2021

Presentation And Lecturing Skills: Online

January 11th 10am-11:30am

Facilitated by Jeff Bale: He/Him/His

Ice Breaker (10+3 Minutes)

Team Taco

Team Burrito

Team Quesadilla

Task 1: In your team, alphabetically introduce yourself (name/department/program/etc) state a reason why your food is the best, and write it down on the google slide (10 minutes)

Task 2: Two people from each group will go over the reasons why their food is the best. (1 minutes per group)

Hint: This will be your break-out group for the remainder of the lesson)

Today's Learning Objectives

By the end of this session, you will be able to. . .

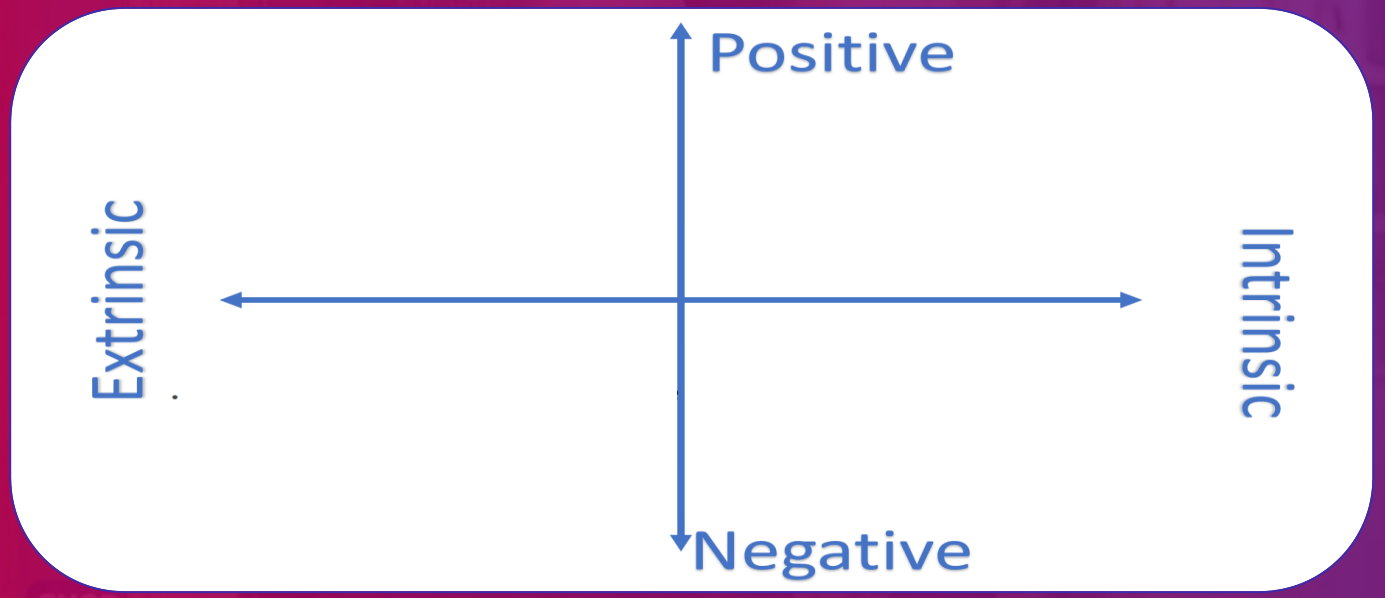
- Describe strategies to optimize online presenting/lecturing for audience engagement or student motivation
- Create a list of things to-do/ to-avoid/to-consider: Pre/Mid/Post-Lesson that will help create a smooth and engaging presentation.
- Recognize the benefits and limitations of delivering presentations and lectures online
- Reflect on your strengths and areas of growth as a presenter/lecturer/instructor/TA

