Are Bad Habits Hindering Your Classroom Lectures?
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Self-assessment

The Xcelerator
1. I begin my classes with an overview of my lesson plan for that day. A S N
2. I write the lesson plan (agenda for the day) on the board. A S N

Pretzel
3. When speaking to my class, I am relaxed and maintain good posture and body language. A S N

A class with no names
4. I make a seating chart for each class that I teach. A S N
5. I take roll in each class and say each student’s name out loud. A S N
6. I know my students’ names by week 3. A S N

Ball and chain
7. I use written notes when lecturing. A S N
8. When I use notes, I set them down regularly while I’m speaking. A S N

Shelf life of notes
9. I write the instructions for the problems that I discuss in my lectures. A S N
10. I write on the original problem. A S N
11. I highlight important steps in color. A S N
12. I include helpful hints within the solutions. A S N

A cute teacher
13. I scan the entire classroom 180° throughout my lecture. A S N

Teddy Roosevelt
14. I use a straight edge to draw graphs and tables on the board. A S N

Bad Posture
15. I turn away from the class for extended periods of time to write on the board. A S N
16. When holding the text, I tilt my head down and speak into the book. A S N
17. I have students read their homework questions to me. A S N

What is your reach?
18. I extend my arm as I write on the board so I do not block the information. A S N

Responses
A = always
S = sometimes
N = never
**Line of sight**
19. During class, I change the students’ line of sight by sitting in a chair, sitting on a stool or table, or leaning over a desk.  A  S  N

**I, Me, Mine**
20. I use too many personal pronouns when lecturing.  A  S  N

*“Higher level thinking develops best in social contexts”*
21. My lectures are a monologue.  A  S  N

22. I notice when one student, or the same few students, are the only ones responding to my questions.  A  S  N

23. I purposely call on many students in class.  A  S  N

**Transition**
24. I make transitions when I move from one topic to the next.  A  S  N

25. I explain why we are studying a new section.  A  S  N

**Let them catch their breath**
26. I am aware when I have talked for too long and have overwhelmed the students.  A  S  N

**CAUTION  DO NOT CROSS**
27. I move around the room when lecturing.  A  S  N

**Are you a builder?**
28. I use scaffolding techniques that are designed to build layers of understanding.  A  S  N

**CPA Continuous partial attention**
29. I use models, visual aids, and real-life examples to pique student interest.  A  S  N

*“I can live for two months on a good compliment.”*
30. I extend compliments to my students and to the entire class.  A  S  N

**Praise wisely!**
31. I give compliments that praise effort, process, progress, hard work, strategies, focus, perseverance, and listening.  A  S  N

32. I avoid giving certain types of compliments based on intelligence, talent, brilliance, or appearance.  A  S  N