



Universiteit Antwerpen
| ECHO | Expertisecentrum
Hoger Onderwijs

Basics of teaching

Educational session

June 18, 2026



The best teacher/lecturer you ever had



Think-pair-share

Take a moment to think about the best lecturer or teacher you ever had. Someone whose teaching really made a difference to you.

Now reflect briefly on:

What did this lecturer do in their teaching?

How did they make you feel as a learner?

What specifically made their teaching effective?



How to prepare your classes?

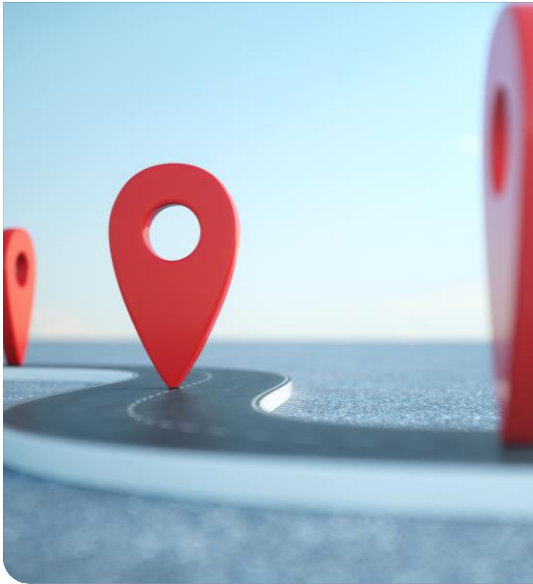
1. **Learning outcomes**
2. **Teaching methods & learning activities**
3. **Classroom management**
4. **Feedback**
5. **Lesson plan**

Each of these topics is something we normally cover in full, separate sessions. Even those sessions are often still too short to cover everything in depth. Today, we'll give you a short introduction to each of them.

Learning outcomes

“Be goal oriented”

Good teaching starts with clearly defined learning outcomes.



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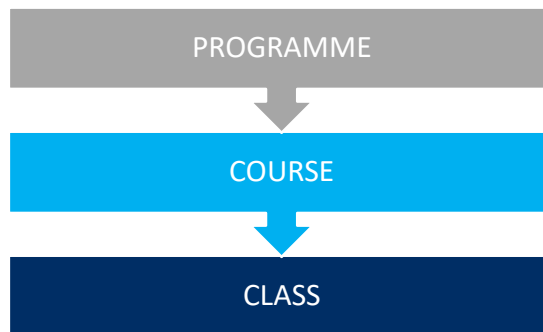


A lesson without clear learning outcomes is like a journey without a destination: perhaps interesting, but not quite effective.

Without clearly defined learning outcomes, there is a significant risk that students will either learn very little or learn things other than those you intended them to learn.

Learning outcomes at different levels

From abstract to concrete



Learning outcomes describe **what your students should be able to do at the end of a programme, course, or class.**

They have to be formulated in an **active** and **measurable** way. You should ask yourself the question: what do my students have to do to show me that they have acquired the learning outcomes?

In this image the different types of learning outcomes are shown ranging from abstract to more concrete. The aim is for these outcomes to be aligned with one another, ensuring that the learning outcomes of your course connect clearly with those of the overall programme.

Learning outcomes at different levels

PROGRAMME

“The Master can, starting from the formulation of a problem, choose the appropriate sociological analysis method and use this independently to analyse complex qualitative and quantitative data and can critically explain the results.”

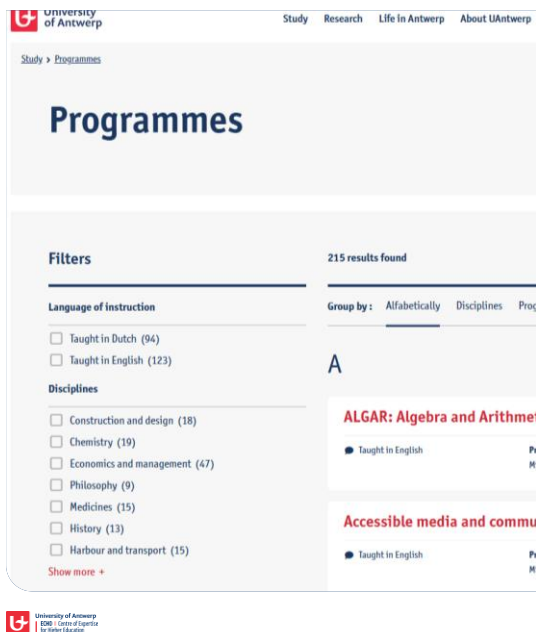
COURSE

“At the end of this course, students are able to analyse quantitative data and explain how evidence gathered supports or refutes an initial hypothesis.”

CLASS

“By the end of this class, students are able to perform basic statistical calculations and interpret simple datasets.”

This is an example of learning outcomes from a Master's in Sociology at these different levels. You can see how the class-level outcome provides a concrete interpretation of the outcomes at the other two levels.



Where do I find the learning outcomes?

