

# Making Manufacturing Manageable

## Slide 1

Welcome to “Making Manufacturing Manageable”, Part 1 in a series of lecturettes, brought to you by The University of North Texas in partnership with the Texas Education Agency.

## Slide 2

In reviewing the content of this professional development module, it may be helpful for you to use the following tools to take notes, summarize key points and identify ideas to implement in your classroom:

[Cornell Notes Example](#) Sample Cornell Notes Sheet that demonstrates how to take notes, summarize key points, and identify specific ideas for implementation.

[Cornell Notes Form](#) Blank Cornell Notes Sheet for use in taking notes, summarizing key points, and identifying specific ideas for implementation.

[Mind Map Example](#) Example of how to use a mind map to take notes, summarize key points, and identify specific ideas for implementation.

[Mind Map Blank Form](#) Blank Mind Map for use in taking notes, summarizing key points, and identifying specific ideas for implementation.

[Action Plan](#) Form to use in taking ideas for implementation from the professional development module (from Cornell Notes Sheet and/or Mind Map ) and planning to implement them in your classroom.

## Slide 3

You may be thinking “What is a lecturette?” A lecturette is a structured presentation with limited student participation, usually 15 – 20 minutes, with a clear focus or theme.

## Slide 4

A lecturette is used when you have a large audience and a lot of information to impart. It can be used when you want to move or convince your students emotionally. It can also be used when the content is theoretical or conceptual.

## Slide 5

Here are the four basic stages that you will go through when presenting an interactive lecturette:

Getting ready, starting, presenting the major points, and closing

## Slide 6

### Getting Ready

A lecturette is 15 – 20 minutes long. As a teacher, you want to avoid appearing to give a “canned” presentation. Even though you are well prepared with your lecturette, allow yourself to be spontaneous

Try to perceive your students’ mood or whatever else may be on their mind. An example- this afternoon is cheerleading tryouts.

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### Starting

Tell your students what you are going to do. For example, “I am going to speak about key words used in the manufacturing plant, and I would like to discuss them with you when I’m finished.”

“After our discussion, you are going to...”

“You will listen in *this* manner.”

“You are interested in this material as it is essential to operating this machine.”

## **Slide 8**

### **Presenting Major Points**

Your visual aids can be as basic as a whiteboard, or flow charts on butcher paper. You can also use an overhead projector and handouts. The more advanced level consists of slides, films and video recordings.

During your talk, invite the student's views and ask them for examples

Also, maintain constant eye contact with your students.

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### **Closing**

Closing is simply tying everything together and checking for understanding. Summarize, in an abbreviated form, what you covered and encourage your students to apply what they learned from your lecturette.

## **Slide 10**

### **Reinforcing Effectiveness**

Now you will use an activity that builds upon the conceptual learning. If you do not, the retention of the content will be lessened. A lecturette should be sequenced in such a way that it links the previous activities with later ones.

A question/answer period helps to clarify points in your lecturette.

Quiz – develop a short test based on the concepts of your lecturette. Try not to let this method create anxiety about learning or stressing to get the right answers.

Statements – students are encouraged to make declarative statements while the teacher directs a discussion of the points being raised.

Handouts – handouts reinforce learning material. In order for the students to stay focused during the lecturette, the teacher should announce that handouts will not be distributed until after the lecturette. This way, students will not resent taking notes unnecessarily.

## **Slide 11**

Application planning and goal setting – students work individually or in pairs to apply the concepts presented to actual situations.

Role playing – Individuals, or small groups, create role plays that demonstrate various points in the conceptual input. This role playing is then presented to the class and discussed by the whole group.

Skill practice – you can demonstrate the application of one or more concepts from the lecturette and provide opportunities to act out effective behaviors in practice activities.

One minute feedback – during the last few minutes of class, ask students to answer questions. Review student feedback after class and respond to it in the next class section.

## **Slide 12**

Two-way communication – ask students if points are clear, if they agree with them or if they have anything to add. If your voice is the only voice being heard, concentration is being lost and students are “checking out.”

Handouts – handouts are key to all learning, but only if they are feasible.

Duration – remember lecturettes are only about 20 minutes so students can retain the knowledge.

Pace – speak slowly in order for students to think about what you are saying. Remember to repeat key points.

Questioning attitude – keep your student’s active by constantly asking questions.

## **Slide 13**

Trainer notes – notes can be a barrier and distraction between you and your students. Refer to your notes, but please do not read from them.

Visuals – Make sure your visuals are big and clear so that all students can see them. Visuals will reinforce what students are hearing.

Eye contact/movement – Establish and maintain eye contact. By moving around and maintaining eye contact, you will be able to stimulate interest and check your students for understanding.

Concrete examples – use clear and specific examples that illustrate your points and that students can relate.

Joint ownership – difficult questions should be presented to the students so that everyone can search for the answer. They generate ownership of the learning. Don't let unproductive discussions continue for very long.

## **Slide 14**

In summary, learning is experiential. As a teacher, you are trying to find experience in which behavior changes. What a lecturette can do is to increase the likelihood that the students will have a meaningful experience that will result in a self-directed change in behavior.

## **Slides 15-18**

Review Question #1

A lecturette is a structured presentation with limited student participation, usually 15 – 20 minutes in length, and has a clear focus or theme. TRUE or FALSE

Answer: True

## **Slides 19-21**

Review Question #2

You can use a lecturette when the students are working on group projects. TRUE or FALSE

Answer: False

## **Slides 22-24**

### Review Question #3

The four stages of a lecturette are: Getting Ready, Starting, Major Points, and Class Experiment. TRUE or FALSE

Answer: False

## **Slides 25-27**

### Review Question #4

When you get ready for your lecturette, you need to avoid giving a “canned” presentation and be sensitive to your students. TRUE or FALSE

Answer: True

## **Slides 28-30**

### Review Question #5

In transitioning into your lecturette, you need to use the element of surprise with your students. TRUE or FALSE

Answer: False

## **Slides 31-33**

### Review Question #6

A lecturette’s major points use concrete examples with which students can identify.

TRUE or FALSE

Answer: True

## Slides 34-36

### Review Question #7

In closing, you tie everything together and check for understanding.

TRUE or FALSE

Answer: True

Thank you for viewing this presentation.