teaching that **sticks**: six principles for memorable presentations

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The not-so-sticky tennis lesson...
Teachers are both **transmitters of information**...

...and **designers of learning experiences**.
Simple
Unexpected
Concrete
Credible
Emotional
Stories
Successful Presentations

MADE to STICK
Why Some Ideas Survive and Others Die...
Chip Heath & Dan Heath
Simple create a core message in compact form
“Compact form” does not look like this...

Lecture-based teaching:

- Communicates the speaker’s enthusiasm for the subject
- Can cover material not otherwise available such as recent developments in a field, material not yet in textbooks
- Communicates large amounts of conceptual knowledge such as facts, generalizations, etc.
- Can communicate to many listeners at the same time
- Can model how professionals in a discipline approach a problem
- Permits maximum instructor control on choice of material to cover
- Emphasizes learning by listening, a common mode of learning
- Easier to create and implement than other forms of instruction
- Highly familiar way of teaching to most participants
- Can be taped for future viewing.
- Can be easily revised or updated.
Simple does not mean “dumbing down” but prioritizing.
What is the core message of Cardio Pulmonary Resuscitation instructions?

**ABCs of CPR**

For Victims Age 8 and Older

**DETERMINE RESPONSIVENESS**
- If the victim appears unconscious, gently shake a shoulder and shout, “Are you OK?”
- If there is no response, have someone call 911. If alone, make the call yourself. (If an automated external defibrillator (AED) is available and you have been trained in its use, retrieve it immediately and follow AED procedures.)

**A is for AIRWAY**
- Roll the victim onto his/her back, supporting the neck and head.
- Open the victim’s airway by lifting the head back and lifting the chin.
- In a choking victim, look for an object in the mouth and throat. If you see one, take it out.
- Take 5-10 seconds to look, listen and feel for normal breathing. If breathing is normal, roll the victim onto his/her side to keep the airway open.
- If the victim is not breathing normally, go to B.

**B is for BREATHING**
- Pinch the victim’s nose shut and give 1 rescue breath. If the victim’s chest rises, give 1 more breath and go to C.
- If the chest does not rise with the first breath, reposition and give 1 more breath. Then, go to C whether or not the chest rises.
- If you are unwilling or unable to provide rescue breaths, go to C and perform chest compressions only.

**C is for COMPRESSIONS**
- Place your hands on top of one another between the victim’s xiphoid process and lower edge of the ribcage, firmly and quickly 30 times (about 2 in. deep, 100-120 times per minute).
- Quickly reopen the airway, provide 2 rescue breaths; then resume compressions.
Hands-Only™ CPR:

1. Call 911

2. Push hard and fast in the center of the chest

WATCH VIDEO
Simple: core idea, compact form

Learning Goals

The purpose of this course is...

Activities          Assessments

The most important thing I need to do in my next class meeting is...

Write out one take home message from today’s class.
Choose a course that you will teach or have taught

1. Identify THE important “take home” message on a course-level

2. Create a sentence that simply describes this message in EIGHT WORDS OR LESS.

3. Write this on the notecard for display to the audience.
“Can we feed the world without destroying it?”
“Practice will take away the shakes.”
Gain and maintain attention of your audience
what did the wreckage of the Titanic **reveal** about the cause of its sinking?
present a counterintuitive finding
open a **knowledge gap**

what is the view of the general public vs science on sugar intake and hyperactivity in children?
Discussion Break

What have you done—or what have you seen done—that effectively captures and maintains the attention of students during a presentation?
ground your ideas in:

rich images

familiar language examples
Concrete images are **remembered**

Two steps to save a life:

1. **Call 911**
2. Push hard and fast in the center of the chest.
Examples are used by every discipline to explain, illustrate, or justify concepts.
Credible use evidence to sell and support your content
tangible details and statistics scaled to a human level are compelling
see for **yourself**.....

*Cell and Molecular Biology*

coffee bean  
12 x 8 mm

*grain of rice*  
8 x 2.3 mm

*sesame seed*

Times regular, 12 point
“A” grades have increased at the cost of “C’s”.

![Graph showing the distribution of grades at American colleges and universities as a function of time.](image)
Emotional students need to care about the content
hit them in the gut
Consider one of your favorite courses

What feelings/attitudes about your course do you want students to have by the end of the semester?
Stories inspire and teach your students how to act
stories are a powerful pedagogical tool in any discipline
choose your stories carefully—they will be *remembered* for a long time
Simple: core idea in compact form
Unexpected: gain and maintain attention
Concrete: ground your idea in sensory detail
Credible: sell and support your idea
Emotional: help your audience to care
Stories: inspire and teach your audience
The SUCCES model can serve as a checklist BEFORE and AFTER designing a class or presentation.
Create memorable messages that promote learning.
“A presentation is a sequence of concrete examples and stories that snap together to form a compelling argument.”