**DAY 4 Trainer Plan**

Checking Understanding – Lecture Skills – PowerPoint – Apply to a lesson

**NOTE to trainers post training: Do not do the Steve Jobs Video for PowerPoint or Lecture.**

**Warm up**: as trainers wish

**(30) Checking understanding**: using handouts in faculty material

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| **Lecture Skills 90 minutes**Objectives* Faculty will gain new techniques and procedures for working with large classes that address common challenges in keeping learners engaged and aiding comprehension.
* They will be able to incorporate some new ideas to a class they teach.
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POSSIBLE STEPS

Option A

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| (20 min) Needs assessmentThink-pair-share: Faculty write the challenges they think the students have or that they themselves have.Record on poster. Faculty record in left side of two column (I think they have a handout for this): Challenges and Options.What ideas do they have for addressing the challenges? Write in the options column. | Possible HO of Challenges and options in two columns. |
| (20) Scan the HO “Lecture Summary” techniques and procedures and write options they might use to address the challenge in the OPTIONS column.  Individual and share in plenary some ideas. | H/O of techniques and procedures for teaching in large classes/lecturing. |
| (5) In pairs select one or more new technique(s) or procedure(s) and generate a concrete example in the context of a lecture.  |  |
| (20) Share in plenary or in two large groups.  |  |
| (10+) Return to the original list of challenges – are there any that need further work? |  |
| Reflection: summing up main points to remember or personal goals  | Lecture Skills HO (its blank so it can become anything) |

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| **USING POWERPOINT 60 minutes**Objectives* Faculty will generate guidelines for using PowerPoint (or other data show software) effectively.
* They will be able to describe images and/or write out several slides they could use in a class they have.
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STEPS

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| **(5) Needs Assessment** * *Who has access to PPT software? To a projector at school?*
* *Who would like to use PPT? For what? Why?*
* *What do you need to know?*
 | Voices on technology in trainer materials for Day 6. |
| **(15) Pros/Cons of data show/PPT**What are your experiences with PPT: good and bad as participant or audience and as teacher?6 volunteers or the two trainers take turns reading voices of teachers and students on technology.Summarize pros/cons of PPT. |  |
| **(10) How to do it well?**Watch Steve Jobs present the iPod for the first time. Set up the situation:½ group watch for the kind of visuals he uses: * What does the text look like on the screen?
* What kind of other images are used?

½ group watch for how his visuals work with his words* When are words? used
* How do the visuals support the speech?

(10) Plenary shareCreate a Do’s/Don’t’s list for using PowerPoint  | Use PPT Guidelines H/O (blank) here in next activitySample Answers:**What does the text look like on the screen?**BIG!!! Usually only a few words at a timePlain – no fancy fonts or ‘transitions” in and out.Plain background not fancy boxes or colors. Simple.**What kinds of other images does he use.**Photos of real objects referred to or that give an image to what he is talking about. Symbols (logos)**When does he use words**When he asks a question OR to answer a question he asks.To highlight facts that he then expands on.**What’s the purpose of the words:** to outline, highlight and help you follow along and get important facts while he talks about them. |
| (15) Apply to a class (any class but identify a specific on)Imagine 3 – 5 slides you could use for the beginning, middle or the end of your class. Depending on time, explain to a partner; draw images and write out words as they’d show up on the slide and present in small group, etc. |  |
| NB: On the CD of materials are PowerPoint tutorials that faculty can use to guide them through the logistics of making a PowerPoint.We are addressing the pedagogical aspects of the technology in this course.  |  |

**Application to listening text**

Use a listening text (if they use listening texts or have one that they want to use) or use lecture material that they use in class.

TASK: Write a plan for using the listening text or delivering the lecture so that it incorporates several of the new ideas for lecture skills to support and engage learners.

Trainers support and monitor.

Share plan in a way that works in the time you have.

**Feedback on the day.**