

Teaching of College Geography

San Diego State University, Department of Geography

Second Session: Lecturing Skills

Starting the Class

- Getting their attention – eye contact (“Time to get started.....”)
- Tie in to previous lecture (“You may recall that on Friday we talked about...”)
- Overview of what is to be covered today (on board; perhaps a Powerpoint outline slide listing objectives for the day; by use of O/H transparency)

Keeping Their Interest and Attention

- Move around (but avoid “pacing” nervously back and forth)
- Use wall maps, slides, overheads, Powerpoint, or other graphics (but never without a purpose)
- Never *read* your lecture; don’t read more than short quotes
- Keep hands out of your pockets; don’t jingle keys or change in your pockets, etc.
- Avoid lecturing in monotone; practice using an appropriate amount of inflection
- Be sure to lecture loudly enough to be heard by all; you may need to use a microphone in a large classroom
- Try to lecture at a pace that is comfortable for the vast majority of students
- If you are teaching a 75-minute long class, provide a brief break halfway or two-thirds of the way through

Using the black/white/green board or Powerpoint

- Don’t use it either too much or too little
- Do spell out any unfamiliar words or terms
- Write major concepts on the board or type them in front of the class (students almost always include in their notes things you write on the board!). Do this even if using Powerpoint to emphasize important/complex topics
- Write BIG ENOUGH on the board or have your Powerpoint print/graphics large enough so that it can be read in the back row

- Don't lecture to the blackboard/screen!!!

Involve the Students

- Ask questions (but don't expect instantaneous answers!)
- If you know who is an "A" student in the class, ask them your first question
- Create scenarios directly involving one or more students ("Let's say that Tom and Sue, here, want to see the nearest fault scarp.....")