

# *Are Bad Habits Hindering Your Classroom Lectures?*

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<b>Responses</b>
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A = always
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S = sometimes
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N = never
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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

### **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