“I am determined never to get stale.”

“To take control [of a class], you’ve got to do your homework.”

How do you present clear and organized material without boring students to death?

How do you keep the students’ respect?

“You must know what the students already know, and then bring these points together to add to their knowledge.”

**How to Start**

- Don’t begin with a joke – people are not ready to listen to you and are not hearing what you have to say – you need to pull them in first.
- Begin with a promise: how will what you say benefit the students?
- Place an agenda/outline on the board; this serves as a good check-point for the talk.

**Winston’s Big 4**

- **CYCLE** in on the material – say it 1, 2, 3 times. Why?
  - Doing so helps people recall information that is relevant and is in accord with learning theory.
  - It increases the chances that everyone will hear you – even those who tuned you out the first one or two times.
- use **VERBAL** punctuation
  - People do “fog out” in a talk and stop paying attention.
  - Use cues (“first….second….third”) that show them it is time to focus again.
- show **NEAR MISSES**
  - When addressing a difficult concept, do not simply show the concept.
  - In addition, given students non-examples that closely approximate the concept.
  - This helps establish boundaries.
- ask **QUESTIONS**
  - They should be frequent and answerable.
  - This brings them back into the lecture.
  - Remember: it is OK to wait for an answer – what seems like forever to the speaker is a brief time to the audience.
The Blackboard

- Using a blackboard sets a pace for the class that generally fits with how we receive information.
- Because intelligence is also partly visual, the board is important in facilitating learning.
- The board can be a tool used when generating lists.
- It can also be something to “point at” – something that you can use to bring the audience back to the talk.

The Overhead

- DO NOT read transparencies – this is insulting to your audience.
- DO NOT stand too far away from the transparencies – you are the main attraction and you want to remain in the students’ vision.
- DO NOT uncover one point at a time, leaving the other points covered.
- Avoid using a pointer – use your hand and finger instead.

- DO use bulleted points rather than full paragraphs.
- DO add points to the transparency as you develop ideas.
- DO use color if at all possible (but do not overuse it).
- Using too many overhead slides can make things move too quickly – instead, use selected slides to illustrate points, show special graphics or elaborate on what is on the board.

Style

- Develop your own style – you should not copy others, but you can surely observe them and adapt what they do to your style.
- You can be eccentric – often this is how people connect with you.
- Consider using stories. People like stories and these are what make the information you cover in lecture unique, different from a book.

How to Stop

- Do not thank the audience. This makes you look uncertain of your own worth and the value of the material.
- Instead, consider the following:
  - Wrapping up with a joke (it is OK to do at the end).
  - Deliver: you promised something at the start, now tell them how you have fulfilled that promise.
  - Ask for and answer questions.
  - Salute the audience: comment on how much you have enjoyed the experience and how you would like to do it again in the future.