How to Engage/Motivate Students

The Do-s and Don’ts

Presentation And Lecturing Skills: Online

How to Engage/Motivate Students



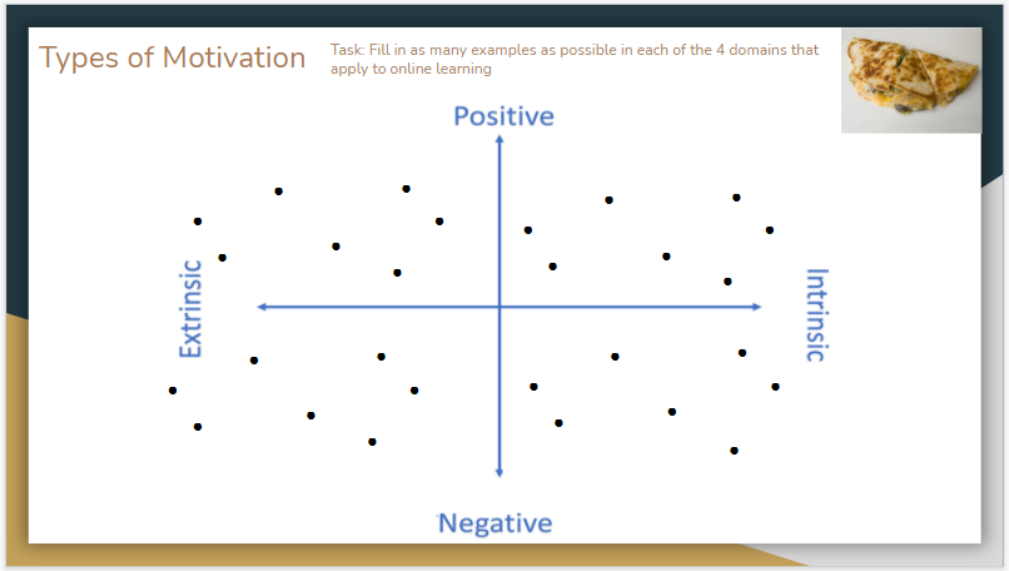
TASK: 10+5 minutes

Part 1) In your original food group, fill in as many examples of motivation for each of the domains. (10 minutes)

Part 2) View both other group's placemat and put a "👍" by the ones you like the most, (2 minute total)

Part 3) Large-Group debrief (3 minute)

Motivation / Engagement



How to Engage/Motivate Students

The Do-s

- Allow for low-stake participation
- Allow room for students to not-participate but still be included.
- Write clear, and simplified instructions
- Whenever possible, error on the side of understanding
- Be friendly but professional