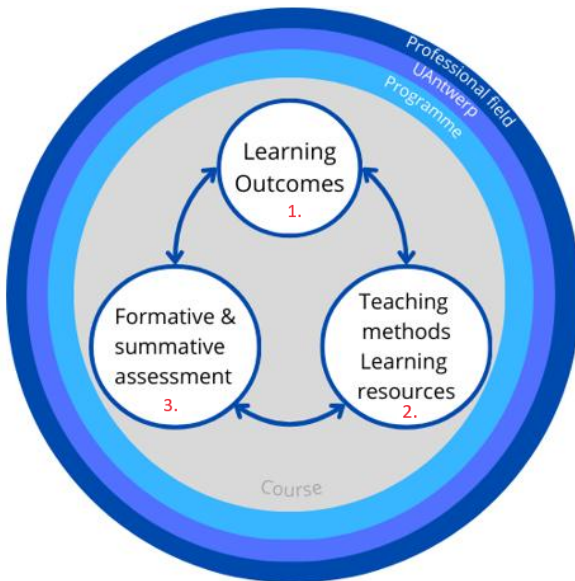
▪ [UAntwerp website](#)

- › Choose the appropriate programme
- › Click through to the bachelor's or master's programme
- › Select 'Learning outcomes' from the left-hand menu to see the **programme learning outcomes**

OR

- › Select 'Study programme' from the left-hand menu and select the right course to see the **course learning outcomes**.

You can find the learning outcomes for your programme and for your course unit on the University of Antwerp website: click on 'Programmes' and select your programme. From there, you can navigate to the programme's learning outcomes in the menu on the left-hand side. If you want to consult the learning outcomes for a specific course, simply click through to the relevant course unit.



Constructive alignment



Constructive alignment

1. What are the intended **learning outcomes**?
2. Which **teaching methods and learning resources** support students in achieving these learning outcomes?
3. How do I **assess** whether students have achieved the intended learning outcomes?

The learning outcomes link to the concept of **constructive alignment**. It is a powerful concept when it comes to designing your teaching because it refers to **the deliberate linking of learning outcomes, teaching activities/learning resources, and assessment tasks so that they consistently support one another** (Biggs & Tang, 2011).

The outcomes define what students should achieve, teaching methods help them get there, and assessments measure whether they have done so.

In this way, all elements of the course are aligned to promote effective and meaningful learning.

So, when designing your lesson, keep this concept in mind and begin by identifying the learning outcomes you want your students to achieve.



Learning outcomes of this session

After **completing the session**, you will be able to:

- ▶ identify the core principles of effective teaching in higher education;
- ▶ explain the added value of activating teaching methods;
- ▶ apply basic strategies to actively engage students;
- ▶ describe fundamental principles of classroom management in higher education.

Example: When designing this ECHO-session, we began by first defining the learning outcomes we had in mind for you to achieve. We then used these as the basis for shaping the rest of the session (content, learning activities/resources).

Questions?

Teaching methods & Learning activities

“Activate as many students as possible”



To activate students,
there must be interaction

When poll is active respond at PollEv.com/echo2026

Send **echo2026** to **22333**





What do we mean by ‘activating students’?

- ▶ Trigger activities in students by engaging them in a meaningful way and thereby stimulating deep learning

Activating students means that you **trigger meaningful activity in students**, with the goal of stimulating deeper learning.

So students don’t just listen, they are actively doing something with the content and reflecting on what they are doing.

The core idea of active learning is really **student activity and engagement in the learning process**.

A very important point here is that you activate students in a **meaningful and purposeful way**.

So you don’t activate just to make your class more ‘interactive’ or more ‘fun’.

The choices you make should be deliberate.

For example, when you ask a question, you’re not just asking it to fill time or to “keep students busy”, you ask it because you want to **strengthen their understanding** or check where they are in their learning process.

So you don’t activate students for the sake of activating, you do it to create a **learning effect**.

And that’s what we mean by *deeper learning*.

For example, you might:

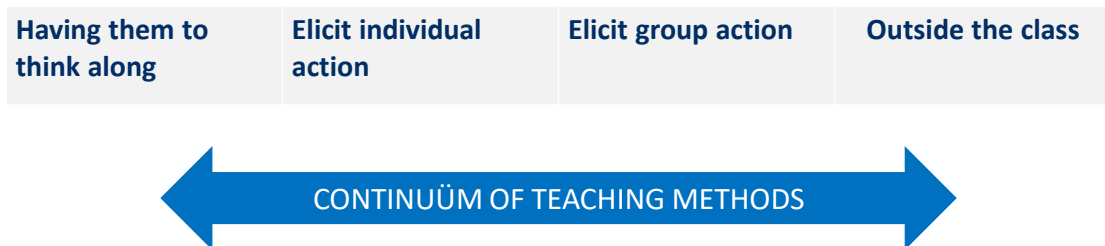
- activate prior knowledge,
- check understanding,
- or help students process and apply new content.

So activation is really about creating learning activities that have a **clear goal and**

clear added value for learning.

And if we now briefly think back to the statement from the poll, you can see that interaction can be one way to achieve this, but it's certainly not the only way.

What do we mean by 'activating students'?



This figure shows a continuum of teaching methods: from very light forms of activation to more demanding ones.

On the left, we have **having students think along**. And this is important: activating students does not always mean interaction. Students can be active simply by thinking about a question, an example, or a short story, even if they don't answer out loud. A rhetorical question activates students because it makes them think. So silence does not mean they're not engaged.

The next step is **eliciting individual action**: students actually do something on their own (e.g. a short task, a small written answer).

Then we move to **eliciting group action**: teaching methods where students work together, such as a small group discussion or a shared task.

And in between, there are methods that **combine both individual and group work**. Think-pair-share is a good example: students first think individually, then discuss in pairs, and then share with the group. So it sits in the middle of the continuum.

Finally, on the right, we have **activation outside the class**.

A lot of student activity happens before or after the contact moment: For example:

reading a text, preparing for a flipped classroom, doing exercises, writing a short assignment...

All of these are forms of activation too.

The key message here is that activating students can take many shapes. It's not only interaction, and it's not limited to what happens inside the classroom.



Activation is not always meaningful

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Why do I activate students?

