

# Guidebook for Presenters

Osher Lifelong Learning Institute at the University of Connecticut



Photo by Tom Kmetzo

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**Osher Lifelong Learning Institute at the University of Connecticut**

**99 East Main Street**

**Waterbury, CT 06702**

**Phone: 203-236-9924, 203-236-9925**

**Fax: 203-203-9918**

**Email: [osher@uconn.edu](mailto:osher@uconn.edu)**

**UConn**  
**WATERBURY**

### Letter from the Coordinator

OLLI has seen a whirlwind of activity and development recently. We now enjoy a new, more interactive website, complete with rolling event dates and links to our course catalogue and registration system. We have been able to deepen our partnership with UConn by way of its preparation of new instructors to enrich the OLLI curriculum with new ideas and courses. OLLI launched a pilot off-site partnership with Waterbury BRASS in two of its senior community locations. We have launched a new on-line registration system. We have been constantly updating with an eye toward facilitating the ongoing, self-driven learning that our membership desires.

OLLI maintains a curriculum stimulated by exciting new courses session by session, along with a strong body of existing courses that have stood the test of time. Courses and presenters that strengthen each curricular discipline and adhere to academic standards are what make OLLI at UConn what it is to all of us – that place we want to join, to explore, to volunteer for, and to return to, week after week, year after year.

Presenters are the chisel that shapes OLLI in Connecticut. Many courses that are inaugurated here spawn additional trains of thought and therefore additional courses, some initiated by member discussion in the classroom, some by the presenter's desire to further the agenda. History and Literature remain very popular areas of study here, and we are researching other areas in which we can offer course content.

We took on the University of Connecticut's "Year of Engagement" in many ways, certainly through our Book Club's attention to the UConn Reads project. OLLI, along with the University, read and discussed *Persepolis* by Marjane Satrapi in the spring of 2014, and soon after participated in a public panel discussion alongside University faculty. OLLI members attend University research lectures in record numbers along with their OLLI courses. OLLI members enrolled in the 3-session horticultural course "The Greening of Waterbury" will raise and distribute over 10,000 pounds of fruit and vegetables to feed residents of Waterbury, cooking some of that food on Sundays at a local food pantry. The OLLI Clubs and Activities Committee will again collect dozens of bags of food to donate to the food bank at Greater Waterbury Interfaith Ministries. Engagement, indeed!

The courses you present stimulate the mind, body, heart and intellect. As we live longer, we wish to continue being productive and to continue learning, to, among many other things, understand the human aging process itself. As some of you spend more time with OLLI, you develop more intricate versions of courses you initially designed and presented. Some of you have added courses as the students you attracted pressed for advanced versions of the same content. Some of you have partnered in groups to present different sessions under the same managed course title. Some of you tag team with another instructor to co-present one course. However you decide to present, it works, and OLLI members appreciate you.

This packet of information is written to facilitate your experience here at the University of Connecticut and with the OLLI program. Please take the time to scan each page, as this document will serve to answer many questions you may have as a new or returning presenter. Enjoy your courses!

Aleta E. Staton, Coordinator

**Introduction – The Role of Presenters**

The Osher Lifelong Learning Institute (OLLI at UConn) provides a method of teaching and learning that is democratic in nature and effective to its purpose of intellectual enrichment and lifelong learning. Anyone, including current and prospective OLLI members, may propose a course to the Curriculum Committee. While formal teaching experience is not a requisite for instruction, it is expected that the OLLI instructor (presenter) has a depth of knowledge and/or experience related to the curriculum being proposed. In this way, every OLLI member has the opportunity to contribute to the learning community. The role of OLLI presenters is multi-faceted and includes not only traditional forms of instruction such as the lecture format, but this role also encompasses many other approaches which stimulate learning and creative thought. As a presenter, the primary objective is to impart knowledge on a particular subject to the audience; the exchange of ideas within the classroom environment is just as important to this process as the more traditional forms of teaching. Every OLLI member enrollee possesses many years of life experience and this can be harnessed by presenters to create a stimulating and dynamic learning environment. Such a goal can be challenging, but it is also attainable. As Albert Einstein once said of education, “It is the supreme art of the teacher to awaken joy in creative expression and knowledge.” As an OLLI presenter, you have the ability to facilitate an amazing experience for both you and the OLLI members.