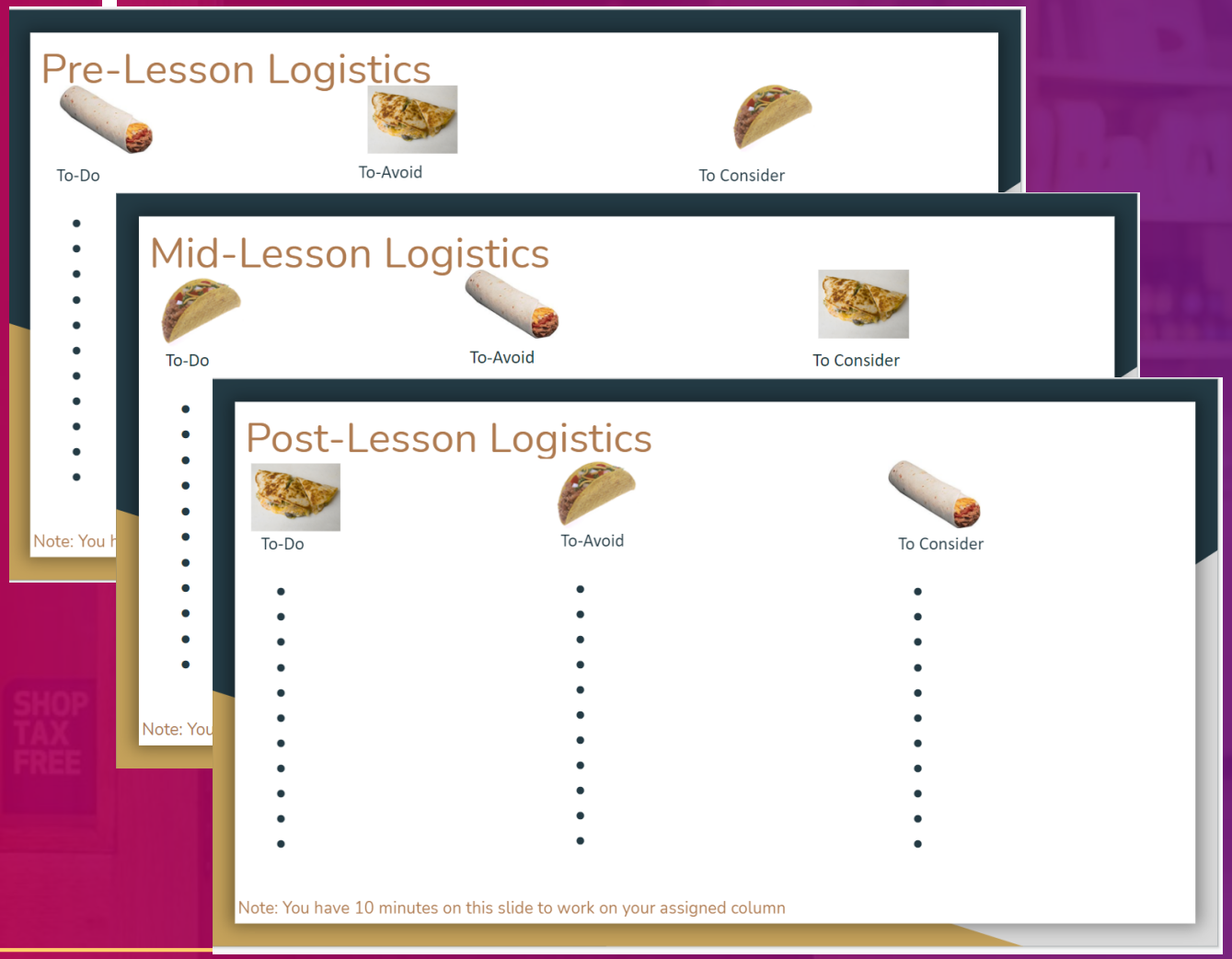
The Don'ts

- Treat the semester the same as a non-Covid semester
- Stress out if you haven't gotten everyone to participate
- Rule by fear
- Cold-Call specific students

Online Presentation Logistics

What can we do to better prepare for our lessons?

Online Presentation Logistics



TASK: 24+6 minutes

- Part 1) In your food group, fill in your first assigned column (8 minutes)
- Part 2) In your food group, fill in your second assigned column (8 minutes)
- Part 3) In your food group, fill in your third assigned column (8 minutes)
- Part 4) Large-Group debrief

Large Group Discussion

What were the most striking themes that emerged from logistics?

2021

THANK YOU!

Please fill out the above Survey (Open a camera on your phone and look at the QR code)

Presentation And Lecturing Skills: Online

Motivation Types

Positive

- I love The subject
- Making something you're proud of
- I understand the subject
- Learning (because you like the topic)
- I like to have competition Achievinhg professional/career goals
- I love challenges
- I am confident doing the assignment.
- Determination
- Ethics
- Knowing will allow me to share and do better
- Learning a new skill

Extrinsic

- Recognition
- Good grades will help me get a better job
- Scholarships/awards
- Motivation to make a difference
- Play a key role in my promotion prospects
- Being congratulated for my work
- Tangible reward from others
- A good instructor

Intrinsic

- Grad school grade requirements
- Competition with friends or relatives
- Overlapping deadlines
- Worrying about instructor opinion Racism
- Come back to my home town Punishment for bad grades
- My comments will remain written and can be shared, exposing me
- Losing scholarship due to grades
- Tenuous financial support

- Perfectionism
- Humiliation, fear of looking bad in front of other students
- I am harsh on myself
- Fear of failure
- Mental illness
- Procrastination
- It's good to try tech learning
- I get depressed
- I'm a failure if I don't do well

Negative

Motivation Types

Positive

- Awards and recognition
- I love meeting other students from all over the world
- I love to learn new things
- Meeting people with same interest
- interest
- Life Purpose
- Curriosity
- Love of learning
- New skills
- I love learning things i'm passionate about

Extrinsic

- Having more time for leisure when work is done
- $$ for good grades
- Getting good jobs
- WHen the breakout room has a leader
- Recognition from TA/instructor
-

Intrinsic

- I'm embarrassed to show up late to class
- I hate presenting as I have staimpress the instructorge fright
- Ice breakers give me anxiety
- Hate being told off for not doing well
- Boredom when not engaged sufficiently
- I need to be the best at this subject/imposter syndrome

