Good teaching in the lecture mode: Interesting presentations: Promoting and maintaining students’ concentration & attention throughout the lesson

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Outline

1. What is the meaning of interesting teaching?
2. What are intermediate/low-level dimensions of interesting teaching?
3. 
Hierarchical model of teaching behaviors: Main, intermediate, and low-level dimensions

(Hativa, To Improve the Academy, 2000)

Main Dimensions

Intermediate-level Dimensions

Low-Level Dimensions: Classroom Behaviors/Strategies
A model of Main Teaching Dimensions

Categories

Affective: Classroom environment
- Positive Interactions
- Care, respect, support

Cognitive: Effective communication
- Organized
- Clear
- Interesting: Promoting concentration& attention
Information Processing Model
1. What is the meaning of interesting teaching?

Interesting teaching = Teaching that evokes and maintains students’ concentration and attention throughout the lesson, and thus supports the processing of the new material and students’ learning.
3. What are intermediate/low-level dimensions of interesting teaching?

a. Facilitating input thru senses
b. Reducing cognitive load
c. Constructing new knowledge
d. Deepening the new knowledge—looking back, sharpening the meaning
Intermediate dimensions (2\textsuperscript{nd} level) of interesting teaching

Interesting teaching: Promoting students’ concentration and attention
Through:

a. The content presented
b. The teacher’s behavior
c. Activation of students
Intermediate dimensions (2nd level) of interesting teaching

Interesting teaching:
Promoting students’ concentration and attention
Through:

a. The content presented
b. The teacher’s behavior
c. Activation of students
a. Promoting students’ concentration and attention through the content presented

1. Promoting motivation
2. Presenting examples, demos and illustrations
3. Creating suspense and surprise
4. Telling relevant stories/anecdotes/cases/events
5. Introducing variety and changes, pauses
1. Promoting motivation

To promote motivation—the content should be:

- Relevant to the students, their life, their studies
- Applicable to the students, their life, their studies
2. Presenting examples, demos and illustrations

These should be:
- Interesting, humoristic
- Dramatic, surprising, shocking
3. Creating suspense and surprise – counter expectations

- Creating surprises
- Creating feelings of uncertainty
- Exposing information in several stages
- Starting with one thing and getting something else - unexpectedly
- Asking for students’ intuition and showing that their intuition is wrong
4. Telling relevant stories/anecdotes/cases/events

- Telling relevant stories/anecdotes/cases/events
- Presenting own point of view, personal knowledge and thinking
5. Introducing variety and changes, pauses

- Presenting special aspects of the content: historical, philosophical, sociological, cultural, economical, etc.
- Self disclosure – telling about yourself (in relevance to the content presented)
- Using humor
Intermediate dimensions (2nd level) of interesting teaching

Interesting teaching: Promoting students’ concentration and attention
Through:

a. The content presented
b. The teacher’s behavior
c. Activation of students
b. Promoting students’ concentration and attention through the teacher’s behavior

- Dynamic/energetic behavior
- Enthusiastic behavior
- Businessman-like behavior
- Dramatic behavior
- Animated voice
- Face mimics, body “big” gestures
- Acting, playing a role
- Introducing frequent changes in behavior
b. Promoting students’ concentration and attention through the teacher’s behavior (cont.)

- Presenting surprising, unexpected behavior
- **Unconventionality** in behavior, in what the teacher says and how he/she says it, in use of language
- **Creativity** in behavior, in use of language
- Presenting intellectual challenges
Intermediate dimensions (2\textsuperscript{nd} level) of interesting teaching

Interesting teaching: Promoting students’ concentration and attention Through:

a. The content presented
b. The teacher’s behavior
c. Activation of students
c. Activating students: Physically and cognitively

Making students active through:
- Talking and listening in class
- Reading and writing in class- note taking
- Thinking, pausing, and reflecting in class
- Questioning
- Discussing
- Pair and small-group work
- Role-playing
- Working on cases, on problem-solving