

# LEVEL UP!



# DYNAMIC LECTURING

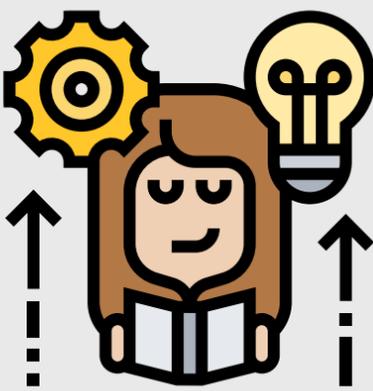
Boosting your teaching and learning game is all about being a growth-minded educator. If you are a pro at dynamic lecturing, it is time for you to level up! Select an adaptation from below and up your game.

## USING VISUALS TO STIMULATE CONVERSATIONS



The use of technology does not itself enhance the learning process; in fact, sometimes it does more harm than good. However, visuals can *facilitate* learning if placed meaningfully. Avoid having too much content on any given slide or at any given point in a demonstration. Too much going on overwhelms and distracts learners.

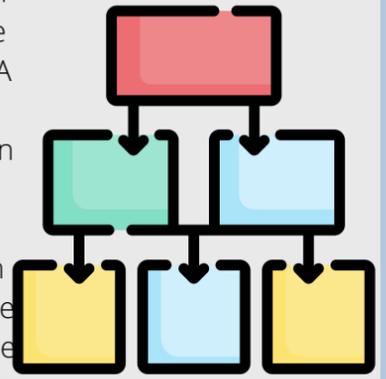
## PRACTICE RETRIEVAL



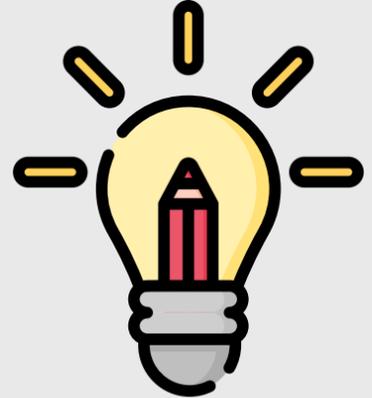
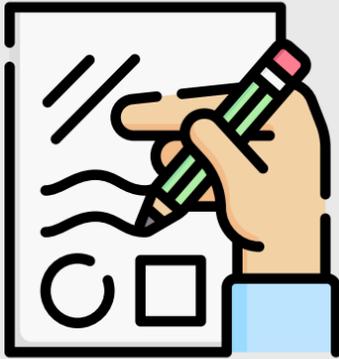
First, tell learners about retrieval practice. Second, put it into action. The more you retrieve content, the more efficiently you will retrieve it in the future (the better you "know" it). Quizzes are great retrieval practice. Provide low-stakes quizzes to help with the retrieval of information.

## GRAPHIC ORGANIZERS

Providing learners with a structure to organize the content is helpful. A graphic organizer can help to emphasize main points and outline content for easier consumption. This can help guide the structure of the lecture or provide a guideline for learners in breakout sessions or discussions.



## EMPHASIZE THE POINT



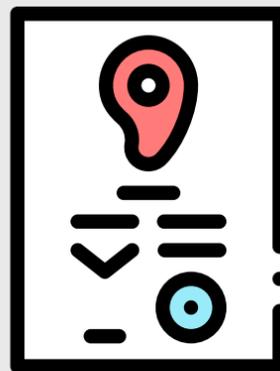
It's not bad to say to your learners, "Write this down." When you emphasize a point, learners take note. Make key points big, bold, and unmistakable in your lecture materials. Don't be afraid to tell the learners what they really need to know.

## METACOGNITION



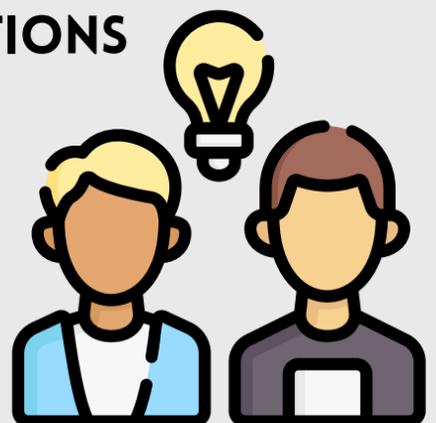
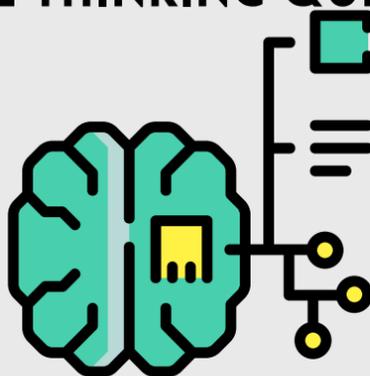
Keep your learners thinking about how they are learning. Take breaks for them to think about their thinking. Are they understanding the material, or just listening to it? What could change to help increase their understanding?

## GALLERY WALK



Put large pieces of paper on the walls of the room. Have learners respond to questions, documents, images, or problem-solving questions in small groups and write their answers on those large pieces of paper. Then, have them walk through and add on to other's thoughts.

## CRITICAL THINKING QUESTIONS



Using critical thinking questions helps to increase comprehension of course-related content. To engage in productive dynamic lecturing, periodic student engagement is essential. To have good critical thinking discussions, it is imperative that they are asked good critical thinking questions.