- Parents will be angry if I don't do well
- Peer evaluations
- Unable to get a job after graduation
- Some activities give me anxiety
- Being judged for not saying anythingBeing a good student is important to me
- Strict instructors/repercussions for not doing work
- Less likely to get good jobs/opportunities in the future with bad grades
-

Negative

Motivation Types

Positive

- Recognition
- Potentially making new friends in a program
- High grades will help in getting a scholarship
- Extra credits by completing additional work
- This Professor is great at teaching!
-

- I enjoy learning about new topics
- Asynchronous teaching allows me to take the course at a convenient time
- Learning new skills
- I love this subject
- Ethics
-

Extrinsic

Intrinsic

- Racism
- Requires a lot of writing in feedback discussion groups which is difficult if ELL
- The professor doesn't care about my difficult situation
- The TA is boring as heck
- Parents will ground me if I get a negative gade
- Online is the only format available
-

- I'm not comfortable presenting/talking online
- Potential
- Feel depressed if I get a low grade
- I don't know how to get involved in online community
- I'm doing worse than last time
-
-

Negative

Pre-Lesson Logistics

ONES

To-Do

- Outline Learning Objectives
- Try to gage where the students are at in terms of knowledge base
- Make sure you have all required equipment (and it's charged)
- Make sure you know how to operate zoom/collaborate/etc
- Have a loose rubric
- Prepare your lesson to be accessible to all students
- Prepare for modifications to your lesson
- Prepare the material well
- Predicted likely questions
- Prepare for breaks during the lesson
- Create discussion prompts and points to contribute
- Address any housekeeping points
- Speaking in point
- Be motivated and enthusiastic
- Don't panic if there is silence

To-Avoid

- Unclear instructions
- Making boring ppts
- Planning lessons with no student interaction
- Deriving grades from only a few similar assignments
- Too much information / check the time
- Technology knowledge assumptions
- Lack of variety in teaching style
- Not allowing time for questions or feedback
- If using some activities, making sure to have a clear instructions
- Catching people unprepared, no pop quizzes
- Not preparing an introduction/overview of tutorial content
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To Consider

- Time frame
- Class size
- How does the format impact learning outcomes?
- Learning goals
- Determine real goals
- Student motivation
- Learning styles
- Language barrier for international students
  Power dynamics
- Lack of participation
- Access & Diversity
- Internet connection failure
- Personal Bias
- Focusing too much on particular students
- Students can understand your accent?
- Level of energy students have (is it late, situation of the country they are in)

Note: You have 10 minutes on this slide to work on your assigned column, and will be messaged when to move on

Mid-Lesson Logistics

To-Do

- Pay attention to how attentive the students are
- Shift gears if you are losing focus
- Be engaged with what the students are saying, incorporate their ideas into what you're saying
- Re-direct if needed
- Provide a break for students
- Designate a Chat watcher
- Foster discussion
- Look at the chat
- Hold the silence
- Acknowledge the comments and contributions of participants
- Leave pauses while talking to invite Q's.
-

ONES

- Going off on a tangent
- Not knowing how to fix technical problems
- Don't forget to check in with students
- Losing track of time
- Not leaving time for questions
- Having no visuals
- Talk about other things that are not of the lesson
- Not having a goal for the discussion
- Speaking for too long ! try to break up long bouts of you speaking with others getting involved
-
- Being unfriendly
- Spending too long answering a question, and rushing through the rest of the content
- Sticking to a lesson plan too much - make sure to address student questions thoroughly as wel
- Being sarcastic or making fun of any question
- I
-

To Consider

- Cold calling names
- How long you've been talking
- Having multiple ways for students to participate
- Level of student engagement
- Keep calm and Patience
- Student body language
- How tired are your students by the time they get to you?
- Is your lesson really early or just after lunch? (students could be sleepier than usual)
- Peer to peer learning in online environment - engage students to answer questions if possible

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Post-Lesson Logistics

ONES

To-Do

- Follow up with student questions
- Take note of what went well/didn't go well
- Ask yourself if the amount you had planned to get done was realistic.
- Provide good feedbackAsk for student feedback
-
- Reflect on your lesson- how did it go?
- Cj

