

## 6. Invest in your presentation

Students rate visual support as very important. A good PowerPoint presentation can be very useful.

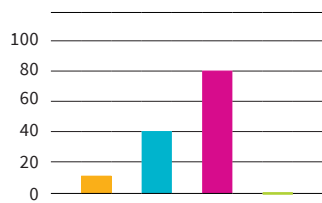
### • A good PowerPoint...

- offers the structure and an overview of the lecture.
- matches with and refers to the structure of the course material.
- is not a summary for the lecturer.
- contains useful information (no visuals for the sake of the visuals).
- is not a replacement for real material.
- has slides that are numbered.
- can be easily printed.

• Share your slides before class so students can take notes on the slides.

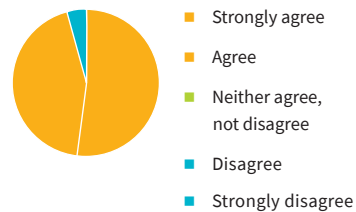
• Use a special presentation for the students in order to keep their attention.

With what statement do you agree the most?



- A good PowerPoint contains all the content and everything the lecturer says.
- A good PowerPoint contains mostly clips and videos addressed by the lecturer.
- A good PowerPoint shows the structure of the lecture and the lecturer explains the most important information.
- A good PowerPoint is no PowerPoint.

A good PowerPoint holds the structure/a scheme of the class.



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# WHAT YOU HEAR IS WHAT YOU GET

Guidelines for lecturers to improve students' listening skills

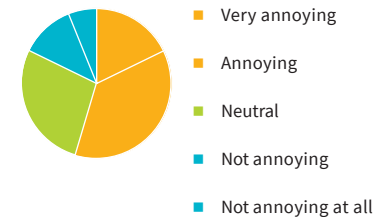
Higher education actively taps into students' listening and note taking skills. The 6 'ear openers' below help lecturers to get students to actively use these skill sand by doing so to better transfer their content. These tips are the result of research conducted by the Teacher Training Experts' Network (ENW) of the Ghent University Association. Each 'ear opener' presents a general guideline with several practical tips on the left and supported with research results on the right.

## 1. Make explicit and situate

Students listen better and more focused if they know what is expected of them and what the goals of the class are. By situating the class in the course or degree program, students know why this class is useful for them, their future job and their education.

- Make clear what you **expect**: do you want students to interact, to take notes, to make exercises, to prepare at home? How will you evaluate students?
- Make clear what the **goal** of the class is: what should students know or be able to do after this class?
- Make clear where the class is **situated** in the course, the degree program, the future profession of the students, what students have already seen, in their environment, their experience as an intern...
- **Refer** to the above during the lecture.

I don't understand why the class is relevant



## 2. Be concrete

Work with as many concrete elements as possible.

- Link the theory to examples, assignments or exercises from the field (internship, profession, teacher's experience, student's experience, real cases, news...).
- Work with real life examples and material. Do not limit yourself to pictures on slides.
- Visualize your ideas with graphs, timelines, tables, charts...

## 3. Allow interaction

Interaction has the most effect if everyone is involved and thinking. This does not mean that everyone should speak. Interaction can occur between lecturer and student, but also between students. Pay attention to the following tips:

- Interaction is beneficial if everyone is **involved**:
  - Don't just work with students who raise their hands. You can use interaction to 'wake' drifting students.
  - Limit (too) dominant students.
  - Have students write down their answer individually before interacting.
  - Bounce around a student's answer with the other students, before addressing.
- **Make clear when you focus on interaction.** Students who take notes are less involved in interaction. Have everyone drop their pens and after the interaction summarize for their notes.
- **Do something with the input.** Students only then perceive interaction as relevant or interesting. This also raises involvement and ownership.
  - Let students share experiences or what they already know, let them give examples, let them link the content to other classes, courses, professions...

## 4. Pay attention to note taking

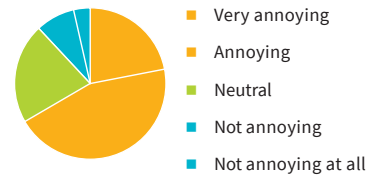
Make sure students take notes. Students remark that note taking helps them to:

- stay **focussed**,
- add **structure** (making links, finding the core),
- **process** and **remember** the content better and faster.

Besides these benefits in class, students perceive their notes as **necessary course material**.

- Don't be afraid to go slow to allow students to take notes. Since teachers don't write that much on the blackboard anymore, they have forgotten how much time writing can take. 50% of students say they have too little time to take notes.

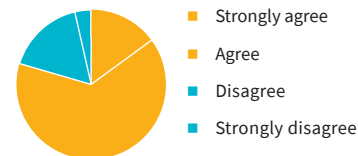
**The lecturer gives few examples and is very abstract.**



**Interaction: interesting for student and lecturer:**

Student	Lecturer
More involved	Activates students
More cognitive action	Insight in understand
More practice	Shows accessibility

**I pay more attention when the lecturer asks questions during the class.**



**I take notes because it helps me to pay attention.**



**If I have noted something down, I remember it better.**



**I use my notes as a necessary addition to the course material.**



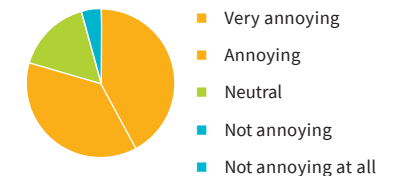
## 5. Offer structure

Students expect the lecturer to share a clear overview of the content of each class.

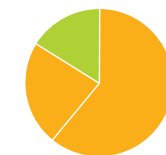
- Offer a **clear structure** and refer back to it during the class.
- **A clear structure...**
  - gives an overview of the class and the content to be handled,
  - matches the structure of the course material,
  - is supported visually (on the board, PowerPoint, as a table of contents...),
  - is supported orally (linking words, announcing conclusions, stressing important elements...),
  - distinguishes between main and side issues and between theory and exercises,
  - lists overall conclusions (links to the general goals of the class).

- Add **variation** in your class. After 20 minutes most of the attention has faded. With stepstone conclusions, interaction or small varied exercises or tasks, you can boost the attention span.
- Work with **well-announced and set pauses**.

**There is no structure in the class.**



**The lecturer doesn't stress what is important.**



**The lecturer jumps from one topic to the other.**

