Before Session

- Save slides to Google and create QR code

Masterful Lectures: Key Strategies for Graduates

As you wait, please answer the question.

Upvote your favorite responses.

or go to **menti.com** and use the code **3327 9882**

Bethany Stone || StoneB@Missouri.edu

Masterful Lectures: Key Strategies for Graduates

WHERE ARE YOU COMING FROM?

OR go to **menti.com** and use the code **3327 9882**

Bethany Stone || StoneB@Missouri.edu

Wee Possum

Masterful Lectures: Key Strategies for Graduates

Recommended engagement:

- Set aside the world.

- Feel free to ask questions; unmute or use the chat if on Zoom.

- Help me out—let me know if someone has a question/comment

Masterful Lectures: Key Strategies for Graduates

Expected Outcomes:

- Discover how to weave storytelling into your lectures, turning them into compelling narratives.

- Learn to tailor your presentations, making complex concepts accessible and relevant to your audience.

- Master the art of crafting engaging questions and integrating interactive activities to stimulate participation.

Tips for Telling Stories in Lecture

Relevant
Concise
Revisit the story
Not a storyteller?

STORY
TELLING:
Bringing the power of
story to your teaching

DITCH THAT
TEXTBOOK

Alterio, M. (2003). Using storytelling to enhance student learning. https://desarrollodocente.uc.cl/wp-content/uploads/2020/03/Alterio_M._2003.pdf
Image source: https://ditchthattextbook.com/storytelling/

Others?

Learner Centric Approaches

Learner Centric Approaches

What do we need to know about our students?

How do we get that information?

What do we DO with the information?

Start with the End in Mind

| Start with the End in Mind

Backwards Design:

Backwards Design:

- Concepts
- Skills

Identify

Backwards Design:

- Concepts
- Skills

Identify

Determine

- Assessment
- Evidence

| Start with the End in Mind

Backwards Design:

