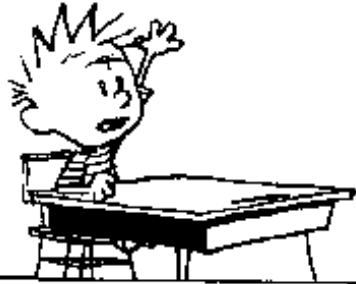


Calvin and Hobbes

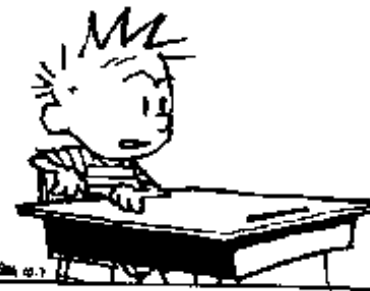
MISS WORMWOOD, I'M NOT GOING TO LEARN THIS MATERIAL UNLESS YOU MAKE IT ENTHRALLING.



I SEE. AND WHAT WILL YOU DO IF THE REST OF YOUR LIFE DOESN'T ENTERTAIN YOU EVERY MINUTE?



WHAT, ...YOU THINK I'LL LIVE SOMEPLACE THAT DOESN'T GET CABLE?!



Lecturing about Lecturing

Alisha Janowsky, Psychology Department

College Expectations vs Reality



UNIVERSITYSTUDENT.org

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





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

Organization is Key!

