

Suggestions for the Presentation/Lesson in Honors 203

Adapted from Terry Doyle, *Helping Students Learn in a Learner-Centered Environment* (2008)

Step One: Choose a topic

Step Two: Learn enough about your topic to teach it to others

Step Three: Decide what the class should know

This is the first step in planning a presentation or the teaching process. Everything will go better if you start here.

Step Four: Organize the material to optimize students' learning

Do students need any background information or introductory material to connect to or understand the topic? Would it help to briefly review previous course material that relates to the topic?

Does the material already have a structure or pattern built into it that naturally organizes it for learning? Consider familiar patterns that are easily recognized by learners, such as: hierarchy, linear order, timeline, comparison/contrast, cause/effect. If the material does not naturally fit into one of these patterns, then you will need to decide on an order or step-by-step process that is meaningful and clear.

Step Five: Choose the best approach for teaching the topic

Here are some basic guidelines:

1. Whatever method you choose, it must involve your peers in active learning—for example:
 - Playing a game
 - Working in pairs to solve problems
 - Drawing a concept map of their understanding
 - Answering questions in pairs and sharing
 - Class discussion
 - Doing a role play
2. The delivery should include images that help illustrate and clarify the topic being taught.
3. The delivery should include examples, analogies, and/or metaphors that will aid in understanding the topic.
4. In many situations a handout could be distributed (or posted to the wiki) to reinforce the learning process—for example:

- Concept map of the topic
 - Outline of the topic
 - Set of key questions
5. There should be a beginning, middle, and end to the lesson/presentation.
 6. The beginning is an introduction that establishes what is to be learned and attracts and motivates students—for example:
 - A set of questions that will be answered by the end of the teaching
 - A cartoon that illustrates some aspect of the learning
 - A brainstorm section to see what everyone already knows about the topic
 - A story or example that illustrates or builds a context for the topic
 7. The middle should include the delivery of information and the active learning component.
 8. The end reviews and summarizes what was taught to reinforce the new learning. Depending on what you are teaching, the ending can be somewhat open-ended. For example, class discussion may open up a line of inquiry without necessarily coming to a definite conclusion.

Step Six: Meet with Dr. Hartman

We will meet to go over your plan. You can do this step at any point in the process. You don't have to wait until you have your plan completely figured out. So this step could be Step Three, Four, Five, or Six.

Step Six: Get Feedback

The class will provide constructive feedback by responding to each presentation by answering a few short questions