Preparing a lesson

A. Introduction: should you give an introduction? what about? Examples?

B. What is the criteria for choosing problems to solve in class.

C. Should you solve the problems you’ll work in class in advance?

D. What should be the level of difficulty of the problems solved in class?

E. How long the preparation of a class should take?

F. Should you prepare problems for the students to solve in class? If so, what type of problem?

G. Textbook:

1. How should you use the textbook?

2. Should you choose problems from the textbook, or make up your own for homework and /or quizzes?

3. How should you advise the students as to how they should use the textbook?

4. Suppose you do not agree with the treatment of a certain topic in the book, how would you proceed when explaining this topic?

H. What would you choose, complete proofs or intuitive arguments?

I. Why do examples? (there are many in the book!)

J. Leave time for students questions. How much time? How can you motivate questions?

K. How would you check whether the students understood your explanation? (ask “did you understand” vs asking questions to them).

L. Assuming the statements below, how should you prepare your lecture?
Preparing a lesson

1. Student retention of material covered in the first 10 minutes of a lecture is about 70%; in the final 10 minutes of the lecture, retention has dropped to around 20%.

2. In a 50-minute lecture, students are attentive to the lecturer around 40% of the time.

3. If an instructor speaks at a rate of 150 words per minute, the students will hear around 50 of those words. (Jones- Wilson, 42–43)

NOTES

- Keep in mind note taking. (and prepare accordingly)
- Break it up
- Summarize often. Summarize at the end of class. Note: You need to relate examples to the introduction you made.