

Objective A	Objective B	Objective C	Objective D	Objective E	Objective F	Taxonomy level	Level descriptors	Useful verbs
→	→	→	→	→	→	Remember	Retrieve relevant knowledge from long-term memory	list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name
→	→	→	→	→		Understand	Construct meaning from information by paraphrasing, summarizing, classifying, contrasting, concluding.	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
→						Apply	Use information to solve a task or problem in a given situation	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
→				→		Analyse	Break material into its constituent parts and determine how the parts relate to one another or to an overall structure or purpose	analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
			→	→		Evaluate	Make judgments based on criteria and standards	assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare
		→				Create	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure	combine, integrate, modify, rearrange, substitute, plan, create, design, invent, speculate, compose, formulate, prepare, generalise, rewrite

Levels of "processing depth"

Level descriptors based on Anderson, L.W. & Krathwohl, D.R., Eds. (2001). *A Taxonomy for Learning, Teaching and Assessing. A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Addison Wesley Longman.