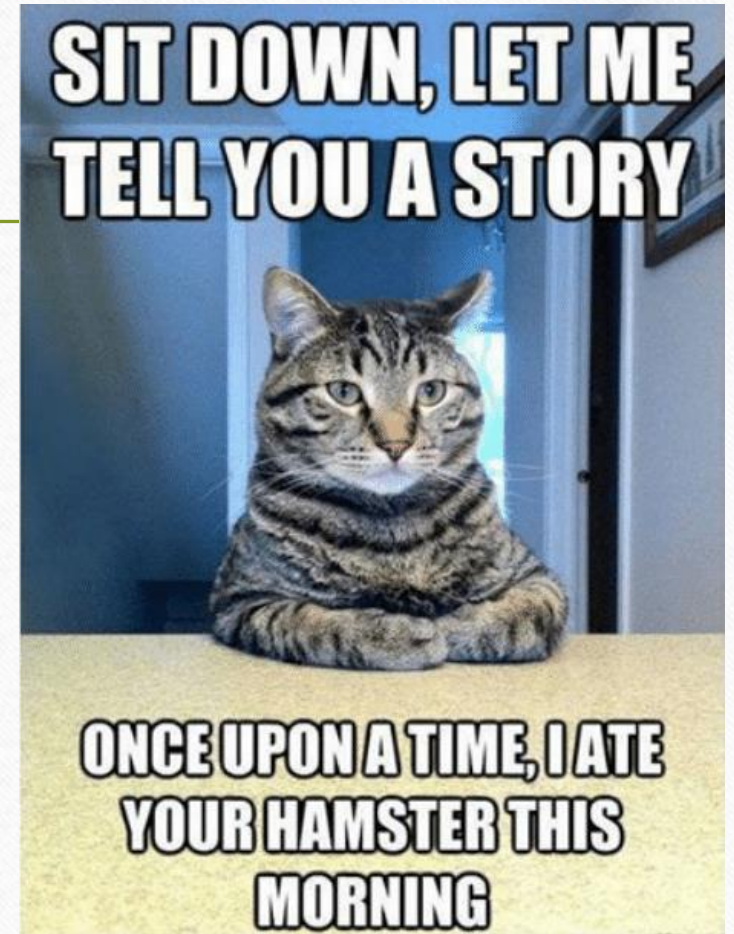


“Algebra class will be important to you later in life because there’s going to

- 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

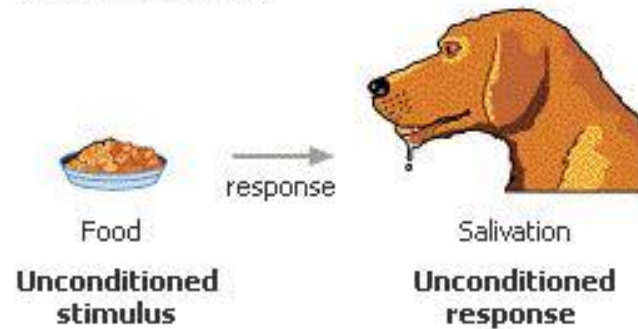
Engagement

- 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

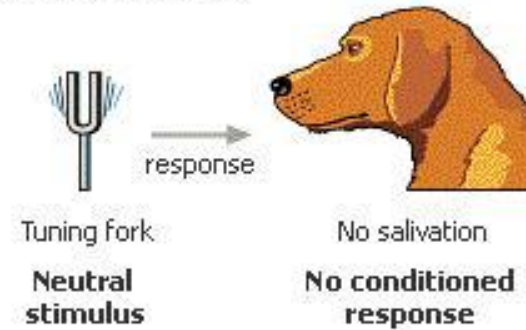


Example: Classical Conditioning

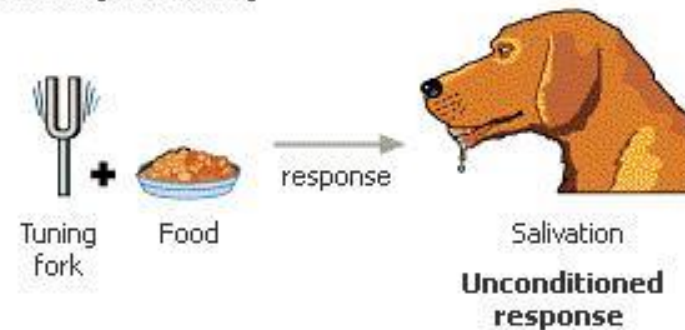
1. Before conditioning



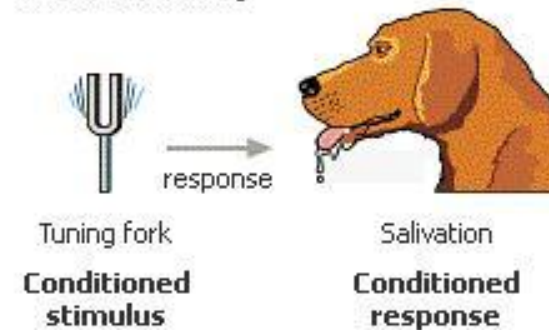
2. Before conditioning



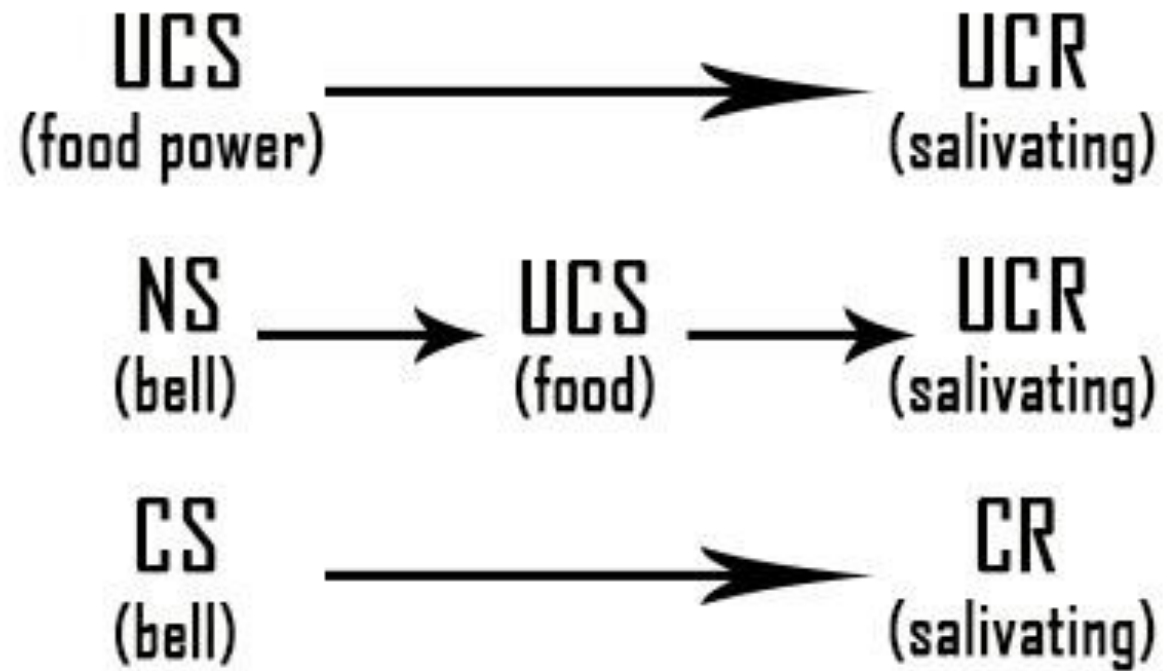
3. During conditioning



4. After conditioning



Example: Classical Conditioning



Why I can't eat Mexican food (& hate my friend's husband)



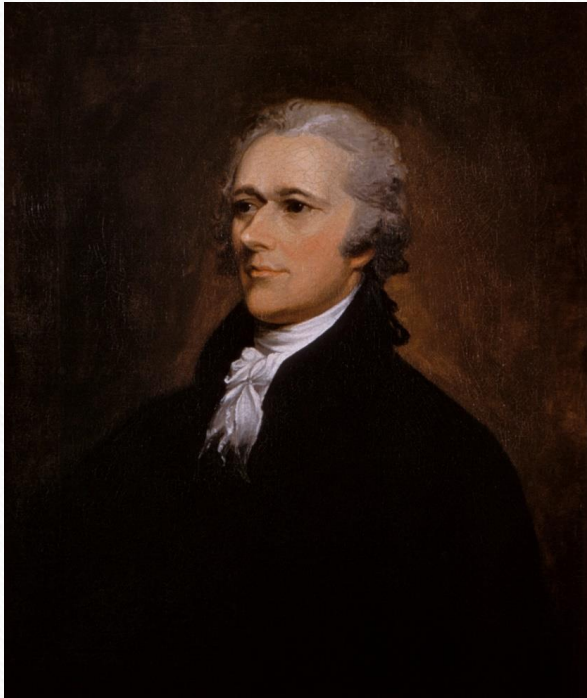
Demonstration: What is this?



Answer: U.S. Treasury



\$10 Founding Father



Are they getting it?

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

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

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 stories to create verbal pictures
- Demand involvement from students