

INSTRUCTOR'S GUIDE



Teaching Technique 20

Lecture Wrapper

ACTIVITY TYPE

- Active/Engaged Learning
- Reflecting

TEACHING PROBLEM ADDRESSED


- Poor Attention/Listening
- Surface Learning

LEARNING TAXONOMIC LEVEL

- Foundational Knowledge
- Learning How to Learn

Lecture Wrapper

A *Lecture Wrapper (LW)* is a tool for teaching students self-monitoring behavior as they identify key points from a lecture and then compare their points to the instructor's list of points.

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- 1** Clarify your teaching purpose and learning goals for using LW
 - 2** Identify the learning task's underlying problem and craft the prompt
 - 3** Set assignment parameters for completing the prompts
 - 4** Develop a plan for learning assessment or grading
 - 5** Communicate assignment instructions to students
 - 6** Implement the Lecture Wrapper
 - 7** Reflect upon the activity and evaluate its effectiveness

Step-By-Step Instructions

In this section we provide you with guidance on each of the seven steps involved as you consider this technique.

STEP 1: CLARIFY YOUR TEACHING PURPOSE AND LEARNING GOALS

As students list their points and then compare them to the instructor's points, *Lecture Wrappers* ask students to think through not only the content of a lecture but also their own learning processes. The *Wrapper* is typically short enough that students can complete it quickly. This technique is also sufficiently flexible to be used across disciplines and fields.

The *Lecture Wrapper* technique allows students to achieve multiple learning goals. The primary goal is to empower students to be self-directed learners and to take ownership of the learning process. *Lecture Wrappers* allow students to compare their own judgments of important points to the instructor's judgment. This helps them to identify gaps in their understanding. In turn, students can improve their judgment skills and learn to think like an expert in the field. This technique then not only helps students to develop foundational knowledge but also to learn how to learn.

A *Lecture Wrapper* produces a learning artifact that allows you to assess student learning. The artifact will help you assess student understanding of key content and concepts. You can use the information gleaned from this technique to correct student misunderstandings and gaps in comprehension as well as to shape the direction and layout of future lectures.

STEP 2: IDENTIFY THE LEARNING TASK'S UNDERLYING PROBLEM AND PROMPT

Determine the specific lecture during which you will assign *Lecture Wrappers*. While *Lecture Wrappers* ask students to reflect upon their learning from a lecture, the technique is flexible enough to be adapted to different types of assignments. Plan to ask students to compare their main points with yours.

STEP 3: SET ASSIGNMENT PARAMETERS

Determine whether you will ask students to write bullet points or to write in complete sentences.

STEP 4: DEVELOP A PLAN FOR LEARNING ASSESSMENT OR GRADING

You can score the *Lecture Wrapper* with a simple plus or minus approach. Plan to tell students that you will collect their responses but that you will not grade them. You can use the assessment in a participation grade.

Step-By-Step Instructions (CON'T)



STEP 5: COMMUNICATE ASSIGNMENT PARAMETERS TO STUDENTS

Determine whether to communicate the assignment orally and have students write on their own paper, or whether to provide students with a handout with instructions and space to record their responses. Alternately, simply hand out index cards.

STEP 6: IMPLEMENT THE TECHNIQUE

- During the session, explain the activity and tell students that the goal of the activity is to help them self-assess and improve their listening skills.
- Tell students that in addition to taking their regular notes, they should listen for the three most important points.
- Proceed with the lecture.
- Ask students to record their points.
- Reveal what you see as the three most important points.
- Hold a discussion about the differences between student responses and yours.

STEP 7: REFLECT UPON THE ACTIVITY AND EVALUATE ITS EFFECTIVENESS

When reflecting on the activity and how effective it was, consider the following questions:

- Did the technique match the course learning goals and objectives?
- Did it meet my goals for this learning module?
- Was it appropriate for the students?
- Did the technique keep the students engaged?
- Did it promote student learning?
- Did it provide me with information about student understanding?

If you answer yes to all or most of these questions, next consider how you might improve the activity for the next use.

Support Materials



The materials in this section are intended to help you with the process of implementing this technique.

VARIATIONS AND EXTENSIONS

- Present some tips on active listening prior to the activity. For example:
 - › Come prepared for the new topic (e.g., look over notes from the last class, read the assignments, etc.)
 - › Face the speaker and strive to maintain eye contact within limits (when live) or stay focused on the screen (when video).
 - › Listen to the works and attempt to understand what the speaker is saying.
 - › Listen for main ideas and relevant details.
 - › Pay close attention when the speaker is analyzing, synthesizing, or processing information (e.g., when the speaker makes lists, notes cause and effect, or spends time on a specific topic or issue).
 - › When live, wait for the speaker to pause before asking clarification questions.
 - › Ask questions that will help understanding.
- Ask students to provide a rationale for why the three points were the most important; doing so will help you to evaluate their logical reasoning skills.
- Ask students to pair up to discuss the main concepts prior to turning in their cards or handouts.
- Present a list of approximately ten potential main points and ask students to identify the top three or alternately rank them. Collect their responses through either a polling system (e.g., clickers or phone-in poll) or alternately through a handout.
- Ask students to do a top-ten important points list. Put students into pairs or small groups and ask them to rank them in order from least important to most important.

