



## Handout: Before, during and after teaching

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Taking an active approach to your teaching before, during and after teaching sessions will help you get more out of the academic material. This exercise helps you to structure your work in the three different phases, by simply doing some sub-exercises in each of the three phases. Tick each sub-exercise when you have completed it.

### Complete before a teaching session

- Acquaint yourself with the topic**  
Read the general description of the topic to be covered during the teaching session, and acquaint yourself with the text headings. Are the texts very specific or quite general? If they are very specific, it may be a good idea to make a quick Google search on the topic/highlighted concepts/theorists, etc. Use a reference work or watch a few videos on the internet about the topic.
- Read before the teaching session**  
Choose a reading technique to help you read through the large syllabus and spend your time efficiently. There is inspiration for reading techniques on the "Academic reading" page on AU Studypedia. See, for example, "Syllabus reading" and the "Pomodoro technique".
- Take notes**  
Summarise or write questions about the text and reflect on your current understanding of the material. Also, write down what you don't understand and bring your questions or knowledge gaps to your next teaching session or study group. Write down your questions and any knowledge gaps in the green box:

**Questions and knowledge gaps prior to a teaching session:**

## Complete during a teaching session

### Engage actively in teaching activities

Interact with your fellow students or teachers on the aspects on which you may have questions or that you did not understand while reading the material. By engaging actively in teaching and taking notes, you will activate more parts of your brain, and this will make it easier for you to process information. Turn off your computer, engage in the topic being presented and listen actively. If any questions about the topic crop up during the session, write them down here:

#### Questions and knowledge gaps during a teaching session:

### Take notes

Taking notes will help you relate to the topic and the material in a different way than if you are simply listening. Structure your notes using the Cornell method, for example, and consider taking visual notes, as they are easier to relate to when studying for the exam. It may be a good idea to expand on the notes you took during preparation, as this will demonstrate how your knowledge is growing.

**Summarise for 5 minutes**

Spend 5 minutes to summarise what the teaching was about, what you learned and what you need to know more about. A teaching session often contains 3-5 central points or key aspects. Write these down in the box below and make a note of how you understand them. Also write down any questions that were not answered during the teaching session.

**Summary of key aspects from a teaching session:**

**Unanswered questions:**

## Complete after a teaching session

### Filling in knowledge gaps

Based on your summary of the teaching session, ask yourself whether you actually understood what the session was about: Do some points remain unclear? Did an interesting topic come up that you would like to know more about?

#### Uncertainties or things I'd like to know more about:

### Broaden your knowledge

Talk to your study group about your questions or spend some time reading parts of the texts again. For example, use the selective reading method, which focuses your reading on precisely the aspects you want to know more about. You can also search for YouTube videos on the topic or use reference works to get a different perspective on the topic. Extend the knowledge presented by these sources and relate it to the teaching.