

<h2>CREATING EFFECTIVE PRESENTATIONS</h2>	
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<h3>Goals & Objectives</h3>	
	<ul style="list-style-type: none">□ Lectures: Pros and Cons□ Some Lessons from the Trenches□ Learning Theory and Lecture Design<ul style="list-style-type: none">▣ Learner-Centered Instruction▣ Learning Styles and Multiple Intelligences□ Ten Practical Tips for Designing and Delivering Effective Lectures

<h2>LECTURES: PROS AND CONS</h2>	

<h3>Lectures: Some Thoughts</h3>	
	<ul style="list-style-type: none">□ In spite of all the criticism, the lecture...<ul style="list-style-type: none">▣ ...remains the most common pedagogical approach in higher education▣ ...is particularly effective for teaching large classes and complex theoretical material▣ ...is an excellent tool for reaching novice learners (Pinker 1997) and early-stage college students (Perry 1970)

The Big Challenge:
To design and deliver lectures that are engaging, interactive, and learner-centered

GETTING STARTED: SOME LESSONS FROM THE TRENCHES

A few (hard) lessons from the trenches...
<input type="checkbox"/> Don't...ever...wing it
<input type="checkbox"/> Stay organized
<input type="checkbox"/> Set clear expectations – for the semester, and for each class session
<input type="checkbox"/> Stay flexible – and learn to adapt

LEARNING THEORY AND LECTURE DESIGN

Learning Theory

- Learner-centered instruction
 - ▣ Focus less on *teaching* – and more on *student learning*
 - ▣ Help students take control of their own learning
 - ▣ Draw connections – to prior experience, to “common” experience, and to other disciplines
- Active Learning
 - ▣ Make learning relevant – to student interests/concerns, to contemporary problems, to practical life
 - ▣ Avoid isolating knowledge and creating silos of information

Learning Styles

- Learning Styles
 - ▣ Visual Learners
 - ▣ Auditory Learners
 - ▣ Kinesthetic Learners

Learning Styles

- Multiple Intelligences
 - ▣ Visual/Spatial Intelligence
 - ▣ Verbal/Linguistic Intelligence
 - ▣ Logical/Mathematical Intelligence
 - ▣ Bodily/Kinesthetic Intelligence
 - ▣ Musical/Rhythmic Intelligence
 - ▣ Interpersonal Intelligence
 - ▣ Intrapersonal Intelligence

Learning Styles

- <http://www.learning-styles-online.com/inventory/>
- <http://www.engr.ncsu.edu/learningstyles/llsweb.html>

	The Big Question:
	What can we do to ensure that we are reaching out to all (types of) learners?

TEN TIPS FOR DESIGNING AND DELIVERING EFFECTIVE LECTURES	

Tip #1: Plan Your Lectures	
	<ul style="list-style-type: none"><input type="checkbox"/> Remember: Don't...ever...wing it<input type="checkbox"/> Put in the necessary time and energy to create an effective lecture<input type="checkbox"/> Think about the material from the standpoint of the <i>learner</i><input type="checkbox"/> Cast a wide net for resources

Tip #2: Instructional Design	
	<ul style="list-style-type: none"><input type="checkbox"/> Reverse-engineer your instruction:<ul style="list-style-type: none"><input checked="" type="checkbox"/> Identify the learning objectives/outcomes<input checked="" type="checkbox"/> Identify the appropriate learning activities – and tailor them to the outcomes<input checked="" type="checkbox"/> Identify the appropriate assessments of student learning

Tip #3: Create a Complete Lecture

- Introduction
- Body
- Conclusion/Summary

Tip #3: Create a Complete Lecture

- Introduction
 - ▣ Set the context
 - ▣ Identify core objectives/outcomes
 - ▣ Present key terms

Tip #3: Create a Complete Lecture

- Body
 - ▣ Core information, terms, and ideas
 - ▣ Core instructional activities
 - ▣ Questions
 - ▣ "Formative" assessments

Tip #3: Create a Complete Lecture

- Conclusion/Summary
 - ▣ Synthesize lecture material
 - ▣ Review and assess objectives ("summative" assessment)
 - ▣ Connect material to previous lectures/coursework
 - ▣ Set the foundation for future lectures/coursework
 - ▣ Provide opportunities for follow-up questions – written, email, discussion boards, etc.

Tip #4: Develop Lecture Notes

- Help with pacing (a "script," so to speak)
- Helps you manage transitions
- Help with time-management
- Help keep you "on point"
- Help create a foundation for future courses/lectures

Tip #5: Multimedia

- Incorporate multimedia (pictures, videos, etc.) into your presentation – but be careful not to distract your audience
- Keep it simple

Tip #5: Multimedia

- Check your spelling
- Check the links
- Check the technology in the classroom
- Have a backup plan

Tip #6: Enthusiasm



Tip #7: Ask Questions



Tip #8: Answer Questions

CAPTAIN ANSWER



Tip #9: Respect Your Audience



Tip #10: Reflection

