



Graduate Student Orientation

Lecture Tips

- Consider what style of lecture is most conducive to the material
- Recognize different learning styles in students
- Choose your material -- from textbooks or covered by previous instructors
- Inform students of readings on exams that may not be covered in class

How do I begin a class?

- Summarize last lecture
- Ask for questions from the previous lecture or readings
- State a main theme or overview for the lecture
- Evaluate students' knowledge of topic

The lecture:

- Restate important or difficult points
- If you use acronyms, make sure to explain what they stand for
- Be patient with students asking questions, but avoid letting students get too far off track
- It is ok to say "I don't know the answer to that question"
- Avoid attitudes of prejudice, sexism, and emotional bias
- Be consistent with class policies
- Avoid reading aloud unless it is a short passage
- Do not read your lecture notes

Discussion Tips

- Recognize different learning styles in students
- Use discussion when you want to promote independent and critical thinking

To orchestrate an effective discussion:

- Establish ground rules before discussion begins
 - Respect, value of all opinions, no domination, everyone participates
- Use appropriate discussion techniques for class size—small groups vs. large discussion
- Ask questions of students
- Make connections to text, other class discussions and lectures
- Listen—be engaged and attentive to your students
- Summarize overall critical points
- Avoid criticizing an “incorrect” response – ask for a different viewpoint
- Avoid providing the single “correct” answer before students respond
- Close on a positive note - ask if someone has a final word


Other words of wisdom for lectures and discussions:

- Allow yourself to be human; it's okay to make mistakes
- Learn to relax and enjoy yourself in front of your class
- Treat all students with respect, and require that they do the same

Considering Class Size and Learning Objectives in Course Components			
Components*	Class size		
	Small	Medium	Large
Knowledge/Comprehension (facts, terms, basic concepts, & answers)	<u>Lecture</u> - Presentation software - Handouts - Use of board		
Application (solve problems by applying acquired knowledge, facts, techniques, and rules)	<u>Discussion</u> - Provide & encourage examples - Include supplemental materials (news, videos, etc.) - Hypothetical scenarios		<u>Lecture & discussion</u> - Small group discussion - Snowballing - Provide examples - Include supplemental materials
Analysis (examine & break information into parts by identifying motives or causes, making inferences, & finding evidence to support generalizations)	<u>Discussion</u> - Worksheets - Small group work - Hypothetical scenarios/case studies - Include supplemental materials		<u>“Guided” discussion</u> - Provide examples - Include supplemental materials - Hypothetical scenarios
Synthesis (state information in different ways by combining elements in a new pattern or proposing alternative solutions)	<u>Discussion</u> - Identification of course materials in examples - Design materials based on course content		<u>“Interactive” lecture</u> - Compare & contrast examples - Use discussion elements to determine student comprehension
Evaluation (present & defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria)	<u>Discussion</u> - Encourage exchange of opinions & justifications <i>Note: The larger the class size, the greater the guidance you should provide.</i>		

* Based on: Bloom, B. S. (1984). *Taxonomy of educational objectives*. Boston, MA: Allyn & Bacon.

Crafted by Lindsay Hahn and Jenny Rosenberg



GSO
Graduate Student
Orientation

Cadey Korson and Amanda Stovicek
Departments of Geography and English

LECTURES AND DISCUSSIONS

Overview


- Discussion of learning styles
- Pre-planning for a course
- General strategies for teaching
- Course organization in terms of lectures/discussions
- Preparing and conducting lectures
- Preparing and facilitating discussions
- Question and Answer session

Learning Styles

<p>Styles and Characteristics</p> <ul style="list-style-type: none"> • Visual: 65% <ul style="list-style-type: none"> – Need to see what they are learning • Auditory: 30% <ul style="list-style-type: none"> – Need to hear what they are learning • Kinesthetic: 5% <ul style="list-style-type: none"> – Need to move around or "do" while learning 	<p>Strategies for Instructors</p> <ul style="list-style-type: none"> • Visual: <ul style="list-style-type: none"> – Charts, colors, graphics, concept maps • Auditory: <ul style="list-style-type: none"> – Key ideas through voice inflections, speaking aloud • Kinesthetic: <ul style="list-style-type: none"> – Analogies, anecdotes, writing on flip charts, "active" activities
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Pre-Planning

- Consider your material
- Consider the learning styles
- Evaluate your class
- Determine what structure/form is best for your situation



General Strategies

- Be comfortable with material and yourself
- Be reasonable, budget time
- Be aware of your voice, your eyes, your attire



Organizing Your Course

- What will you cover?
 - Depends largely on your discipline
- Organize ideas logically
 - Examples: topical, casual, sequential, etc.
- Vary your format/structure
 - Expository vs. interactive lectures, problem solving, discussions
- Make structure clear in syllabus

Preparing A Lecture

Lectures

- Prepare in advance
- Considering learning styles
- Know what tools you have

Lecture Notes

- Experiment with your notes
- Notes should aid delivery
- Use facts and formulas for easy reference
- Use vivid examples



REHEARSE!

Conducting a Lecture

- Strategies for beginning
 - Utilize the “summary statement”
 - Outline
 - Class survey
- Logical Progression (stay on track)
- Restate important points
- Budget time for questions
- Don't be afraid of silence!
- Be flexible
- Technology Tools

Discussions

- For small, medium, and some large groups
- Used in a variety of structures, situations, applications
- Fall into three main categories
 - informational, interpretive/analytical, and debatable
- Small group work, “guided” discussions, “interactive” discussions

Preparing for Discussion

- Plan ahead!
- Prepare handouts
- Vary your technique
 - “guided” discussion, “interactive” discussion, Socratic circle
- Create an outline of key discussion topics
- Establish ground rules in your classroom.



Facilitating Discussion

DON'Ts

- Come unprepared
- Expect questions
- 15 minute attention span
- Be static
- Panic
- Be rigid

DOs

- Have a plan
- Distribute discussion and pre-questions
- Facilitate progression
- Mingle with group(s)
- Classroom etiquette
- Be flexible
- Enjoy yourself!



Source List

Learning styles: Overview of learning styles @ [ldpride](#), [MSU designs for adult learning](#), [Visual learning style](#), [Auditory learning style](#), [Verbal learning style](#), [Kinesthetic learning style](#)

Lecture: Tools for Teaching by Barbara Gross Davis, University of CA, Berkeley Brown and Atkins, 1988; Frederick, 1986; Lowman, 1984; Penner, 1984

Discussion: Derek Bok Center for Teaching and Learning and [discussions](#), The Teaching Center @ WSU on [discussions](#)