

Summer Institute  
for Technology &  
Teaching

2022



# FREEING SPACE TO MAKE A LARGE LECTURE ENGAGING

Alisa Shubb, Department of Communication

| **CMN 001**

# **Introduction to Public Speaking**

- 360 students per quarter
- 2 hour lecture
- 2 x per week discussion section (20 students)
- Rock Hall / 1100 SOC SCI

# OVERVIEW



**Unique  
Opportunities of  
Live Lecture**

**What to take advantage  
of...**



**Asynchronous  
Methods of Delivering  
Course Content**

**How to free space...**



**Interactive Lecture  
Style**

**What you can do in the  
lecture space...**



## UNIQUE OPPORTUNITIES OF LIVE LECTURE

Taking advantage of 3 irreplaceable components

4

# UNIQUE OPPORTUNITY #1 OF LIVE LECTURE

## Immediacy

Immediacy is the perception of physical and psychological closeness between communicators. (Mehrabian 1971)

- Makes message seem more important to recipients.
- Increases recipients satisfaction of message.
- Fosters accountability between communicators
- Brings instructor & students closer together.

# UNIQUE OPPORTUNITY #2 OF LIVE LECTURE

## Feedback

**Feedback is an essential component of communication, necessary to know whether a message has been understood as intended.**

- **Provides instructors a sense of student understanding.**
- **Student questions can be addressed.**
- **Underscores cooperative nature of effective communication.**

# UNIQUE OPPORTUNITY #3 OF LIVE LECTURE

## Listening in the Presence of Others

- Creates shared experiences
- Deepens understanding of other's perspectives
- Promotes being engaged in other students' thinking  
(6 themes of inquiry, Tang et al)

# ASYNCHRONOUS CONTENT

Taking advantage of asynchronous methods of delivering content



# ASYNCHRONOUS METHODS OF DELIVERY:

## Textbook

- Customized Content
- Integrated Questions
- Interactive Activities
- Can check student progress

*At your own pace learning*

# STUDENT RESPONSES










## Textbook

- **40% completed readings vs 9% did not**
- **18% enjoyed readings vs 10% did not**
- **42% found useful to learning vs 7% did not**

Attempts: 136 out of 136

Which of the following best describes your experience with the textbook?

*(you may select more than one answer)*

I completed all/most of the readings	54 respondents	40 %	 ✓
I participated with the textbook by doing the interactive activities	42 respondents	31 %	
I did some of the readings	47 respondents	35 %	
I experienced the textbook readings as useful to my learning	57 respondents	42 %	
I did the readings but did not find them useful to my learning	9 respondents	7 %	
I enjoyed the readings	25 respondents	18 %	
I did not enjoy the readings	13 respondents	10 %	
I did not read any/most of the textbook	12 respondents	9 %	
No Answer	7 respondents	5 %	

# ASYNCHRONOUS METHODS OF DELIVERY:

## Short Lecture Videos

- 2 – 7 minutes
- Recorded during pandemic
- Provides overview of material
- Address common questions
- Quick topical access

