

Tips and Tricks for the Teacher's Toolbox

Incorporating Pause in Lectures

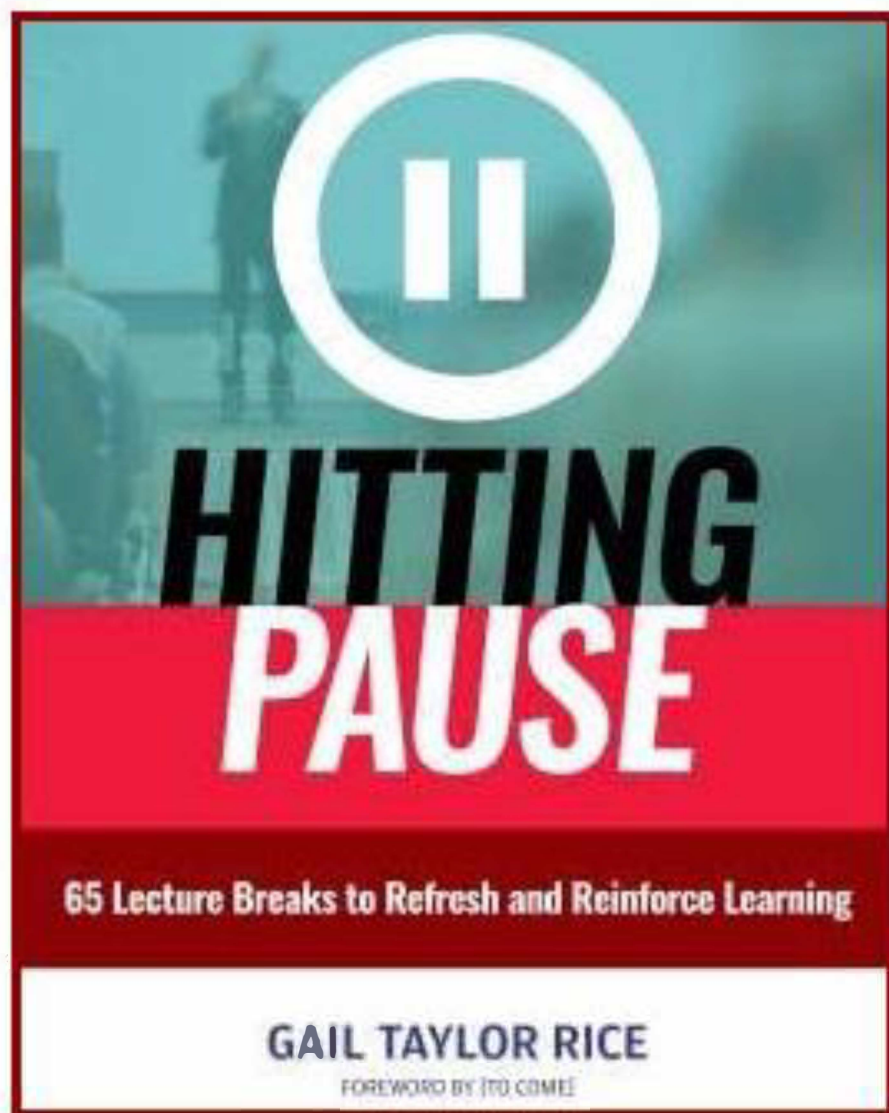




Interspersing a lecture with reflection questions, polls, action prompts, and other interactive elements.

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HITTING
PAUSE



Introduction

- ▼ Part One: Benefits of Pausing
 - 1 Why We Need to Pause
- ▼ Part Two: Brain Science Support for the Pause
 - 2 Pausing Supports Ideal Learning
 - 3 Starting Pauses Focus Attention
 - 4 Midpauses Refocus Attention
 - 5 Closing Pauses Capture Learning
- ▼ Part Three: Reasons for Pausing
 - 6 Why Start With a Pause
 - 7 Why Close With a Pause
- ▼ Appendix Pauses You Can Use
 - Appendix A Starting Pauses
 - Appendix B Midpauses
 - Appendix C Closing Pauses

Pauses Could Save Lectures

This brings us to the central premise of this book: By adding pauses to our lectures, we can create engaging cooperative learning experiences and improve learning outcomes. Learning pauses help us chunk information, which is critical to good learning. Students will learn more when we talk less and insert strategic pauses into the lecture.

