

# Lectures Self-Assessment

Lectures are one of the most common methods of instruction employed in higher education. Despite their critique, it has been demonstrated that they can be effective instructional tools for delivering large amounts of factual information to large audiences and if designed correctly they can even be interactive and engaging. Use the checklist below to see how you can improve your lectures.

## Getting Started

	Yes	No
I arrive early to class to build rapport with my students and to answer questions.	<input type="checkbox"/>	<input type="checkbox"/>
I begin lectures with an emotional hook using questions, case scenarios, stories, personal anecdotes, powerful quotes, or illustrations to grab my students' attention.	<input type="checkbox"/>	<input type="checkbox"/>
I outline learning objectives, provide an agenda, explain how new material is connected to previous and future material, and illustrate the relevance of what is being learned.	<input type="checkbox"/>	<input type="checkbox"/>
I lay out the ground rules for respectful and productive conversations.	<input type="checkbox"/>	<input type="checkbox"/>
I create an expectation that my students will often be asked to participate in class so that they will be focused on the material.	<input type="checkbox"/>	<input type="checkbox"/>

## During lecture

	Yes	No
I organize lectures in 20-minute chunks followed by a pause procedure to allow for active learning and peer interaction so that my students can relate, review, clarify, apply and/or integrate new information.	<input type="checkbox"/>	<input type="checkbox"/>
I break down difficult concepts into several slides, activities, or illustrations so that my students can digest new information through "chunking" and interconnecting points.	<input type="checkbox"/>	<input type="checkbox"/>
I use a variety of examples to make the material more understandable and to connect news ideas with content that my students are already familiar with (i.e., current events, pop culture, or student interests).	<input type="checkbox"/>	<input type="checkbox"/>
I use repetition to emphasize salient points and to help my students capture important information.	<input type="checkbox"/>	<input type="checkbox"/>
I record key points on the board and/or provide periodic summaries of content to help my students avoid cognitive overload.	<input type="checkbox"/>	<input type="checkbox"/>

## Physical engagement

	Yes	No
I use eye contact and pose questions to verify my students understanding of the material.	<input type="checkbox"/>	<input type="checkbox"/>
I move around the classroom to close the space between me and my students to appear more relatable.	<input type="checkbox"/>	<input type="checkbox"/>
I convey confidence through using a strong voice and appearing relaxed.	<input type="checkbox"/>	<input type="checkbox"/>
I portray enthusiasm by varying my tone and pace of my voice and by using humor.	<input type="checkbox"/>	<input type="checkbox"/>

## Closing the lecture

	Yes	No
At the end of class I summarize key takeaways while making links to learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>
I create opportunities at the end of class for review and questions.	<input type="checkbox"/>	<input type="checkbox"/>
I end my class with cliffhangers for the next lecture or thought-provoking questions.	<input type="checkbox"/>	<input type="checkbox"/>
I evaluate lectures by collecting informal feedback to ensure that my students are understanding the material (e.g., muddiest point).	<input type="checkbox"/>	<input type="checkbox"/>