*Addresses on-demand,  
topic-specific learning*

# STUDENT RESPONSES

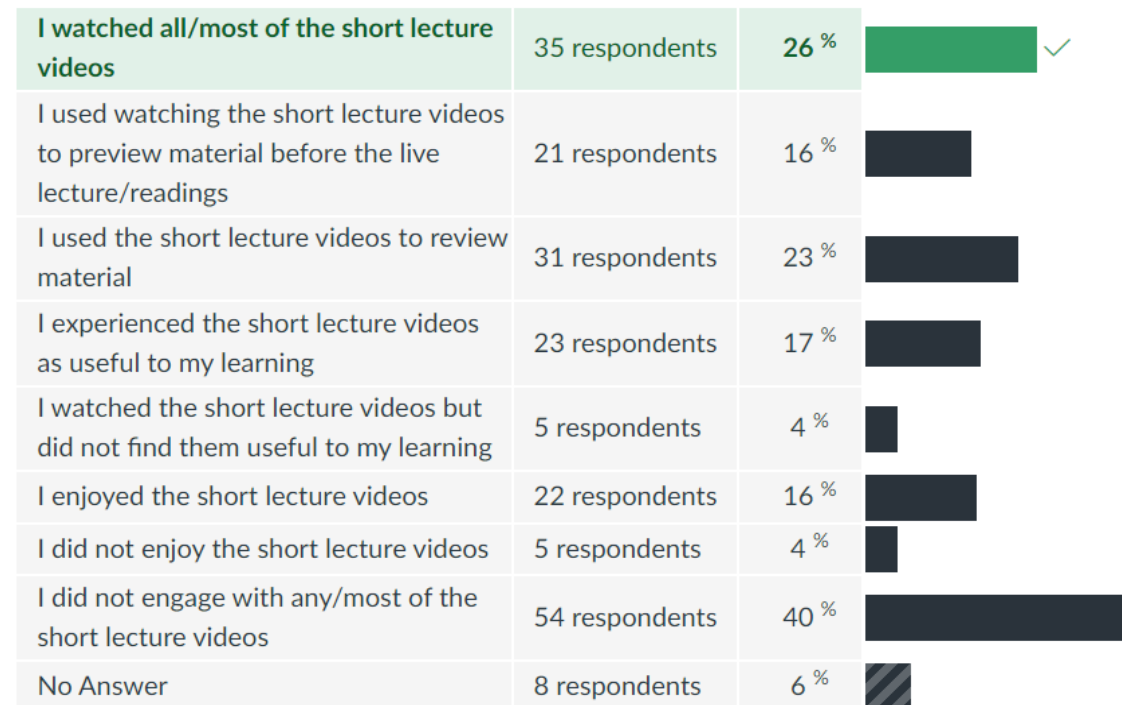
## Short Lecture Videos

- **26% watched videos vs 40% did not**
- **16% enjoyed readings vs 4% did not**
- **17% found useful to learning vs 4% did not**

Attempts: 135 out of 135

Which of the following best describes your experience with the short lecture videos posted on Canvas?

(you may select more than one answer)



# ASYNCHRONOUS METHODS OF DELIVERY

## Weekly Course Modules

- **Guide to Content and Assignments**
- **Topic-centered Discussion Boards**
- **Discussion section-only Discussion Boards**
- **Announcements**

*Provides regularized  
guidance & structure*

# ASYNCHRONOUS METHODS OF DELIVERY:

## Discussion Boards

- Weekly, topic specific
- Available contact with professor
- Promotes student-to-student interaction outside of discussion section

Opportunity for students to create shared knowledge

# ASYNCHRONOUS METHODS OF DELIVERY:

## Zoom Midterm Review

- 1 hour
- Open Q & A forum
- Drop-in

**Focused, personalized  
answers in public context**

# ASYNCHRONOUS METHODS OF DELIVERY:

## Lecture Capture

- Request in advance
- Wear microphone
- Posted automatically after lecture
- Reduces FOMO

Allows for review of material and/or make up for missed attendance



# ASYNCHRONOUS METHODS OF DELIVERY:

## Board Notes Preview

- Handwritten
- Posted before lecture
- Mitigates difficulties reading board
- Provides guidance for effective notetaking
- Prevents need to take photos of board

Allows for preview of material - may increase interest & retention

# STUDENT RESPONSES









## Engagement Summary

1. **Mostly Read Textbook – 49%**
2. **Mostly Attended Lecture - 31%**
3. **Mostly Watched Videos - 25%**

Attempts: 134 out of 134

Of the different methods of engaging with the course content, which way best describes your approach in this class?

*(you may select more than one answer)*

I mostly attended live lecture	41 respondents	31 %	
I mostly read the textbook	65 respondents	49 %	
I mostly watched the short lecture videos	34 respondents	25 %	
I engaged equally with the live lectures & textbook	36 respondents	27 %	
I engaged equally with the textbook and short lecture videos	21 respondents	16 %	
I engaged with the textbook, live lectures, and short lecture videos at different times	21 respondents	16 %	
I engaged with the live lectures and short lecture videos but not the textbook	12 respondents	9 %	
No Answer	9 respondents	7 %	

