Attention-Getting Content

1. Present dramatic illustrations and demonstrations.
   Use exaggeration, provocation and humor; suggest unexpected results; exhibit even erratic/eccentric actions; provide astonishing and startling facts; and surprise.

2. Use suspense and surprise.
   - Ask for students’ intuitions and then show them to be wrong.
   - Support points you make by telling an anecdote or a captivating story.
   - Describe a paradox, a puzzle, a captivating experiment, a case study.
   - Challenge students — assign them to guess a result, to explain a paradoxing fact, make them compete on performance or suggesting an explanation, such as the one who solves, arouse their expectations.

3. Use self-disclosure.
   Tell about yourself, your experiences (e.g., as a student), your own professional research.

4. Express your own point of view.
   Give your own interpretation of unresolved issues or current developments.

   - Tell about central figures, inventions, and key discoveries.
   - Tell about controversies and debates, experiments, techniques, contemporary future directions.
   - Present physical samples, pictures of historical events, and illustrations.
Attention-Getting Teacher Behavior

Gain students attention through:

1. Oral behavior
Use animated voice, proper variation in volume and pitch, pauses.

2. Nonverbal behavior
Exhibit enthusiastic and physically dynamic presentation, self-confidence, language, eye contact, and facial expression; use pauses effectively; use classroom unpredictable and humorous behavior; let your personality show.

3. Exhibiting dramatic behavior
Use this technique in large enough classes. The smaller the size, the less however, instructors can teach large classes effectively without dramatic behavior need to have a special personality or any acting talent to be dramatic in class.

4. Varying teacher behavior and methods
Change your behavior, activities, and teaching methods every 10-15 minutes.

- Oral presentation: your voice inflection, tone, pitch and level
- Nonverbal behaviors: movement and gestures, pausing, eye contact, facial language and voice, hand and body gestures, position in the classroom, dynamic
- Pace of lecture: go slow at times, fast at others
- Mode of presentation: lecture, discuss, simulate, pause, present puzzle, pose questions, draw questions from students, seek feedback, etc.
- Nature of visual input: dynamically use visual aids, physical models, films, tapes, transparencies, recordings, videotapes. Use colors.
- Source of presentation: invite guest lecturers
- Type of elements presented: process, proof, development, problem, explanation, etc.

' 1995, Stanford University