- To achieve predetermined **learning outcomes**
- To allow students to come to their **own insights**
- To stimulate **critical thinking**
- To activate **prior knowledge**
- To emphasize **key topics**
- To allow students to **process, deepen, or repeat** learning material
- To **motivate** students
- To **keep track** of student learning
- ...



First and foremost, we activate students in order to **achieve learning outcomes**. The key idea is therefore to activate in a goal-oriented way, and not to activate for the sake of activating. So start from what you want to achieve with students: what they should know and be able to do at the end of the lesson or course. Then choose learning activities that are appropriate for that purpose.

Examples:

- If students, for instance, need to be able to apply a certain theoretical framework, you can use a case study as a learning activity.
- If students need to be able to give a well-supported opinion on a certain topic, then a debate may be an appropriate activity.
- If students first need to possess a certain knowledge base, then a lecture, with occasional quiz questions, may be suitable.

This also relates to the idea of constructive alignment. It states that learning outcomes, learning activities and learning resources, as well as assessment, must be aligned with one another. In other words, the learning activities and resources must be appropriate for achieving the learning outcomes and for preparing students well for the assessment, and the assessment must be suitable for determining the extent to which the learning outcomes have been achieved.

Moving on to other reasons for activating students: to help them **arrive at their own insights** or to **stimulate critical thinking**. That will not happen easily if they are merely

passive recipients during the lesson.

Fourth, to **activate prior knowledge**. Prior knowledge is again an important didactic concept. We know that existing prior knowledge serves as a framework on which new knowledge can be built, making it easier to absorb that new information.

Next, try to build activation around **key topics** or main themes in the lesson. This way, you can help students focus their attention on these points, increasing the likelihood that this important information will stick.

Another reason: to allow students to **process, deepen, or repeat learning material**.

Finally, to **motivate** students and to keep track of their learning, Giving students the opportunity to work independently, alternating a theoretical explanation with questions via PollEverywhere, or letting students come up with their own concrete examples for an abstract framework can motivate them. Additionally, such exercises **allow you to assess** to what extent the student group has understood the lesson content and whether it is necessary to review certain points.

And of course, there will be many other reasons as well.

In many cases, there will be overlap between these different reasons in the implementation of an activating teaching method.

How to get started?

Choose activating teaching methods based on:

1. Predefined learning outcomes
2. What you would like to achieve by activating your students
3. Taking into account the context
4. Taking into account the target group



So, how do you get started?

How do you decide which activating methods to use?

There are a few key things to take into account.

First: always start from your **learning outcomes**.

What do you want students to achieve?

Second: think about what you want to **achieve by activating** your students.

For example: do you want to check understanding, stimulate discussion, or activate prior knowledge?

Third: take into account the **context**.

For example:

- How large is your group?
- How much time do you have?
- What kind of classroom are you teaching in?

And finally: consider your **target group**.

- Who are your students?
- What is their background, their level, their experience with active learning?

All of these factors will influence which methods are appropriate.

How to get started?

Having them to think along	Elicit individual action	Elicit group action	Outside the class
Challenge students to actively think along during your contact sessions	Challenge students to actively engage and take action during your contact sessions	Stimulate interaction between students during your contact sessions	Encourage students to actively engage with the material beyond your contact sessions
✓ Ask rhetorical questions ✓ Provide examples ✓ Give demonstrations ✓ Make your thinking process explicit ...	✓ Ask questions ✓ Trigger reflection ...	✓ Discussion ✓ Peer instruction ✓ Student presentations ✓ Jigsaw ...	✓ Flipped classroom ...



To make this more concrete, here you see the same continuum again, but now with examples of specific teaching methods.



How to get started?

- Focus on the core elements
- Keep a tight timing
- Ensure variety
- Be realistic
- Clearly communicate the structure of your lesson
- Don't give up too quickly
- Reach out to colleagues

We'd like to give you some practical tips to get started.

First: **focus on the core elements**. Prioritise what is essential for your lesson and your learning outcomes.

Second: **keep a tight timing**. Make sure your activities fit within the available time.

Third: **ensure enough variety** in your lesson. Alternating between explanation and activation helps to maintain attention.

Also: **be realistic**. Choose methods that fit your context and that you feel comfortable with.

It's also very important to **clearly communicate the structure of your lesson** to students. When students know what to expect, they feel more secure and are more likely to participate.

Another key point is to **check whether students are still with you**. Don't just ask "Do you understand?", but try to check this in an active way. For example, by asking students to summarise something, give an example, or briefly discuss it.

And finally: **don't give up too quickly**. Activating students can feel a bit uncomfortable at first, for you and for them. But it often takes a bit of time before it really starts to work.

And of course: feel free to **learn from colleagues** and exchange ideas.



Students appreciate being actively engaged

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Culture of activating

- Activate as soon as possible
- Start small, build up gradually
- Create a successful experience
- It's okay to make mistakes
- Work towards a positive classroom climate



[Culture of activation \(2018\)](#)

[Positive classroom climate \(2020\)](#)

It's nearly impossible to activate *all* students at all times. So the question becomes: *How can we create conditions in which as many students as possible want to participate?*

*That brings us to the idea of a **culture of activating**.*

A *culture of activating* means that activation is not an exception — it's the norm.

Students become used to thinking for themselves, responding to questions, discussing with each other, and engaging with the content.

It's a classroom climate where:

- students *expect* to participate,
- they feel safe to try,
- and they feel motivated to contribute.

In its core, it's about **motivation**: we motivate students *by creating a climate in which activation feels normal, meaningful, and safe*.

Now, knowing what a culture of activation looks like, let's move on to **some practical tips** you can use in your classroom.

First, activate as soon as possible. If you want students to get used to participating, start early. Even a small activity at the beginning of the course can set the tone for participation. For example, today we started with a quick think — nothing complicated, but it immediately signals: "Here, you will be invited to think and

contribute.”

