



The Talk Show Approach to Guest Speaker Presentation: A Structured Process for Engaging Learners

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The Question

How do instructors engage students and equip them to maximize their learning from guest speakers?

Exigency

The need to create a comprehensive and measurable classroom learning experience through presentation and interaction with a guest speaker.

Desired Learning Outcomes

- Optimal learning transfer enables students to:
- fully engage in the learning process;
 - develop competencies in listening and questioning;
 - articulate the learning gained from a speaker;
 - write effectively on the content from a speaker.

Rationale

Using guest speakers in a classroom is often a useful approach to enhance student learning. As University of Wisconsin professor Teresa C. Balsler explains, "It's amazing what happens when you invite in others to come to the table ... "They bring a wide range of real-world experiences that extends far beyond the classroom. It's important to realize that it doesn't have to just be me standing in front of a class to create learning." The Academy of Business Administration National Conference Readings Chapman, P. (2010, November 18). Professors of the year: They put students in charge of learning. Chronicle of Higher Education.

Challenges

Sometimes when guest speakers visit the classroom, students listen politely and may not take notes and frequently do not gain optimum learning from the speaker.

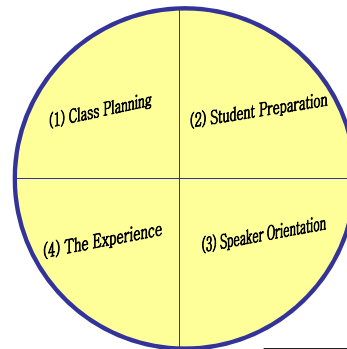
The Talk Show Format

A structured learning approach that enables students to actively engage in the learning process by participating in a "talk show" style interview process with a guest speaker.



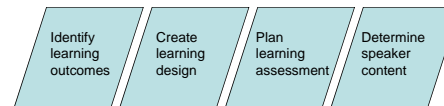
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A Structured Process



The structured process includes four steps for maximizing the learning process.

Une: Class Planning



Planning the learning outcomes, design, assessment and content initiates the structured learning process.

Deux: Student Preparation



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Content lecture on the topic given to the students by the instructor prior to the guest speaker presentation.

Students assigned relevant reading to ensure preparation.

A dialogue facilitated with students to ensure a baseline understanding of the content.

Talk show format explained and students assigned to create questions prior to the speaker appearance and informed about assignments subsequent to speaker's visit.

Trois: Speaker Orientation

Desired learning outcomes reviewed with the speaker.

Potential instructor and student questions given to the speaker for preparation.

Speaker oriented to the "talk show" approach and the presentation content reviewed prior to delivery.



Quatre: The Experience

The speaker is introduced and delivers a presentation. Subsequently the speaker enters a several question interview with instructor. Students are then invited to ask their questions and interact directly with the speaker.

The instructor facilitates the questioning and adds follow-ups between the student questions. At the conclusion of the interview, a summary of the learning is delivered by the instructor.

After class, students are assigned to write a paper describing their learning serving as an initial learning assessment. A rubric is given to guide the writing.

Student learning is further assessed through an in-class dialogue facilitated on the student papers sharing the learning gained from the speaker. The papers are subsequently placed in Oncourse for future reference and review.