**Introduction – General Citation**

This guidebook was created using the resources found in “A Teacher’s Manual” by the Osher Lifelong Learning Institute at George Mason University. All direct and indirect references to this manual are made with the permission of the Director of OLLI at George Mason University. For more information on this resource, please contact:

Osher Lifelong Learning Institute  
Tallwood, 4210 Roberts Road  
Fairfax, VA 22032-1028

Phone: 703-503-3384

Email: [olli@gmu.edu](mailto:olli@gmu.edu)

Web site: [www.olli.gmu.edu](http://www.olli.gmu.edu)

In addition, OLLI at UConn would like to thank the Osher Lifelong Learning Institute at Auburn University for the inspiration gained from reading “Coordinator/Presenter Manual And A/V User’s Guide” which aided in forming some of the concepts in this manual. For more information on OLLI at Auburn’s Manual, please contact:

OLLI at Auburn Coordinator  
Office of Professional & Continuing Education  
301 O.D. Smith Hall  
Auburn University, AL 36849-5609

Phone: 334-844-3105 - Email: [olli@auburn.edu](mailto:olli@auburn.edu) - Website: [www.olliatauburn.org](http://www.olliatauburn.org)

# OLLI Presenters Contact Sheet

| Contact   | Number            | Email  |
|---|-------------------|--|
| OLLI at UConn Office<br>General Information         | 203-236-9924/9925 | <a href="mailto:osher@uconn.edu">osher@uconn.edu</a>   |
| Brian Chapman, Director                             | 203-236-9881      | <a href="mailto:brian.chapman@uconn.edu">brian.chapman@uconn.edu</a>                               |
| Aleta Staton, Coordinator                           | 203-236-9808      | <a href="mailto:aleta.staton@uconn.edu">aleta.staton@uconn.edu</a>                                 |
| <b><u>UConn Waterbury Police<br/>Department</u></b> | 203-236-9950      |  |
| <b><u>Information Technology Staff</u></b>          | 860.461.8706      | <a href="#">Jonathan Draper (OLLI staff)</a>   |
| Victor Schiavi                                      | 203-236-9862      | <a href="mailto:victor.schiavi@uconn.edu">victor.schiavi@uconn.edu</a>                             |
| David Steele  | 203-236-9909      | <a href="mailto:david.steele@uconn.edu">david.steele@uconn.edu</a>                                 |
| <b><u>UConn Co-op Bookstore</u></b>                 |                   |  |
| General Information                                 | 203-236-9872      | <a href="mailto:waterburycoop@uconn.edu">waterburycoop@uconn.edu</a>                               |
| Brenda Bouley, Textbook Manager                     | 203-236-9872      | <a href="mailto:coopwtby@uconn.edu">coopwtby@uconn.edu</a>   |
| <b><u>UConn Waterbury Library</u></b>               |                   |  |
| Shelley, Goldstein<br>Library Director              | 203-236-9900      |  |
| Library Circulation Desk                            | 203-236-9900      |  |
| <b><u>OLLI at UConn Partners</u></b>                |                   |  |
| Mattatuck Museum                                    | 203-753-0381      | <a href="http://www.mattatuckmuseum.org/contact">http://www.mattatuckmuseum.org/con<br/>tact</a>   |
| The Palace Theater                                  | 203-346-2000      | <a href="http://www.palacetheaterct.org/contact/">http://www.palacetheaterct.org/contac<br/>t/</a> |
| Waterbury Symphony Orchestra                        | 203-574-4283      | <a href="mailto:scollins@waterburysymphony.org">scollins@waterburysymphony.org</a>                 |
| Seven Angels Theatre                                | 203-757-4676      | <a href="http://www.sevenangelstheatre.org">http://www.sevenangelstheatre.org</a>                  |
| John Bale Bookstore and Café                        | 203-757-2279      | <a href="mailto:jbbs@yahoo.com">jbbs@yahoo.com</a>   |
|   |                   |  |