To-Avoid

- Rushing through grading
- Not following up with students when necessary
- Ignore feedback
- Working alone - use resources/collaborate/confer with prof
- Closing without opening space for personal chat with students
- Not reflecting back on your teaching style
- Not checking in with students regarding class load/pace etc.
-
- Leaving without checking the chat

To Consider

- The time, did you go over time?
- How students are interpreting your questions - do you need to rephrase and make things clearer?
- Summary/recap- did you get the main point across? Did everyone follow along?
- Assessment of students
- Open for questions
- If its possible make a little round table to hear the students
- Highlight what the class will be about for the next week (also remind the students of upcoming assignments)
- See if anyone have a question
- What might need clarification in the next session
- Ways to improve future sessions
- Ways to make the future sessions more accessible
- Encourage students to ask questions
- Clarify any unclear point
- Remind students about office hours/ separate time for more questions
- Consider getting feedback from students on what worked best for them/ what was ineffective

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Pre-Lesson Logistics

TWOS

To-Do

- Find a quiet environment to teach in
- Make sure you are in a place with good wifi/check your computer is working
- Have a clear idea of what you're going to talk about/how you want to progress
- Simple instructions circulated in more than one outlet
- Have all materials with you before beginning
- Brush up on what you discussed in the last session
- Have back up material/activities ready
- Instructions for easy use of technology
- Practice breakout groups/rooms
- Ensure learning goals are clearly articulated ahead of time
- Make sure you know how to use all the zoom tools you will be using
- Know how much time you want to spend on each part of the lesson/activity

To-Avoid

- Too many activities with different apps (make it confusing)
- Winging it instead of communicating with the course instructor
- Being unprepared
- Not planning for multiple learning styles
- Not preparing for bad internet connection
- Too much information / check the time
- If using activities, lack of clear instructions
- Avoid last minute scheduling changes or topic changes
- Slides with too much written stuff
- Overwhelming the student with too much to do prior to the lesson
- Avoid quantifying participation, aim for quality of student engagement
- Avoid lesson plans with too many technical requirements for students (you'll end up being tech support instead of teaching)

To Consider

- Balance between listening and participating
- Undergrad/grad
- Familiarity with technology
- possible questions that the students will ask
- Group size
- Balance between synchronous vs asynchronous content
- Time of day (time zones)
- Ask about group for preference
- Zoom fatigue
- Make sure everyone has the relevant technology (upgrade)
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Mid-Lesson Logistics

TWOS

To-Do

- Be prepared
- Pause to invite Qs at intervals
- Give enough time for a slide/example
- Be open to change/flexible
- Check in with students to see how they are feeling/doing
- Ask MCQ questions throughout lesson
- Check how the technology is going with ourselves and the students

To-Avoid

- Go off topic
- Cold calling
- Go on longer than lecture time
- Only engaging with a few students
- Change your learning goals part way through
- Complex graphics
- Too much information per slide
- Change lessons (start next weeks for example)
- Interruptions from people in your house

To Consider

- Interact with the students - give them opportunity to ask questions in a organized way
- Learning pace - some students may need more time on certain subjects
- Checking in about connection issues
- Bad Internet connectionMain topics you're trying to adjust
- Importance of material - spend more time on really crucial info
- Assign time for clarification of points as you go. It is best for a student to leave with one clear point instead of many unclear ones.
- Illustrations and clear examples
- Be prepared to switch mode of instruction as needed (e.g. slides, on-screen "whiteboard", coding example)
- Make sure students are not getting sleepy
- Some students might not be able to turn on their cameras or microphones - keep this in mind when asking questions
- Be prepared to share your screen with the class

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Post-Lesson Logistics

TWOS

To-Do

- To do: check in on students - did they learn what you were trying to teach?
- Answer any questions
- Adjust assignment expectations based on lesson outcomes
- Self reflection assignments
- Reiterate important points of lesson
- Stay online to answer questions
- Provide enough time for questions
- Prepare students for next lesson
- Perhaps send a summary of the notes
- Answer the questions made in class
- Self-reflection - what went right/wrong? How can you adjust the next lesson based on that?

To-Avoid

- Do not follow up with students when needed
- Forget to upload teaching materials, forget to correct typos

To Consider

- Provide additional reference material
- Discussion boards
- Opportunities for feedback

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