

Level Up! Lecturing

Boosting your teaching and learning game is all about being a growth-minded educator. If you are a pro at lecturing, it is time for you to Level Up! Select an adaptation from below and up your game.

Think-Pair-Share Activity

Pose a question for the class to consider. Give learners 30 to 60 seconds to silently ponder the question. Next, have each learner pair with another learner near them. Together, pairs discuss their answers for a few minutes, create a response, and prepare to share their response with the whole group. Pairs then share out to the class for large group discussion. Refer to the Scholarly Teacher Think-Pair-Share Teaching Tips for more ideas!

Skeleton Notes

To keep your learners engaged, provide partial notes for them to fill in as the lecture progresses. Typically only parts of the lecture are included in the notes provided.

Confidence Level

Pause your lecture and ask learners how confident they are that they could reteach this concept to another person. On a scale of 1-5 (5 = totally confident), learners raise their fingers. This provides the instructor immediate feedback on learner understanding.

Muddiest Point

At the end of a section of material, learners anonymously write down the most difficult or confusing part of the lesson, reading, or session. The educator collects, reads, and then uses responses to assess learner understanding of course material. Educators then clarify misconceptions and sticking points for learners. Also refer to the Scholarly Teacher Teaching Tips on Muddiest Point.

Self-Reflection

Encourage learners to do some thinking about how they are thinking and learning. What connections can they make to other concepts? Where are the current misconceptions?

Pause Procedure

Schedule a pause during your lecture. Stop the lecture and allow students time to catch up on note-taking, organize notes, and ask clarifying questions before continuing to lecture.

Make it Meaningful for your Learners

Tie the material into learners' lives with applied examples, or invite learners to brainstorm for themselves how the material ties into their lives. During your lecture, provide opportunities for group discussions or debate to discover, discuss, and defend these connections.