| Start with the End in Mind
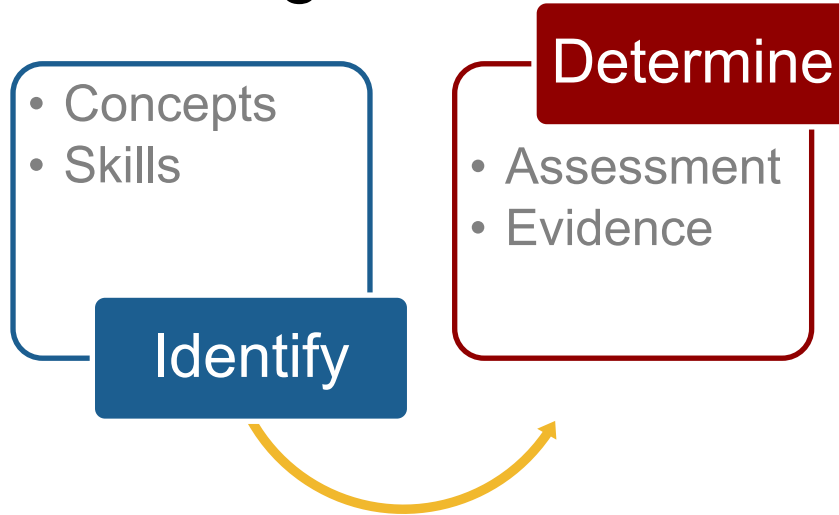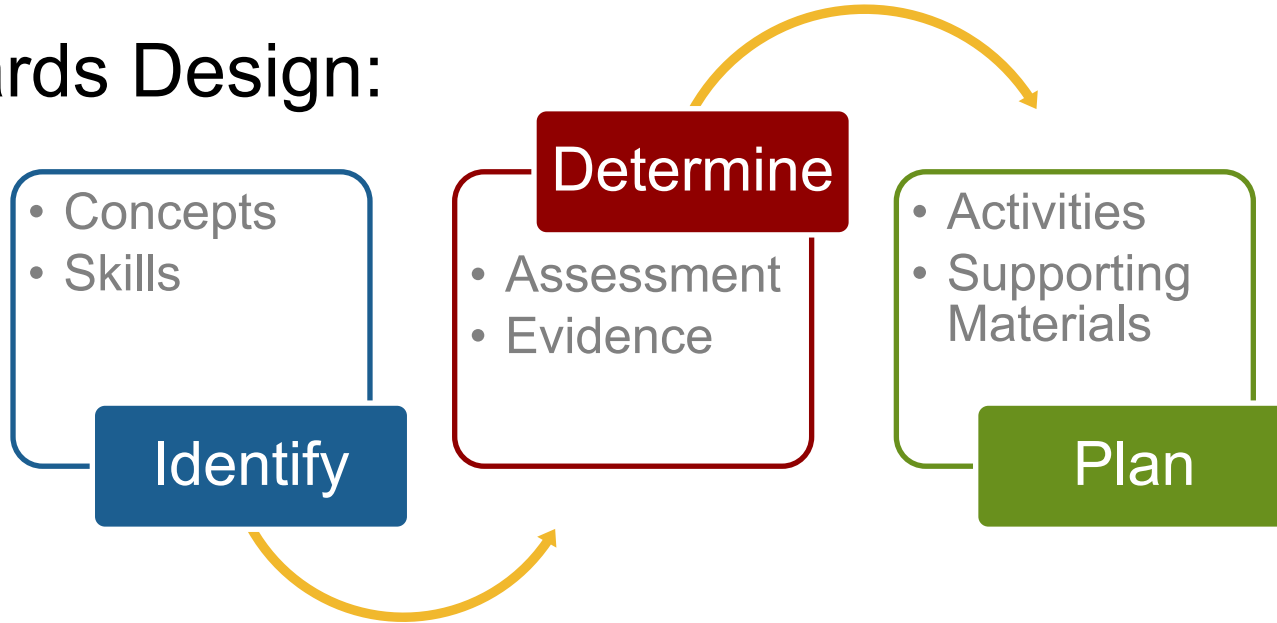
Writing Learning Objectives

As we go through these steps, write one learning objective for a lecture you may give.