Next, start small and build gradually. In the beginning, it’s completely normal if only a few students participate. That’s okay. Start with simple, low-risk tasks: a short reflection, a quick poll, or a question that almost every student can answer.

As the course continues and students gain confidence, you can gradually increase the difficulty or complexity of the tasks. For example, you might move from a simple individual question to a pair discussion, and later to a debate.

Another key tip is to **create successful experiences**. Students need early wins.

Their first experiences with activation should be easy, doable, and short. You want them to feel: *“I can do this. I know something. My input matters.”*

This applies at the beginning of the course, but also at the beginning of each session. A small, successful experience at the start makes students more willing to participate later on. For example, asking students to list one thing they remember from last class or asking them an easy question is an easy way to boost confidence.

Next, it’s important to remember that **it’s okay to make mistakes**. Activation means taking small risks. Students know their answers may not always be correct. If they feel that a wrong answer will lead to embarrassment or judgement, they simply won’t participate.

So we need to show that mistakes are normal. You can do this by:

- reassuring students,
- thanking them for trying,
- and responding in a constructive way.

For example, “That’s an interesting idea — let’s look at how it connects to what we discussed earlier.”

This kind of response teaches students that speaking up is safe, even when they’re unsure.

Finally, work towards a positive classroom climate. A good atmosphere is essential for participation. Students participate more when they feel comfortable with you and with each other. A positive climate means that:

- students feel their **ideas are heard**,
- they know **mistakes are okay**,
- they feel **comfortable working together**,
- and they can **get to know you and each other**.

You can support this by showing genuine interest in their opinions, letting them have small choices in activities, being friendly and respectful, and using a bit of humor when appropriate.

When the atmosphere is positive, students feel more confident. They ask questions, share ideas, and take more responsibility for their learning. A positive climate makes it much more likely that students **want to be activated**.

Activate as many students as possible

Obstacles

- Unprepared speaking
- Speaking in front of a group
- Not studied the learning materials
- Little/no experience with being activated

Create opportunities

- Preparation time
- Solve in group
- Anonymize responses
- Come to class prepared
- Designate
- ...



[Activate as many students as possible \(2018\)](#)

[Come to class prepared \(2017\)](#)

Now that we have talked about building a culture of activating students, let's look at how we can **activate as many students as possible** in practice.

Students can face several obstacles when being asked to participate:

- **Students are unprepared to speak.** Some students haven't fully processed the content or thought about the question yet. A good strategy is to give them a few minutes to **write down possible answers**. This does two things: it helps them organize their ideas, and it makes sure **everyone thinks about the question**, not just the confident students.
- **Students are nervous to speak in front of the group.** Many students are nervous to speak, or they fear giving a 'wrong' answer. You can reduce this pressure by letting them start in pairs or small groups. After a short discussion, they can share a group answer instead of an individual answer. This feels much safer and still keeps everyone active.
- **Students have little or no experience with being activated.** Some students are not used to being asked to participate. Start with **low-risk, simple tasks**, and build slowly. Each positive experience increases their willingness to participate next time.
- In some groups, there may be a student who is very confident or dominant. This student can sometimes **take over the discussion**, which can make it harder for others to participate. You can turn this into a positive learning opportunity:

- **Give the dominant student a clear role.** For example, ask them to **argue for or against a point** or let the student summarize the group's ideas.
- **Make their contribution useful for the whole group.** Other students can **respond, add ideas, or give a different perspective.**
- This way, the dominant student is **helping the group think**, instead of blocking others.
- Other students feel **safer and more encouraged** to participate.

The key idea is: don't try to stop the dominant student completely, but **guide their energy so it supports everyone's learning.**

Other practical tips:

- Encourage students to **come prepared.** You can explain why preparation matters, or use subtle peer pressure, like telling them they will share their findings with the group.
- Give **clear instructions** and make the **purpose of the activity clear** so students know what is expected.
- Always **follow up on the answers.** Show that everyone has a chance to contribute and that contributions are valued.
- If you designate students to answer, provide **support and hints** if needed. This shows that making mistakes is okay and reduces fear over time.

It is important to remember: the way you designate students can affect participation. You don't have to call on every student, but if you **randomly select some students**, more people will think about the question. If you do it in a **playful or low-stress way**, you can avoid creating anxiety.

The main goal is to **lower the barriers** for participation. By giving preparation time, using small groups, supporting students when they speak, and carefully designating speakers, **more students will participate, think actively, and share ideas.**

All of this supports what we discussed earlier: it is part of creating a **culture of activating**, where students feel safe, motivated, and used to participating. And remember to always explain **why you activate students**: active participation improves learning because students are **thinking, applying, and connecting ideas themselves, not just listening.** It leads to deeper learning.

Assignment: teaching methods and learning activities

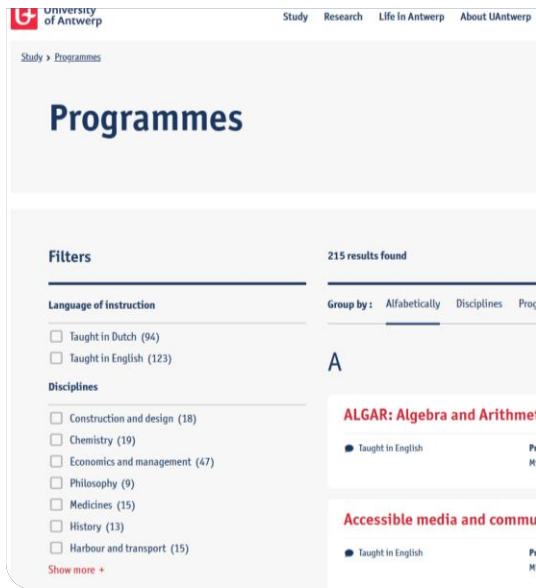


Instruction

- ▶ Choose a course that is relevant to you
- ▶ Select one learning outcome from this course and identify one or more teaching methods or learning activities that could help students achieve this learning outcome.
- ▶ Use the '[Activating teaching and learning methods](#)' booklet for inspiration

Procedure

- ▶ Individual
- ▶ 10'



Where do I find the learning outcomes?

