Lecturing about Lecturing

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Student expectations

- Are they clients or students?
- Why are they there (college, class, etc.)?
- What is their attention span?
- Do they need to read (likely don’t want to)?
- Do they need to attend and, if so, how?
- Are they responsible for material before exam?
- Are you teaching to the exam?
- How has COVID impacted expectations?
That’s Edu-tainment

Relate to the students & their experiences
Let students provide the examples
Don’t rely on one example per concept
Humor helps

McKeachie, 2011
Adapting the Classroom to Today’s Students

- Attention span: Talk less, Interact more
- Use demonstrations, video clips as lecture starters
- Pop culture: Memes, Gifs, YouTube videos and film clips to illustrate key concepts
- Invite discussion about issues that matter (why is this content/class important?)
- Use technology to reach out to students

Adapted from Jeff Nevid presentation at NITOP 2018
Organization is Key!

- Start with review
- Engagement to arouse interest
- Provide an agenda
- Mini-lectures
- Don’t need to cover everything/hold accountable
- Connect concepts
- Pre-test; post-test

McKeachie, 2011; Nilson, 2010

“Algebra class will be important to you later in life because there’s going to
Engagement

- Engagement on multiple levels: with faculty, students, and content
- Relate to the students & their experiences
  “Let me tell you a story . . .”
- Let students provide the examples

McKeachie, 2011
Example: Classical Conditioning

1. Before conditioning
   - Food: Unconditioned stimulus
   - Salivation: Unconditioned response
   - Response: Unconditioned response

2. Before conditioning
   - Tuning fork: Neutral stimulus
   - No salivation: No conditioned response
   - Response: No conditioned response

3. During conditioning
   - Tuning fork + Food: Unconditioned stimulus
   - Salivation: Unconditioned response
   - Response: Unconditioned response

4. After conditioning
   - Tuning fork: Conditioned stimulus
   - Salivation: Conditioned response
   - Response: Conditioned response
Example: Classical Conditioning
Why I can’t eat Mexican food (& hate my friend’s husband)
Demonstration:
What is this?
Answer: U.S. Treasury
$10 Founding Father

McKeachie, 2011
Are they getting it?

- Check non-verbal cues
- Ask questions (polls are good here)
- Give them a minute to think & write their question

“Algebra class will be important to you later in life because there’s going to be a test six weeks from now.”

McKeachie, 2011
Best Practices

• Speak engagingly:
• Be conversational
• Use your voice effectively & eye contact
• Come across as enthusiastic & energetic
• Gauge audience reaction & adjust accordingly

• Tailor your style for different audiences
• Use boards/PPTs/Word effectively
• Tell stores to create verbal pictures
• Demand involvement from students