| Start with the End in Mind

Writing Learning Objectives

1. Identify the nouns:
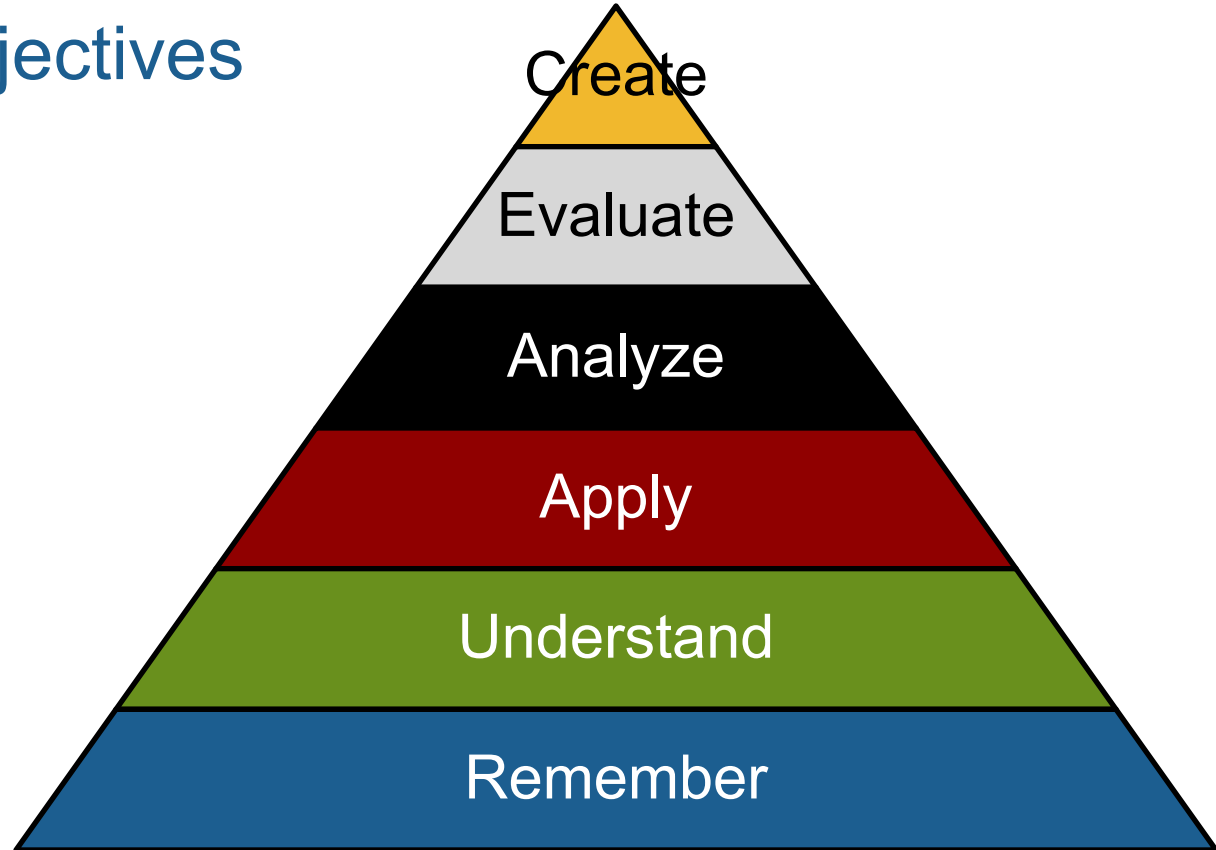   *algorithms*
   igneous, metamorphic, sedimentary rock
   stages of acid-base titrations

Writing Learning Objectives

2. Identify the verbs:

Create

Evaluate

Analyze

Apply

Understand

Remember

Part 2: Structuring Your Presentation

Verbs

Remember
To find or recall information

Define, Name, Draw, Outline, Duplicate, Recall, Identify, Recognize, Label, Select, List, Show, Match, State

Understand
To construct meaning from written material or graphics.

Associate, Estimate, Classify, Explain, Compare, Identify, Comprehend, Indicate, Demonstrate, Interpret, Describe, Relate, Differentiate, Restate, Discuss, Select, Distinguish, Summarize, Translate

Apply
To use information in new situations.

Calculate, Modify, Change, Organize, Classify, Plot, Compile, Practice, Compute, Present, Employ, Produce, Execute, Show, Illustrate, Solve, Implement, Use, Map, Write, Model

Analyze
To draw connections among ideas.

Break Down, Experiment, Categorize, Illustrate, Combine, Inspect, Compare, Outline, Connect, Predict, Contrast, Question, Debate, Research, Differentiate, Separate, Distinguish, Simplify, Examine, Subdivide

Evaluate
To value information or ideas

Appraise, Measure, Argue, Rank, Assess, Rate, Conclude, Recommend, Convince, Estimate, Score, Evaluate, Select, Grade, Support, Investigate, Test, Justify

Create
To produce new or original work.

Compose, Formulate, Construct, Generate, Create, Produce, Criticize, Propose, Design, Revise, Develop, Rewrite, Direct

