Instruction

Instruction is an ideal place to diversify instruction. Studies have shown that 90% of all students are no longer paying attention to a lecture after 20 minutes. Universal Course Design suggests that faculty begin diversifying their instruction every 20 minutes by following these easy steps:

1. Provide multiple and flexible methods of instruction to address the learning needs of all students (group work, lecture, hands-on experiences).

2. Provide multiple opportunities for students to practice what they are learning in class before you assess them.

3. Provide culturally responsive choices of content and tools that students can use to engage with the curriculum.

There are many different types of strategies an instructor can choose from. **Below are just non-technology required strategies:**

Provide an agenda or flow chart at the beginning of class, highlighting the order of topics and connections, state the purpose.
Be specific and identify the topic of discussion, avoid pronouns. Speak slowly and signal clearly and frequently when making transitions.
Discuss the purpose of the presentation before you begin class, and at the end of the class for review.
Use essential questions to guide the class discussion and stop the class at key points to check in with student comprehension and engagement.
Scaffold the instructional content, and/or create multi-module content and materials, build on anticipated outcomes.
Seek personal experiences of students with the subject/topic and then integrate those experiences into the course.
Use case studies to highlight points throughout your course.
Use multi-sensory cues when instructing (e.g. "say it--show it--do it").
Describe all visual props (PowerPoint slides, graphs, maps, chart, etc.) orally while showing them.
Stop the class frequently and check in with the students to make sure that they understand the concepts, vary your instruction style if they are struggling.

Here are a few technology-related UCD instructional strategies:

Use a speech-to-text software to record your lectures, post it on a course website and have students do a search for key words in the document to find relevant text.
Email of post your notes on your course website either prior to or following the class. Let the students decide whether or not to download and print them.
Create PodCasts of your lectures for students to download. Post them on your class website after class.
Use a concept maps and graphic organizers to make the links between practicum and the class topics explicit and to depict the same written information in a different format.
Include tactile drawings, graphs and 3-D models, maps and diagrams (use glue gun to make raised drawings, place staples on a meter stick to label centimeters, Styrofoam and toothpicks to make molecular models).
Highlight and hyperlink words, concepts in digital texts to definitions and further explanation.
Show all video presentations with closed captioning on. Describe the video before playing it and summarize the visual components of it afterwards. For more information on closed captioning see this information in our UCD Tools section.
Provide a link to the video or at the very least a transcript of the video on a class website.
Use online or print journals for research and idea generations.

For example, a biology professor decided to audio record each of his lectures using a MP3 player. He then posted the lectures on his BlackBoard site following each class. Here is what he found:

He has **185** students in his course.

The lecture was downloaded **1,333** times.

Each student downloaded approximately **7** lectures throughout the course.

89% of the downloads took place a week before an exam.

Students said that the podcast helped them to:

> Pay attention in class without furiously taking notes.

> Review the lecture later on to reinforce a concept in their text.

> Allowed them to pause, rewind and fast forward a lecture

For assistance in creating a UCD instructional strategies please contact Kirsten Behling at kbehling@suffolk.edu.