▪ [UAntwerp website](#)

- › Choose the appropriate programme
- › Click through to the bachelor's or master's programme
- › Select 'Learning outcomes' from the left-hand menu to see the **programme learning outcomes**

OR

- › Select 'Study programme' from the left-hand menu and select the right course to see the **course learning outcomes**.

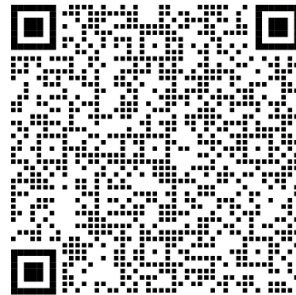
Activating teaching and learning methods



booklet

How to get started?

- ▶ Booklet [‘Activating teaching and learning methods’](#)



Questions?

Classroom management

“Prevent rather than react”

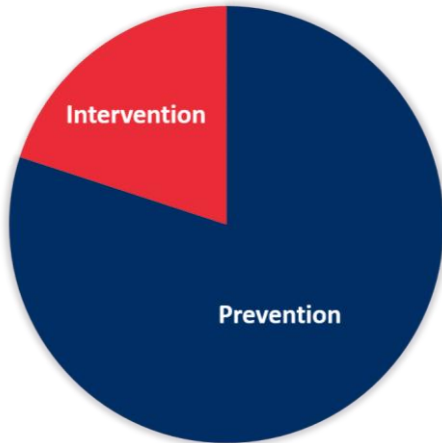


When we hear ‘classroom management’, we often immediately think about dealing with disruptive behaviour.

But in reality, effective classroom management is mainly about **preventing problems before they arise**, rather than reacting to them afterwards.

So in this part, we’ll focus on how you can organise your teaching in such a way that it **creates the right conditions for learning from the start**.

Classroom management



- Effective classroom management is primarily preventive/proactive
- You can incorporate this into your lesson preparation
- Intervention only becomes necessary when preventive actions fall short



When we hear ‘classroom management’, we often immediately think about dealing with disruptive behaviour.

But in reality, effective classroom management is mainly about **preventing problems before they arise**, rather than reacting to them afterwards.

Many of the things that influence student behaviour can already be addressed during your **lesson preparation**.

Classroom management is, of course, also about dealing with disruptive behaviour.

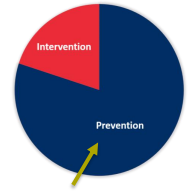
But as we will see in more detail in a moment, good classroom management is mainly proactive/preventive, where you make sure that your approach prevents disruptive behaviour as much as possible.

Intervention only becomes necessary when those preventive measures are not sufficient.

Classroom management is about order and how to maintain it in your classroom. It is about the things you do to organise your class and to influence your students to behave in a desirable way.

To ultimately enable them to learn in the best possible conditions.

Prevention



Clarity



Motivation



Pace



Control

Let us now look at what we need to consider if we want to maintain order in our classroom so that our students can learn to the best of their ability.

In the educational literature we find Gilbert Redant, someone who has spent many years practicing education and training teachers himself, and he identifies four basic elements of effective classroom management, which you can see in this figure.

The first element of the model, control, means that you as a teacher should know what is happening in the classroom at all times. You ensure good classroom organisation, maintain eye contact and supervision, respond to threats of disruption and know how to deal appropriately with persistent problem behaviour in the classroom. That's what Redant had in mind for this element of 'control'.

Now, I have some tips for you to make that good organisation happen.

When teaching, try to **keep an overview** of the class: Be observant and, in addition to concentrating on your presentation, try to pay attention to what is happening in front of you (e.g. do the students understand what you are explaining or do you see a lot of frowning, do you see groups of students talking; well, maybe something happened before class and you'd like to pick it up and ask what's wrong, in order to help them concentrate again, ...

What can help you with being observant is your classroom setup and moving around

the class.

Move around the room, even in an auditorium. If possible and helpful for you, you could even ask your students to leave a row open, so that you can move between rows.

And a second big tip for a good classroom organisation is to **keep an eye on your lesson flow**.

Is everyone on board? Disruptive behaviour is often caused by students who are disengaged because they don't understand the content anymore.

Keep a close eye on your transitions during the class: for example, if you've asked them to do an exercise and you want to have a plenary debrief afterwards, make sure you have their full attention before you continue with your debrief. This can be done by giving a sign, e.g. raising a hand, using a code word, making a sound (clapping hands), making eye contact with the students.

A second element of Redant's model is the pace of your classes. Pacing means that you keep the pace sufficiently high and that you ensure smooth transitions between phases of your lesson. You do not lose too much valuable lesson time, partly due to good lesson preparation.

If you **prepare** well, you will have more control over the flow of your lesson and can ensure that transitions in the lesson run more smoothly. For example, if you're going to show students a video, make sure you have it open and ready at the starting point, ... then you won't lose time and you'll be less likely to cause disruptive behaviour.