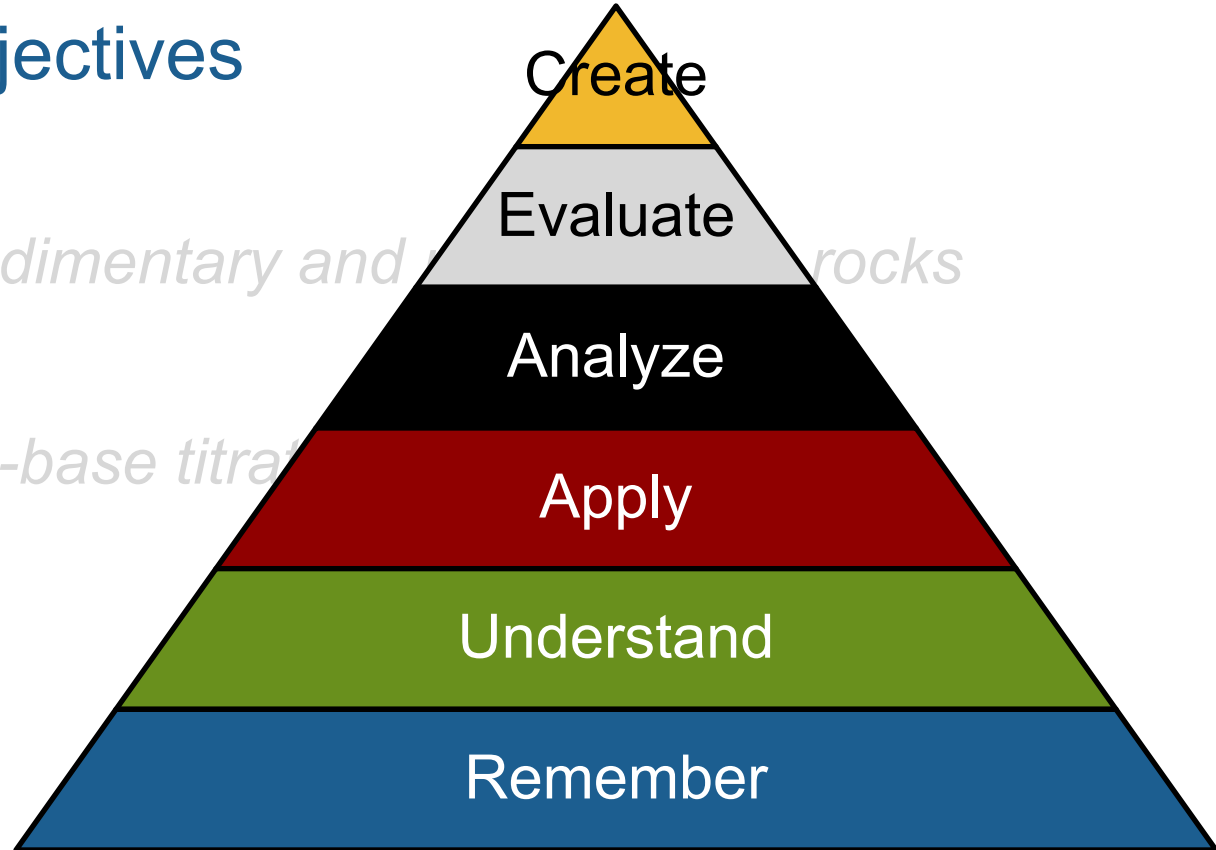Graphic modified from: https://uoeee.asu.edu/blooms-taxonomy

Writing Learning Objectives

2. Identify the verbs:

Distinguish *igneous, sedimentary and* *rocks*

Design *algorithms*

Describe *stages of acid-base titrat*

Writing Learning Objectives

3. Fill in the context

Distinguish igneous, sedimentary and metamorphic rocks

Design algorithms

Describe stages of acid-base titrations

Writing Learning Objectives

3. Fill in the context

Distinguish **the 44 types of** *igneous, sedimentary and metamorphic rocks* **using a rock identification chart.**

Design algorithms

Describe stages of acid-base titrations

Writing Learning Objectives
3. Fill in the context

Distinguish **the 44 types of** *igneous, sedimentary and metamorphic rocks* **using a rock identification chart.**

Design **efficient** *algorithms* **for problem solving.**

Describe stages of acid-base titrations

Writing Learning Objectives
3. Fill in the context

Distinguish **the 44 types of** *igneous, sedimentary and metamorphic rocks* **using a rock identification chart.**