Technique Template

Following are two templates to assist you as you think through how you might implement this technique in your own class. The first is a completed template, providing an example of how a Professor adapted *Lecture Wrapper* in their course, *Organizational Theory*. The second is a blank template for you to fill out to tailor this technique for your course.

Technique Template

Sample *Lecture Wrapper* Completed Technique Template:

Content from *Interactive Lecturing: A Handbook for College Faculty*

Organizational Theory

Course Name

COURSE CHARACTERISTICS

What are the situational factors that impact this course? For example, is it on campus or online? How many students? Is it lower division or graduate? Are there student attributes such as attitudes, prior knowledge, reasons for enrolling, and so forth that should be taken into account as you consider this technique?

This is a mid-sized lecture course taught in the business school of a state university.

STEP 1: CLARIFY YOUR TEACHING PURPOSE AND LEARNING GOALS

Why are you choosing this technique? What do you hope to accomplish?

Students would record their responses in bullet points on index cards.

STEP 2: IDENTIFY THE LEARNING TASK'S UNDERLYING PROBLEM AND PROMPT

What is the question you want learners to address, or problem you want them to solve?

After a lecturette that focused on systems theory, the Professor would ask students to write down the three major domains of systems theory inquiry.

STEP 3: SET ASSIGNMENT PARAMETERS

What are the assignment logistics? For example, will this be assigned individually or is it group work? How long will the assignment take? Will students be submitting a product? What materials, resources, or additional information do you anticipate needing?

Students would record their responses in bullet points on index cards.

STEP 4: DEVELOP A PLAN FOR LEARNING ASSESSMENT OR GRADING

If you decide to assess learning, how will you determine that learning has occurred? For example, will you use a simple +/check/- grading system? If you use a rubric, will you use an existing one or create one? What will be your criteria and standards?

The Professor would then reveal his main areas: philosophy, science, and technology.

STEP 5: COMMUNICATE ASSIGNMENT PARAMETERS TO STUDENTS

How will you communicate assignment parameters to students? For example, through a handout? A prompt on a presentation slide? Assignment instructions in your online course?

The Professor shared the assignment with students on a handout that included not only instructions but also a table with two columns: one for their points, and one for his.

STEP 6: IMPLEMENT THE TECHNIQUE

How will you adapt steps/procedures for your students? Are there any additional logistical aspects to consider?

He followed the steps for this procedure, asking students to complete their Wrappers immediately after the lecture. The professor asked students to fill in their points. As a variation, he asked for volunteers and wrote their points on the board. Then he shared his. He and the students then discussed the differences.

STEP 7: REFLECT UPON THE ACTIVITY AND EVALUATE ITS EFFECTIVENESS

Note: This step will be completed after you have implemented the technique.

Did this technique help you accomplish your goals? What worked well? What could have been improved? What might you change if you decide to implement the activity again?

Several students had at least two of the three responses in common with his, and they were able to discuss why all three are major areas of inquiry. Several students had also written cybernetics, which he had mentioned in the lecture, and they had a discussion about whether the terms are synonymous or whether one is a subset of the other. All in all, he felt the exercise had been productive, particularly in its influence on the quality of course discussion.

Technique Template

This template is intended for use when planning to implement **Lecture Wrapper** in your class. Fill in the blanks below, and use the information provided elsewhere in the Instructor's Guide to assist you in your thinking.

Course Name

COURSE CHARACTERISTICS

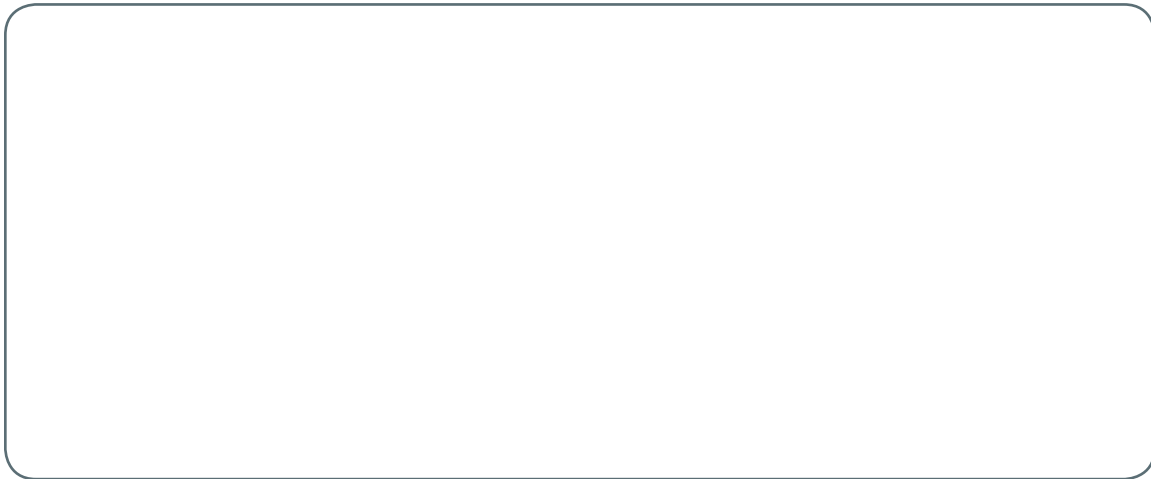
What are the situational factors that impact this course? For example, is it on campus or online? How many students? Is it lower division or graduate? Are there student attributes such as attitudes, prior knowledge, reasons for enrolling, and so forth that should be taken into account as you consider this technique?

