Designing a Lecture for an Introductory Course

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July 2009
First Day do's and don'ts

Do: Welcome students with contact information, course numbers, session times and hours and your contact information on the board.
Do Not: Simply hand out the syllabus and tell them to read it.

Do: Cover content in the first class in the same fashion you will during the semester.
Do Not: Spend the entire first class on admin, pre-tests, surveys, collecting student personal information.

Do: Solicit student input to course content.
Do Not: Imply you will incorporate all their suggestions.

Do: Finish on time with the most important ideas needed for next lesson.
Do Not: Finish with a pre-test or survey.

Planning a typical class period

- Classes should have a clear beginning, middle and end
- Clearly decide what you want your students to know and be able to do (learning objectives)
- Scaffold learning (apply Bloom’s Taxonomy)
- Plan time for formative assessment
- Use collaborative learning techniques
- Reinforce class activities on summative assessments
- Do not reinvent the wheel (http://serc.carleton.edu/index.html)

- Become informed about your students’ learning characteristics
Teaching and learning goals can be ordered using **Bloom’s Taxonomy (revised version)**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>memorization and recall</td>
<td>Text</td>
</tr>
<tr>
<td>Understanding</td>
<td>getting the meaning of</td>
<td>Concept tests</td>
</tr>
<tr>
<td>Applying</td>
<td>using knowledge</td>
<td></td>
</tr>
<tr>
<td>Analyzing</td>
<td>taking apart information</td>
<td>Venn Diagrams</td>
</tr>
<tr>
<td>Evaluating</td>
<td>reorganizing information</td>
<td>Evaluation Rubrics</td>
</tr>
<tr>
<td>Creating</td>
<td>generating, producing</td>
<td>Planning Exercises</td>
</tr>
</tbody>
</table>

Open-ended questions can be used for all categories.
Lets Practice (group activity)

• Briefly review the provided material for a class covering plate tectonics
  • Decide how much content is appropriate
  • Write learning objectives
  • Organize material as you scaffold learning
  • Decide where formative assessments would be useful and the type (do not design them)