Design **efficient** *algorithms* **for problem solving.**

Describe **the important** *stages of acid-base titrations.*

# Writing Learning Objectives

4. Clarify the timeline.

Distinguish **the 44 types of** *igneous, sedimentary and metamorphic rocks* **using a rock identification chart.**

Design **efficient** *algorithms* **for problem solving.**

Describe **the important** *stages of acid-base titrations.*

Writing Learning Objectives

4. Clarify the timeline.

By the end of this unit, students will distinguish the 44 types of igneous, sedimentary and metamorphic rocks using a rock identification chart.

By the end of this semester, students will design efficient algorithms for problem solving.

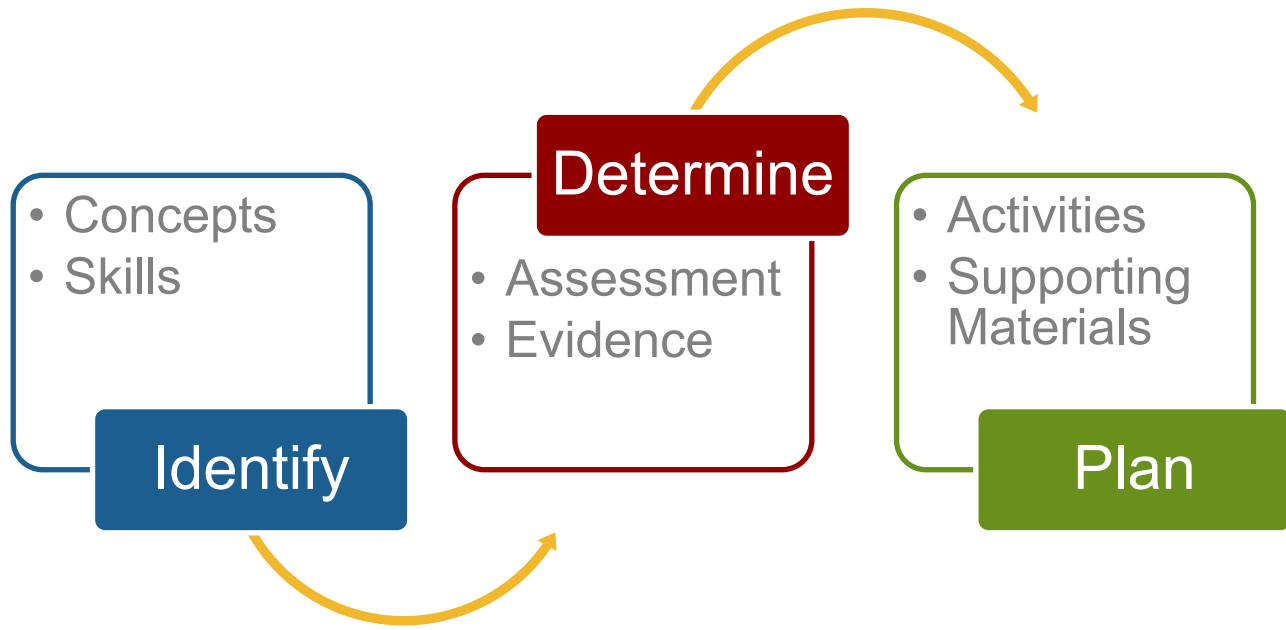*By the end of this lab, students will describe the important stages of acid-base titrations.*