# STUDENT RESPONSES

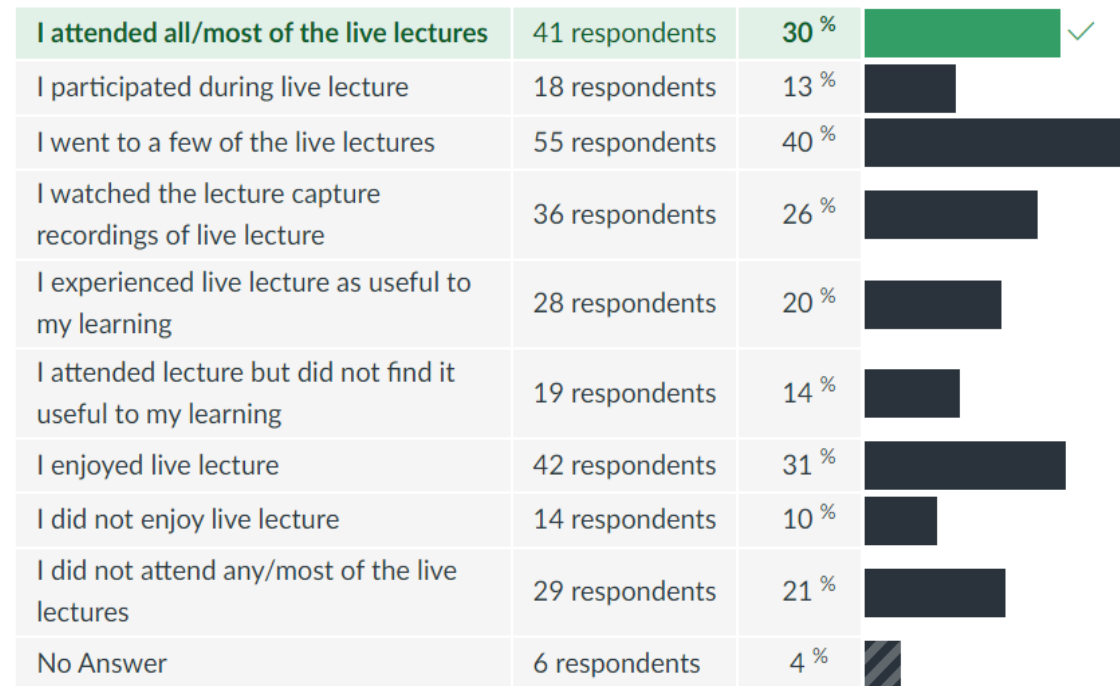
## Live Lecture

- **40% attended some lecture vs 21% did not**
- **31% enjoyed lecture vs 10% did not**
- **20% found useful to learning vs 14% did not**