If you want to keep up the pace, make sure your students know **what you expect** of them by creating routines and using procedures (e.g. you start each lesson with a recap of the previous one and you expect them to interact with you through a short poll everywhere quiz, they will already know by the third class that you expect them to take their phone to scan the code of your poll everywhere). These routines will help to make your classroom more **predictable** for students and, as a result, they will feel safe and fully able to engage and learn.

And lastly if you want to have a good pace, it is important to indicate to your students when an activity is coming to an **end** (e.g. I will end this assignment in five minutes. Write down any last things that come to mind and we will return to the large group in a moment.) and by using **structure words** (e.g. we were working on..., the next aspect is..., in conclusion...). By those structure words students keep track of the lesson and will be less likely to cause disruptive behaviour.

The third - and perhaps most obvious - element of effective classroom management is **motivation**.

To motivate your students and to keep their attention, you need to **alternate and activate** during your classes: too much of the same thing will cause students to become disengaged. From the moment they stop paying attention to your lesson,

they are paying attention to other things and this can lead to disruptive behaviour. Therefore, switching between explaining learning content and assignments that activate your students is an effective preventive measure.

If you want to motivate your students in class, it also is always a good idea to show them the **relevance** of the content you are offering them. In other words, try to highlight the usefulness of the learning content for the future professional situation or for the further study and try to link the learning content to current events or reality.

And lastly, try to keep them interested by covering topics that address issues that students will face in their later professional life and by linking to students' personal situation/living environment.

We already talked about the elements of control, pace and motivation, now we come to the last one, namely **clarity**.

On the class level, make your learning outcomes explicit to the students and use a clear lesson structure for your classes.

When giving assignments, make sure your instructions are complete and clear: what do they have to do, how, with whom, how long, will there be a follow-up discussion?

What agreements do students have to respect (for example when they are too late or want to leave earlier,) Also be aware that overdoing things can be harmful. You also don't need to impose too many rules on your students, as this defeats the purpose - your students' learning.

Be clear about how you will fill in your role of lecturer/leader. What can students come to you for, and what are they better off coming to their peers for? What will you do if they do not respect certain agreements (e.g. meeting deadlines)?

The ABC of motivation

Autonomy

- The sense of being able to make your own choices and having freedom in how you act, think, and feel

Belonging

- The desire to form relationships with others and to feel valued and loved

Competence

- The sense of being competent, able to achieve goals, and capable of using one's abilities

Motivation is often explained through what we call the **ABC of motivation**, based on the work of Deci and Ryan.

This model tells us that people, including students, have three basic psychological needs:

- **Autonomy** – the need to feel that you have some control or choice in what you do. It means that students experience a certain degree of freedom
- **Belonging** – Belonging is about feeling connected, to you as a lecturer and to fellow students. This is strongly linked to creating a positive classroom climate
- **Competence** – the need to feel capable and able to succeed. So they need to be challenged, but also experience success.

These three needs play a crucial role in students' motivation.

Students' motivation can change over time, depending on their environment.

So as a lecturer, you can actively support motivation by addressing these three needs.



The ABC of motivation



▪ Instruction

- Answer the question: “What can I do as a lecturer to support students' autonomy, belonging and competence?”
- For each element of the ABC, identify at least one practical idea that could support students' motivation

▪ Procedure

- Buzz session (10')
- In groups of 3 or 4
- [Post your ideas in the corresponding column on the Padlet](#)

The ABC of motivation



[A positive classroom climate \(2020\)](#)

[Humour and irony in higher education \(2022\)](#)

[Gamification and game-based teaching in higher education \(2026\)](#)

Autonomy

- Give students choice and ownership
- Let students co-create criteria or expectations
- Let students take responsibility for their learning

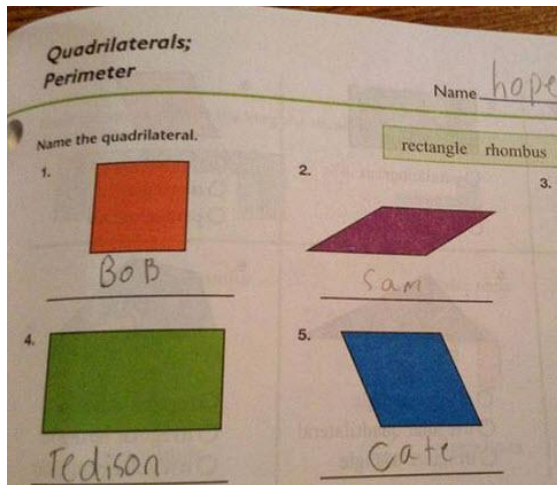
Belonging

- Build a positive classroom climate
- Show interest in students
- Use interaction and collaboration
- Encourage a safe space
- Use humor and informal moments to connect

Competence

- Set high but achievable expectations
- Link content to real-life relevance and future careers
- Give feedback to support growth
- Help students improve and experience success

Clarity is key



- Lesson
- Learning resources
- Assignments
- Rules
- Your role

[Effective Lecturing | IDEA](#)

A clear learning environment helps prevent disruptive behaviour. When students are unsure about what is expected of them or which rules to follow, they are more likely to disengage.

Be clear from the start about:

- **The lesson** (timing, overview, structure, goals – cf. lesson design and planning)
- **Clear slides and support materials**
- **What students are expected to do** (assignments, tasks, etc.)
- **What they are expected to adhere to** (rules, procedures, etc.)
- **Your role as a teacher**

Clear instructions for assignments

Make sure: Everyone is calm and receptive before giving instructions

Instructions should be:

- **Complete and clear**
- **What should students do?**
- **How should they do it?** (step-by-step plan)
- **With whom?**
- **For how long?**

- **Follow-up?** (individual, group, reporting, discussion, etc.)

Always check whether everyone has understood the task correctly.

Provide structure through routines

Clarity and support can be created through **fixed procedures**.

