

## MACRO SIGNALS IN LECTURES

Source: What's the Use of Lectures? by Donald A. Bligh. Published by Jossey-Bass, 2000. This book is available for checkout and is located in the Jefferson College CTL, library room 201.

- “It is not simply a question of whether a lecture is organized in a certain way, but whether it is seen by students to be organized.”
- “Ideally, students should be able to state the intended organization, and how one fact is broadly related to the rest, at any time during the lecture – first, because they need to take notes if the amount of information to be retained exceeds the amount they can remember, and second because ... these links are essential to understanding.”
- “Making the organization clear involves giving macro signals about it... [which] result in better learning.”
- “Macro signals are of three kinds: those **introducing the lecture**, those **indicating a move to the next key point**, and those **signaling the conclusions** [bold added].”

## EXAMPLES OF MACRO SIGNALS

Source: Bligh, Donald (2000), Table 5.1

### Introductions

- What I'm going to talk about is ...
- Last Time...
- To begin with...

### New Key Point

- The next thing is ...
- Another development was ...
- You can imagine what happened...
- The surprising thing is...

### Conclusions

- To sum up...
- In this lecture...
- Where does this take us?...
- How well does this answer the question with which we began?
- Well...x, y, and z in this lecture lead us to consider Q next time.