Harrington and Zakrajsek (2017) tell us that "incorporating lecture pauses where active learning strategies are used helps to maintain student attention" (p. 55). A lecture pause occurs when instructor talk stops, and students are asked to think about their learning and what they will do with it.

These learning pauses represent the powerful small changes that can maximize learning. Ideally, learning pauses occur at the start and the close of all learning experiences; midpauses may be necessary as well, depending on the length and complexity of the session.

Harris, and Zakrajsek (2016) is another valuable resource that gives readers strategies for pausing teacher talk for student learning. The authors wrote, "We assert that presenting mini-lectures and between segments can improve the pacing of a given lecture. It provides students with an opportunity to collect their thoughts and reflect upon their learning" (p. 12).

When the teacher takes a break and invites students into the conversation, the lecture takes on new energy, and higher cognitive learning occurs. It is only when we pause that we give students opportunities to connect to prior experiences, to personalize, generalize, analyze, evaluate, create, and value.

A Closing Pause that Commits to Action

Faculty members at the **University of Southern California School of Medicine** developed the **Commitment to Action (CTA) Closing Pause (CP 46)** to plan future actions. (D. Fisher, personal communication, March 10, 2013). Based on the commitment to change model (Prochaska & Di-Clemente, 1984), teachers ask learners at the conclusion of the lecture to state what they will do with the new information. Most CTA statements have three components: specific context (when practice can occur), target action, and frequency of the action. A CTA closure might sound something like, "I will take a complete history about anticoagulation including bleeding and bruising in the evaluation of every patient I admit to the acute stroke care unit."

Tips and Tricks for the Teacher's Toolbox

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Poll Everywhere

PowerPoint for Windows

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Log in

1 Getting started with Poll Everywhere in PowerPoint for Windows

2 Contents

- Back to Contents
- Introduction
- Getting started
- What is Poll Everywhere?
- Lightening your students
- Lightening your students

3 What is Poll Everywhere?

Lightening your students

4 Lightening your students

Lightening your students

5 Lightening your students



Getting started with Poll Everywhere

in PowerPoint for Windows



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PowerPoint Ribbon Tools: Paste, Cut, Copy, Format, Layout, Reset, Section, New Slide, Convert to SmartArt, Picture, Shapes, Text Box, Arrange, Quick Styles

Slide 1: Getting started with Poll Everywhere
in PowerPoint for Mac

Slide 2: Contents

Slide 3: What is Poll Everywhere?

Slide 4: Registering your students

Overlay Window: Poll Everywhere

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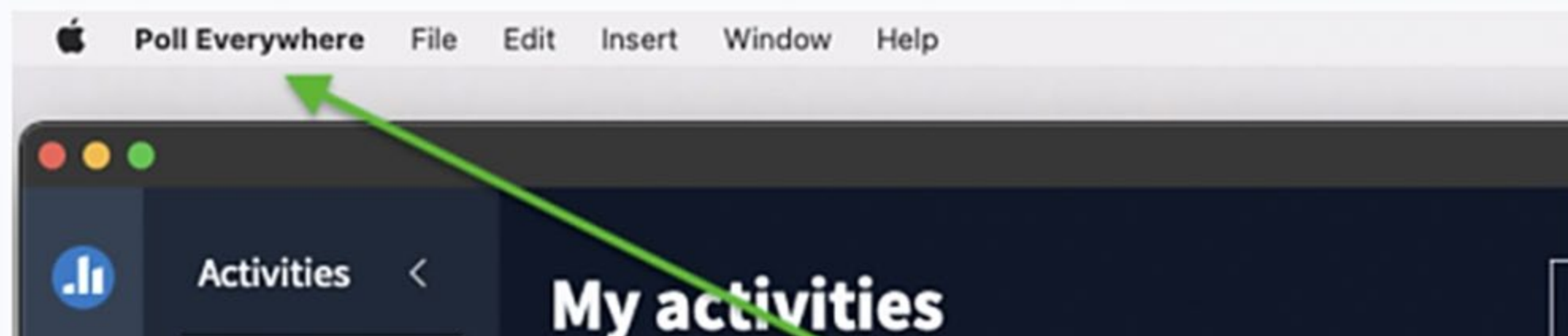
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