Attempts: 137 out of 137

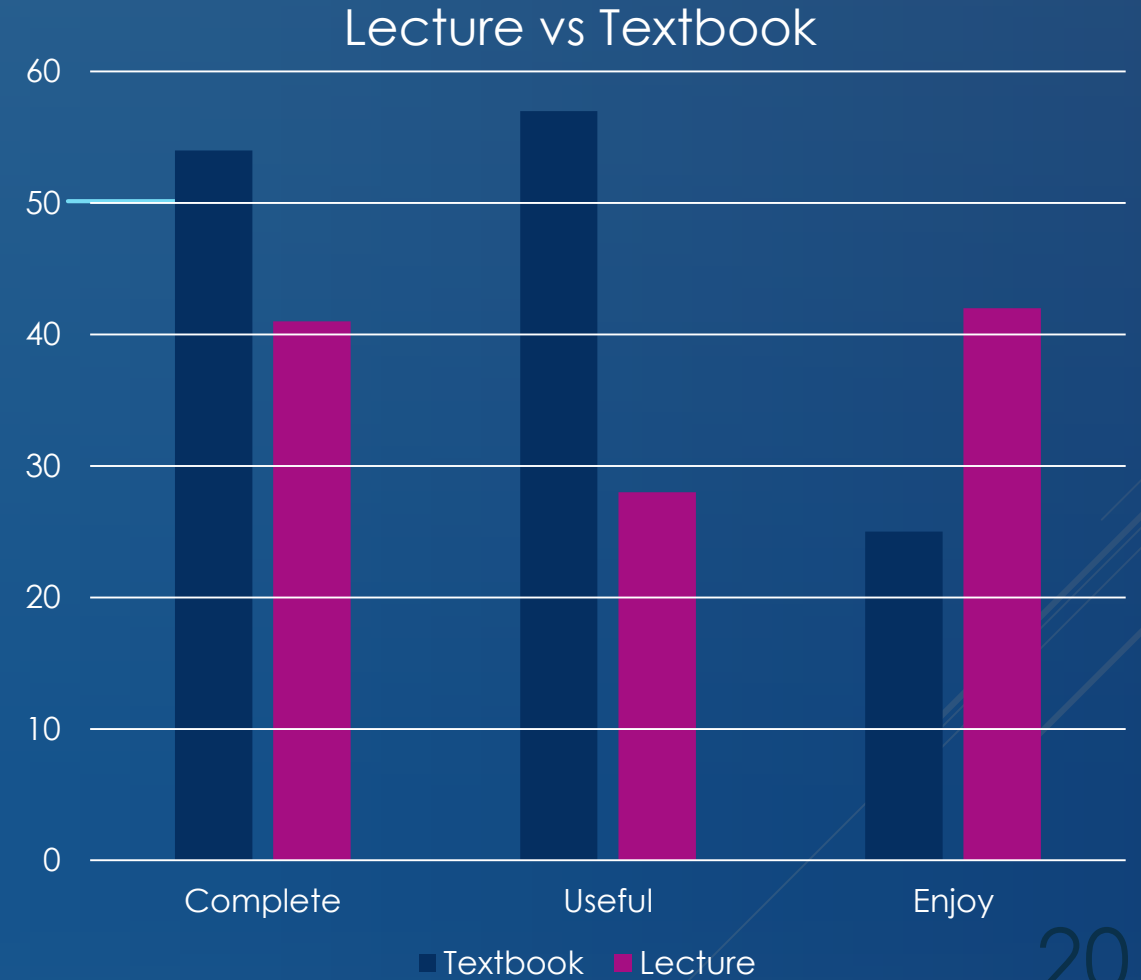
Which of the following best describes your experience with the live lectures?

(you may select more than one answer)



# STUDENT RESPONSES

- **More students complete readings**
- **More students find readings useful to learning**
- **More students ENJOY lecture**



# COURSE SUMMARY

## My Conclusions

### Lectures:

**Excitement + Interaction =  
Engagement in course content**

**Custom Textbook** is key to deep learning

**Live lectures** generate excitement & provide interactivity

**Short videos** provide easy access to key concepts

**Board Notes** help students focus during lecture and may help students who do not attend lecture

**Zoom Q & A** is good for reviewing material

**Lecture Capture** is a good backup resource



# INTERACTIVE LECTURE STYLE

Engaging students: the fun begins

22

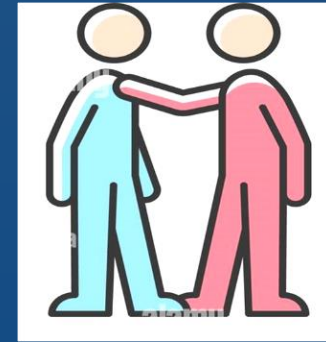
# INTERACTIVE LECTURE STYLE:

## Verbal



What we say...

## Nonverbal



How we say it....

# INTERACTIVE LECTURE:

## Verbal

- **Direct Questions** – “how many of you...”
- **Relating** – “have you ever...”
- **Imagining** – “can you picture...”
- **Ask about student thinking** - “what do you think...”
- **Build on contributions** – “good point because...”