Using the same steps repeatedly gives students a sense of structure and predictability.

- Teaching methods are a good example
- Example: *think–pair–share*
 - First time: explain it clearly
 - Later: simply refer to it (“We’ll use think–pair–share”)

Clear rules and expectations

Be explicit about: What students must adhere to (e.g. lateness, laptop use, leaving early, behaviour during practicals)

Example: Latecomers sit in the front rows to minimise disruption

Link to intervention: Intervention is necessary when rules are broken, which is why **clear communication of rules is essential**.

When to establish rules?

- As early as possible
- Can also be set at department level (though this allows less personal teaching style)

Avoid overload: Too many rules can be counterproductive.

Your role as a teacher

Be clear from the beginning:

- You take on the role of a **consistent leader**
- There is room for your personal style

This requires:

- Clearly communicated rules
- Consistent enforcement
- Being prepared to act when rules are not followed

First impression matters

- Establish yourself as a leader immediately
- If you allow too much talking at the start, students may see you as someone who does not intervene
- This can lead to more challenging behaviour

Communicate rules at the start of the course

Example: Address smartphone use early if it is not allowed

Body language

Classroom management also operates through body language:

- Move confidently around the group
- Maintain eye contact
- Speak clearly

Avoid behaviours that undermine authority:

- Hesitant speech
- Excessive pacing
- Lack of eye contact
- Nervous or rushed movements

Clarity is key



- **Instruction**

- Review the assignment on the next slide: what aspects of the assignment instructions could be improved to increase clarity for students?
- Identify as many issues as possible and suggest concrete improvements

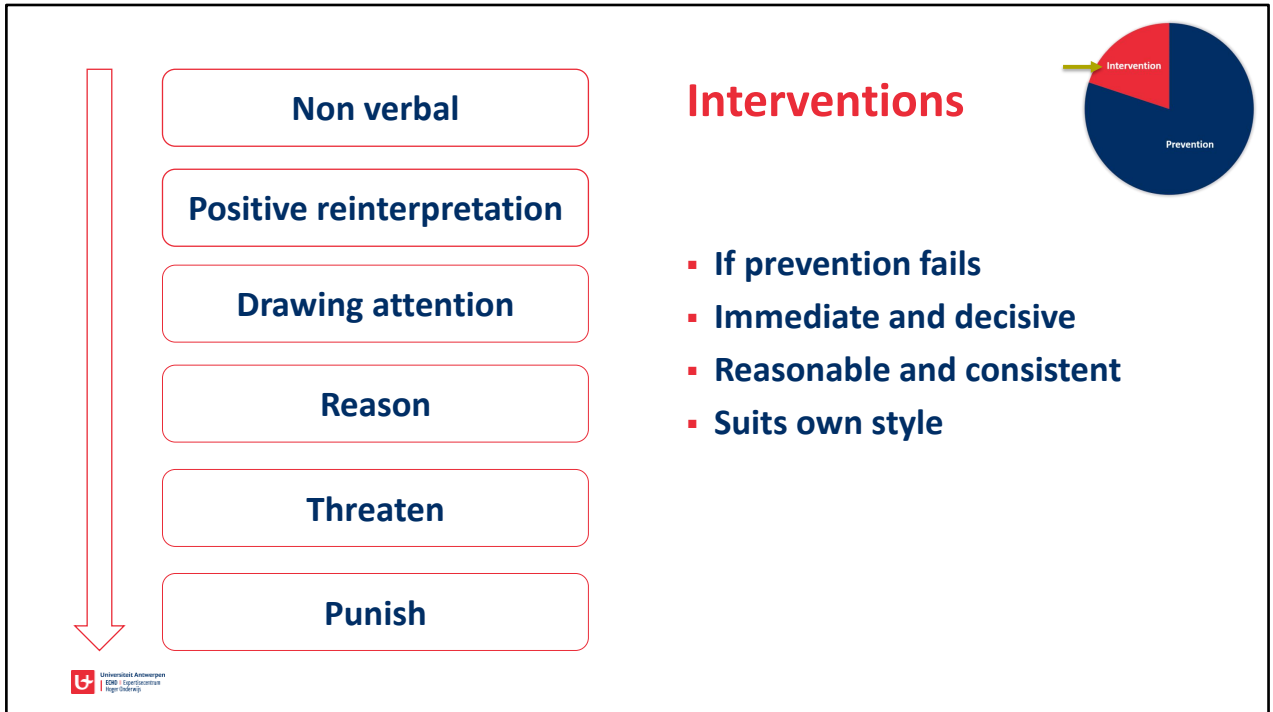
- **Procedure**

- Think (2')
 - Individually identify aspects of the assignment that could be unclear or confusing for students
- Pair (5')
 - Discuss your observations with your neighbour
 - Agree on possible improvements
- Share
 - Plenary debriefing

Assignment: Group presentation



- Work together with a few classmates to prepare a presentation on a topic related to the course.
- Your presentation should show that you understand the topic and should be interesting for your audience. Use relevant sources and present your findings during class.
- Submit your slides before the presentation.



Let's take a look at some possible interventions if disturbances take place. First, it is important to respond to disruptions. This will show that you will not tolerate disruption and hopefully prevent it from happening again. By the way, reacting does not mean making a whole scene out of it. As we will see, reacting can also be very small and subtle. The interventions thus aim to undo disturbances as discreetly as possible.

In addition, interventions should meet the following characteristics:

Try to intervene **immediately and decisively**. This may mean that you can even intervene before a certain behaviour can be actually perceived as disruptive. For example, consider two students who are quietly whispering, they are not disturbing your class or the other students yet, but you can put a stop to them before it starts disturbing.