Share your learning objective!
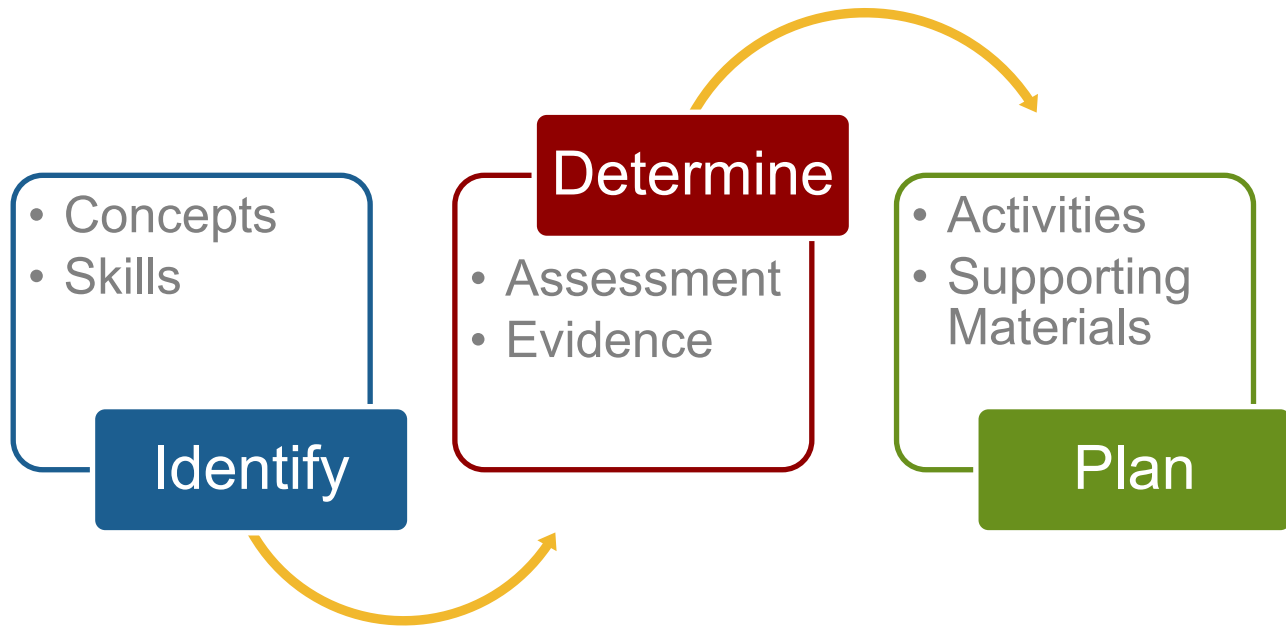
| Start with the End in Mind

What questions do you have?

| Digestible Chunks

How long is too long to listen/focus on one thing?

