

Content & Lecturing

Choosing Your Content

- **Learning to Know:** Acquisition + development of skills
- **Learning to Do:** Use of skills in one's career
- **Learning to Live Together:** Development of values and teamwork skills
- **Learning to Be:** Self-analytical and reflective

When Does Content Go Awry?

- **The Bloated Content Effect:** The content is overwhelming, boring, irrelevant, or misaligned

Alignment

- Content should directly help students succeed in their practice and assessments. This is different from including all the content that is related to a particular topic or what someone personally thinks is important or exciting.
- **Alignment in Course Design**
 - Let your learning goals anchor you
 - Ensure students can see a direct connection between content & the bigger picture
 - Reflect upon the following question, "What does this content provide for students?"

Organization

- Content should be organized in a manner that highlights important information or helps students draw connections. Consider cognitive load.
- **Organization in Course Design**
 - Chunk text on the screen with headers
 - S P A C E, color, and other visual cues / keep videos short
 - Visually distinguish what's important and what's optional
 - Give alternate mediums or organization for important content
 - Offer "job aides" if students need it for reference

Essential Questions

- Essential questions act as the "hook" for why the content should matter to students. It makes the content engaging by providing the emotion/relevance to your students.
- **Essential Question Tips**
 - Gives your content meaning
 - Bridges your content with your big picture learning goals
 - Sparks inquiry
 - Provides a lens in which to ingest the content

Choosing Your Pre-Class Work

- Start with anything that is essential to seed your in-class discussion or work
- Collect anything that might be relevant or interesting to the class' topic
- Select 2 – 3 readings that align with your class
- Differentiate between essential and optional readings
- Be transparent about what to focus on or how to interact with the pre-class work

Getting Students to Do Readings

- Assign small discussion posts or minute papers if you want your students to think critically about the readings
- Use check for your understanding quizzes to highlight important concepts if you want to students to read a textbook chapter or review a concept

Resource: [Incorporating Active Learning into Your Class](#)