Always try to be **reasonable**. In most cases, your students are young adults, which implies a different way of dealing with disturbances than with small children. So adapt your intervention to the age of our students and to the severity of the disturbance. You will react differently to two students talking than to students not respecting the safety rules of a practical.

In addition, stay **consistent**. Allowing certain behaviour during one lesson and not during another is confusing and counterproductive.

Finally, look for interventions that **suit your style** as a lecturer. Some lecturers can

solve a lot with humour, others find it forced. Just because a particular intervention works for a colleague does not mean it will automatically work for you.

Let's take a look at possible interventions. Note that these interventions go from less to increasingly invasive. The advantage of the less invasive interventions is that they do not draw too much attention and will not keep you from the didactic tasks.

We start with **non-verbal interventions**.

For example:

- making eye contact,
- pausing,
- or moving closer to students.

These interventions are subtle and often effective without drawing too much attention.

Next, we have **positive reinterpretation**, often using humour.

For example, if students are talking, you might say: *"Nice to hear such in-depth conversations about my subject."*

This allows you to address the behaviour in a light and non-confrontational way.

A third type is **drawing attention more explicitly**. You are going to try to get the attention of the student in question.

For example:

- asking a question to a student,
- giving a short task to the group,
- or directly asking students to stop talking.

Then we move to more direct interventions, such as **reasoning**.

Here, you refer to agreements or to the consequences of behaviour.

For example: *"We agreed that latecomers sit in the front rows."* or *"Talking makes it difficult for others to follow the lesson."*

Finally, there are more **invasive interventions**, such as threatening or sanctioning behaviour.

These are typically used as a last resort, for example in situations where safety is at risk or when agreements are repeatedly not respected.

And this is often the moment where a question comes up: *'But what can I actually do if a student refuses to follow instructions?'*

For example, if you ask a student to leave the room—and they simply don't.

In that case, one strategy can be to **shift the responsibility back to the student**, by making the situation explicit.

For example, you could say: *'If you choose to stay here and continue this behaviour, I cannot continue the lesson.'*

So instead of entering into a confrontation, you make clear that the student's behaviour is preventing you from teaching and that the responsibility lies with them.

In many cases, this is enough to resolve the situation, because it makes the impact of

the behaviour very visible, not just for you or the student, but for the whole group.

So, the key idea is that you have a range of interventions available, and that you use them in a gradual way: starting with the more subtle interventions and only moving to more direct ones if needed.

You try to respond in a way that is proportionate, timely, and consistent, while staying true to your own style as a lecturer.

Questions?

Feedback

“Feed-up, Feedback, Feed forward”

Another key aspect of effective teaching is feedback. Here, we focus on feedback given **during lessons** rather than on written feedback provided afterwards, although the same principles apply. We cover this topic briefly to give you an introduction



How can you ensure that students continuously know:

- what is expected of them;
- how well they are currently performing;
- and what their next step should be?

By giving effective feedback. This consists of three consecutive stages: Feed-up, feedback and feedforward.



Feed-up: Where are we going?



Before the lesson or at the start of an activity:

- › Make learning outcomes explicit
- › Clarify success criteria
- › Provide examples of strong and weak work and explain why



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Feedback: Where are we now?



During the lesson:

- ▶ Observe students / Ask questions
- ▶ Check whether learning outcomes are being achieved
- ▶ Provide feedback on current performance: strengths, areas for improvement, mistakes made
- ▶ Try to strike a healthy balance between being clear on the one hand and motivating on the other



Feed forward: What is the next step?



Following the observation or feedback:

- ▶ Encourage students to think about their next step
- ▶ Suggest concrete improvements



- a) State explicitly / Demonstrate what you expect
- b) Use guiding questions, suggestions or hints
- c) Cite sources they can use

You can see this as a continuum: in **first-year bachelor's**, you need to state explicitly what you expect from students or demonstrate it for them.

In **second- and third-year bachelor's**, you can use guiding questions, suggestions, or hints to steer them in the right direction.

In **master's** programmes, you may even cite sources they can consult themselves.



Visual representation of the feedback process

Questions?

Lesson plan

A useful tool when preparing your teaching is a lesson plan.

A lesson plan is a concise document in which a lecturer **outlines what students are expected to learn in a session, including the intended learning outcomes, as well as the activities, materials, and timing** needed to achieve them.

Context outline

Course:	
Lesson topic:	
Target group and number of students:	
How this lesson fits into the overall course:	
Relevant contextual factors:	
Student characteristics and motivation:	
Learning outcomes:	



First begin with outlining the context.

Lesson plan

Time	Learning outcomes	Learning content	Learning activity and teaching method	Media and learning resources	Assessment
How long will this take	What do I want to achieve?	What content will I cover?	What should students do? What will I do? How will I motivate students?	Which resources will I use?	How will I assess whether the learning outcomes have been achieved?
9:00-9:10	LO1	...	Teaching method: ... Lecturer activities: ... Student activities: ... Motivation: ...	...	...
...	...	...	Teaching method: ... Lecturer activities: ... Student activities: ... Motivation: ...	...	...

Start from the intended learning outcomes, then determine the content. Next, select appropriate teaching methods and learning activities, followed by the choice of resources, and finally consider the assessment.
(See fillable template.)

Exit ticket 'Basics of teaching' -
18.06.2026



Exit ticket

- What were the **key takeaways** from the session for you?
- What **questions** do you still have?
- **Tops** (I thought this was good about the session, because...)
- **Tips** (This could/should be improved or changed about the session, because...)

<https://forms.office.com/e/dBWwbnN0Zw>

We use this exit ticket to check whether you have met the session's learning outcomes and to offer additional support if needed.