      1. 5 minutes

      2. 10 minutes

      3. 15 minutes

      4. 30 minutes

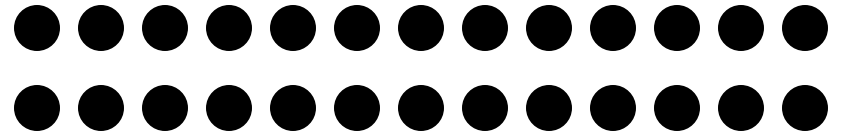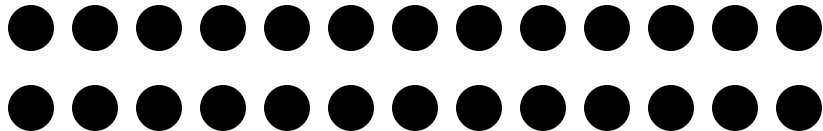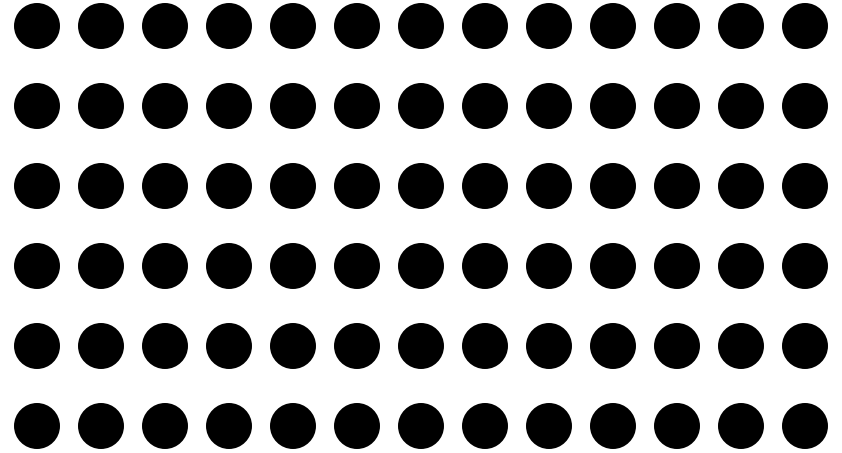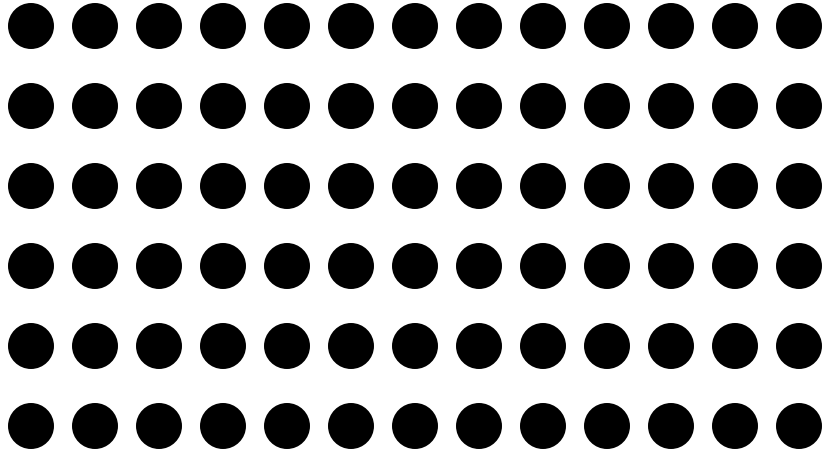   5. 50 minutes

| Digestible Chunks

Use the Space

| Question Often

Take 4 minutes to discuss strategies for asking students questions.
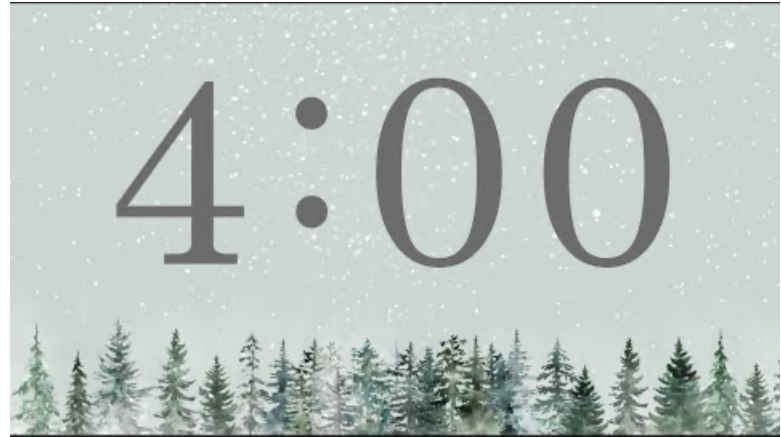
| Question Often

What did you come up with?

Question Often

- Use a variety of questions.
- Give students time to *think*.
- Use the "seventh caller" strategy.
- Use questions as informal formative assessment.
- Set norms to empower and protect.

Masterful Lectures: Key Strategies for Graduates

Expected Outcomes:

- Discover how to weave storytelling into your lectures, turning them into compelling narratives.

- Learn to tailor your presentations, making complex concepts accessible and relevant to your audience.

- Master the art of crafting engaging questions and integrating interactive activities to stimulate participation.

Take a minute to write down:

1) Something you feel is especially useful.
2) Something you would like to learn more about.

| Use the Space

Thank you!

Copies of slides available via the QR code or at http://tinyurl.com/