STEP 1: CLARIFY YOUR TEACHING PURPOSE AND LEARNING GOALS

Why are you choosing this technique? What do you hope to accomplish?

STEP 2: IDENTIFY THE LEARNING TASK'S UNDERLYING PROBLEM AND PROMPT

What is the question you want learners to address, or problem you want them to solve?



STEP 3: SET ASSIGNMENT PARAMETERS

What are the assignment logistics? For example, will this be assigned individually or is it group work? How long will the assignment take? Will students be submitting a product? What materials, resources, or additional information do you anticipate needing?



STEP 4: DEVELOP A PLAN FOR LEARNING ASSESSMENT OR GRADING

If you decide to assess learning, how will you determine that learning has occurred? For example, will you use a simple +/check/- grading system? If you use a rubric, will you use an existing one or create one? What will be your criteria and standards?



STEP 5: COMMUNICATE ASSIGNMENT PARAMETERS TO STUDENTS

How will you communicate assignment parameters to students? For example, through a handout? A prompt on a presentation slide? Assignment instructions in your online course?



STEP 6: IMPLEMENT THE TECHNIQUE

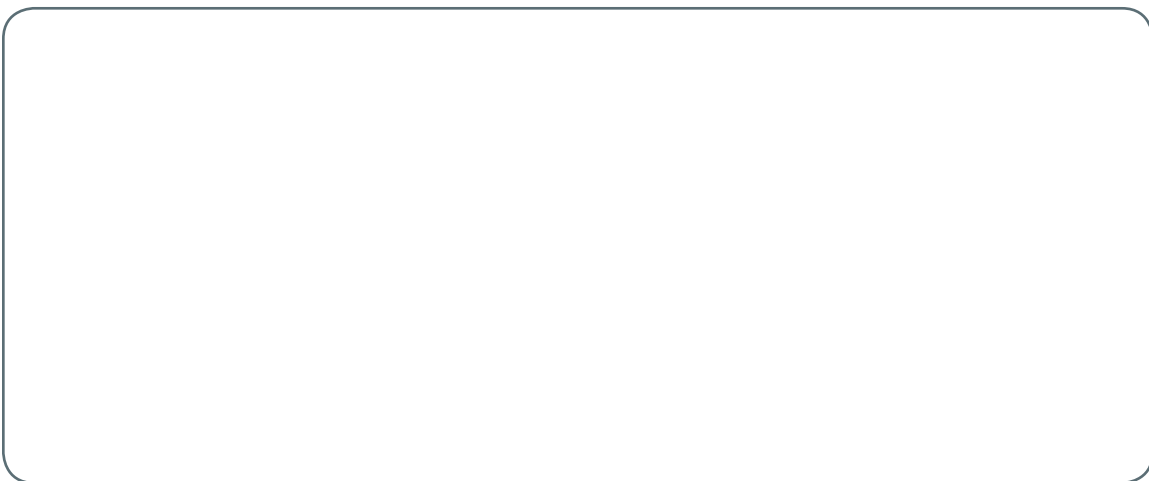
How will you adapt steps/procedures for your students? Are there any additional logistical aspects to consider?



STEP 7: REFLECT UPON THE ACTIVITY AND EVALUATE ITS EFFECTIVENESS

Note: This step will be completed after you have implemented the technique.

Did this technique help you accomplish your goals? What worked well? What could have been improved? What might you change if you decide to implement the activity again?



References and Resources

PRIMARY SOURCE

Content for this download was drawn primarily from “Active Learning Technique 31: Lecture Wrapper” in *Interactive Lecturing: A Handbook for College Faculty* (Barkley & Major, 2018), pp. 352–355. It includes material that was adapted or reproduced with permission. For further information about this technique, including examples in both on campus and online courses, see the primary source:

Barkley, E. F., Major, C. H. (2018). *Interactive Lecturing: A Handbook for College Faculty*. San Francisco, CA: Jossey-Bass.

CITATIONS AND ADDITIONAL SUGGESTIONS FOR FURTHER READING

- Lovett, M. C. (2008, January 29). *Teaching metacognition*. Presentation at Educause Learning Initiative Conference. Retrieved from <http://net.educause.edu/uplaod/presentations/eli081/fs03/metacognition-eli.pdf>
- Nilson, L .B. (2013). *Creating self-regulated learners: Strategies to strengthen students' self-awareness and learning skills*. Sterling, VA: Stylus Publishing.

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