

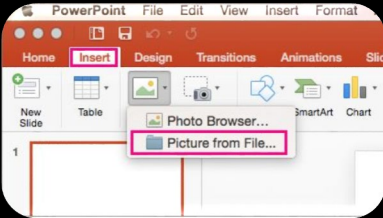


Oregon State University  
Center for Teaching  
and Learning

## Onwards to Better: Key Considerations for Teaching

During remote learning, students conducted all their learning activities via a computer and instructors often provided notes, slides, and lecture recordings. As we return to a new academic year, what should stay? In this series we address major questions educators face and provide evidence-informed answers (see full references here <https://beav.es/3Vc>)

### SHOULD YOU MAKE SLIDES/NOTES AVAILABLE?



#### WHAT SOME FACULTY MAY THINK:

*Students will pay less attention.*

#### WHAT SOME STUDENTS MAY THINK:

*I can pay more attention.*

### What the Evidence Suggests ---

#### Pros

- Provides more time to think about the material, highlights what is important, provides a template to take better notes and listen more to instructor.
- Does not negatively affect attendance.
- Increased inclusivity for students with ADHD/learning disabilities, student-athletes, and those who cannot attend.

#### Cons

- Can be distracting, confusing, leads to less attention, and hurts coding of new information.
- Students given slides may do worse on exams.
- Slides may lead to less and lower quality note taking.

**BOTTOM LINE:** Slides and notes can vary in clarity, complexity, and length so a blanket prescription is difficult to test. Limiting access to notes has no deleterious effects on learning and may prompt more attention and better note taking (Grant, et al., 2021).

**In General:** The effectiveness of your pedagogical choices on learning depend on a number of factors (e.g., the educator and student characteristics, discipline, course level, lecture, & slide quality). **Be intentional, transparent, and compassionate in pedagogical decision making. It always pays to be [CCOMFE](#) (Compassionate, Clear, Organized, Multi-faceted, Flexible, and Engaging).**



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