# INTERACTIVE LECTURE STYLE:

## Nonverbal

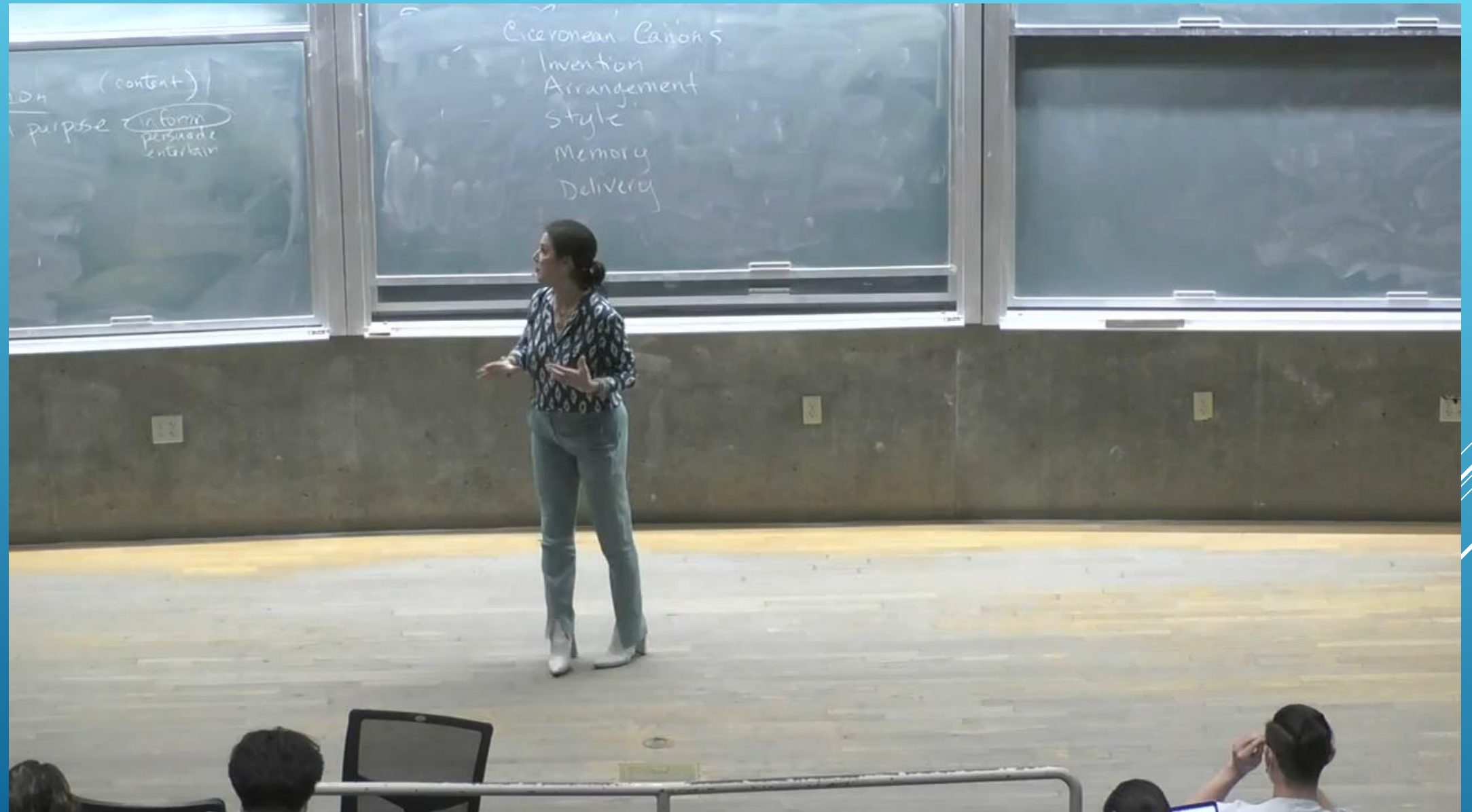
- **Gestures**
- **Vocal variety**
- **Eye contact**
- **Smiling**
- **Relaxed body posture**
- **Move around the room**
- **Remove barriers between self and students**
- **Avoid looking too much at board or notes while speaking**
- **Use warm tone**
- **Professional but comfortable/casual dress self presentation**

# INTERACTIVE LECTURE STYLE:

## Listening Behaviors

- Indicators of receiving message
- Indicators of paying attention
- Indicators of understanding
- Indicators of valuing & appreciating
- Responses

## Interactive Lecture Demonstration



Freeing Space to Make a Live Lecture Engaging

# QUESTIONS!



# THANK YOU!

---

**Alisa Shubb**

**Department of  
Communication  
University of California,  
Davis**

