

Lecturing for Learning

Many lecturers are overly critical of their own performance. Efforts to perfect lecturing techniques can sometimes lead to a counterproductive focus on what the teacher is doing and inadequate consideration of what the students are learning. This session focuses on how to be sure that UNLV students are “getting” what we are teaching in lectures, and how to help students be active learners in a lecture class.

Strategies for active learning in lecture classes:

- Introduce and conclude with overview of purpose, task criteria for students' learning
- Set up awareness of need to know, and desire to know
- Empower students to practice skills and apply knowledge through class activities, projects
- Invite students' assessment of their learning:
 - What were the most important points from today's lecture?
 - What topic or concept remains the least clear to you?
 - What would you like to hear more about?

Publications:

- Angelo, Thomas A. and K. Patricia Cross “Minute Paper,” from *Classroom Assessment Techniques: A Handbook for College Teachers*, 2d ed. (San Francisco: Jossey-Bass, 1993), pp. 148-153.
- Champagne, David W. *The Intelligent Professor's Guide to Teaching*. Weston, FL: ROC EdTech, 1995, pp. 121-142.
- Davis, Barbara Gross. *Tools for Teaching*. San Francisco: Jossey-Bass: 1993), chapters 12, 13.
- Eddy, Sarah and Kelly Hogan. “Getting Under the Hood: How and for Whom Does Increasing Course Structure Work?” *CBE Life Sciences Education* 13 (Fall 2014): 453-468.
- Eble, Kenneth A. *The Craft of Teaching*, 2d ed. San Francisco: Jossey-Bass, 1988, pp. 68-82.
- Freeman, Scott, Sarah L. Eddy et al. “Active learning increases student performance in science, engineering, and mathematics.” *Proceedings of the National Academy of Sciences of the USA* 111, 23 (October 2013).
- Kalish, Alan and Joan Middendorf. “The Change-up in Lectures.” *National Teaching and Learning Forum* 5, 2 (1996).
- Kim, J., Guo, P. J., Seaton, D. T., Mitros, P., Gajos, K. Z., & Miller, R. C.. “Understanding in-video dropouts and interaction peaks in online lecture videos.” In *Proceedings of the first ACM conference on Learning@ scale conference* (March 2014): 31-40. ACM.
- Lepore, Jill. “The Disruption Machine.” *The New Yorker*, June 23, 2014.
- Meranze, Michael, and Christopher Newfield. “Christensen's Disruptive Innovation after the Lepore Critique.” *Remaking the University*, June 22, 2014.
- Mazur, Eric. “Farewell, Lecture?” *Science* 323 (January 2009): 50-51.
- Mosteller, Frederick. “The ‘Muddiest Point in the Lecture’ as a Feedback Device.” *On Teaching and Learning* (April, 1989): 10-21.
- Porter, M. Erin and Christine Stanley, eds. *Engaging Large Classes : Strategies and Techniques for College Faculty*. Bolton, MA: Anker, 2002, especially chapters 12 and 17.
- Weir, Rob. “10 Commandments of Lecturing.” *Inside Higher Ed*, March 20, 2009

Links:

- Derek Bruff, Eight Lecturing Basics from Barbara Gross Davis' *Tools for Teaching*.
- Instructional Development Services and Resources at UNLV.
- Research and Teaching at UNLV series archive.
- Garr Reynolds, Top Ten Slide Tips.
- Mary Deane Sorcinelli, Peer Review of Teaching: Sorcinelli Observation Guide.
- Carl Wieman Science Education Initiative, Clicker Resources.

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