

Classroom Presentation Guidance

- 1. Prepare ahead of time; have your Session Plans ready, consider the following**
 - Have your handouts and visuals ready and organized
 - For copies, remember to send to OLLI at least a week ahead of time
 - Have your class roster available
 - Know the room location and A/V
 - Determine if you need a Microphone and reserve (will you need for student questions)
 - Ensure you know to use the A/V settings to play video
 - Ensure the room is arranged for your audience style
- 2. Arrive at least 15 minutes early for any setup and check the room**
 - Ensure the whiteboard is clean
 - Ensure you have white board pens and eraser
 - Ensure the expected technology is available and working
 - Locate the thermostat in case the room becomes too hot or cold
- 3. Before you begin class, take stock**
 - Greet your students as they arrive
 - Take attendance and deliver any OLLI notices you have received
 - Provide students with information on the facilities
 - Gather tent cards from the front office; bring blank ones for those without
- 4. Start your class:**
 - Introduce yourself
 - Have students introduce themselves and ask their expectations of the course
 - Give an overview of the course and state some of the course goals
 - Describe guidelines such as intention to encourage discussion, break-times, etc.
 - Let students know how you will take questions
 - Check frequently to see if there are any questions or comments
 - Do your best to stay within course start and finish times
- 5. Skills and classroom courtesies**
 - Speak facing the class, smile and scan the room, and look participants in the eyes when you are teaching
 - Use the student's name if you remember it or have them use name cards
 - Speak clearly and check to ensure the students are hearing/understanding (many students are hearing-impaired)
 - Use the speaker system and encourage students to take the mic for questions
 - Ask if anyone requires questions need to be repeated
 - Learn skills to handle participants who become dominating or are sharing misinformation
 - Learn what to do if someone becomes abusive or violent (refer to policies)
 - Occasionally leave the lectern and walk across or in the room
- 6. Use PowerPoint minimally**
 - Use short 5-word or less phrases to avoid reading
 - Use simple, strong images instead of words when possible
 - Keep video clips short unless the lecture requires it – watch for reactions

- Practice with notes and videos of yourself to ensure smooth delivery
- Have a backup plan for video clips that may not work

7. Encourage questions, participation, and discussion

- Plan for discussion – some instructors leave as much as 25% of the class for this purpose
- Repeat or rephrase questions so everyone can hear – or improve upon questions
- Ask students to evolve questions rather than disagree; expect questions
- Receiving no answers is okay
- Be prepared to diplomatically limit speaking time of students who are monopolizing or behaving emotionally or unpleasantly
- If you are not getting participation, consider pausing and asking various willing participants a question or a request to comment (this is especially effective for Zoom classes during which participants sometimes are quieter)
- Some videos on the value of questions:
<https://youtu.be/ATFxGSywAcU>
<https://youtu.be/5ALIGU2GYbk>

8. Offer breaks – consider 5 or 10 minutes every hour or 1 ½ hours maximum
9. RELAX and HAVE FUN!!!
10. Submit another proposal!