## Preparation – Materials

Knowing what materials you may need, where they are located, and how to successfully use them is of vital importance in creating an optimal learning environment. Advance preparation is vital. As a presenter, you should be acquainted with everything you will be using in class well before the first day. The following is a brief overview of commonly used materials and how you can use them:

- **Notes/Script:** It is important that you familiarize yourself with the script you will follow during class time as well as any notes that will be distributed. This will help to maintain a timeline as well as hold the attention of the class and maintain creative exchange. Familiarity with your own material may seem to be an obvious task, but it never hurts to take a second look and anticipate what questions members may ask.
- **OLLI at UConn's policy on photocopy production for presenters:** **ONLY** OLLI staff members are permitted to use the University's photocopy resources. All requests for copied material must be made through the OLLI office. Due to our high volume of classes, requests for the photocopying of notes and class materials must be received at least two weeks prior to the class date to ensure that the request will be completed on time. Only black and white photocopies can be provided.
- **Teaching aids:** If you plan to include any aids such as maps, diagrams, or other objects, please be aware of the setup time as well as any special considerations required during class time. Such aids should be readied prior to the start of class in order to maintain an effective timeline and reduce any unnecessary pauses. If you require any special assistance with the setup or use of teaching aids, please contact the OLLI staff for support.
- **Audio/Visual Equipment:** The UConn-Waterbury campus has audio/visual, internet, and other technology in many of its classrooms. Equipment that is not permanently installed in the classroom can often be transported in to the room. If you plan to use this equipment, advance preparation is vital to the successful operation of the equipment. The UConn-Waterbury Information Technology (IT) staff, as well as the OLLI staff, is available to familiarize you with use of university equipment. As with the other materials, this request for training and preparation should be made before the start of the semester. If there are unanticipated needs, requests will be met whenever possible. Basic operating procedures for the university's AV equipment are included in this guidebook, but are not a substitute for an in-person training conducted by UConn's Information Technology staff or OLLI staff.

As the introduction to this section suggests, preparation and prior knowledge of your materials are a prime concern in the classroom. Training and support are available to you throughout the semester, but the OLLI program strongly recommends that you utilize this help before the first class.

## Preparation – Rehearsals- Setup & Time Management

**Time Management:** In order to be an effective presenter, it is important to master time management. Starting and ending on time is extremely important as it enables the entire OLLI at UConn program to run efficiently. OLLI members are often enrolled in other courses or programs that meet just before or just after the course you are leading.

- **OLLI at UConn’s policy on class time schedules:** In order to maintain an efficient and orderly learning environment for all members, OLLI presenters are strongly urged to start and finish their classes at the scheduled time without deviation. Adherence to the schedule is important as break time, times for transition between on and off site classes and events such as OLLI Café are carefully considered by the OLLI office when planning an OLLI semester. A course meeting time and place cannot be changed without the consent of the OLLI Office and sometimes the campus administration.

A timed rehearsal of your class lecture, including discussion points, questions, and other activities is recommended. While there will always be unpredictable situations and other factors that may alter your timing, it is a worthwhile planning tool. Consider this excerpt on contingency planning by the OLLI at George Mason University:

“Once you have determined that you can fit your material into the... time frame, decide what you will do if you finish early; it happens. You may keep a few discussion questions on hand to fill this gap. Be prepared for the possibility that time will run out before you finish... Consider whether you could cut as you speak or if your too-long presentation can be picked up the following week.”<sup>1</sup>

**Setup:** Of integral importance to time management is class setup. As a presenter, it is important to know your surroundings as well as your subject matter. The UConn Waterbury Campus provides each presenter with some of the most sophisticated classrooms available. Knowing how much time you need to set up in these rooms is vital. We will address fully utilizing these rooms later on in the guidebook.

- **OLLI at UConn’s policy on classroom assignment and use:** OLLI at UConn operates efficiently only through the University of Connecticut’s generous donation of operating space. OLLI classroom assignments are generated based on many variables including availability, type of course, and presenter determined enrollment cap. It is important that an OLLI class operates within its assigned learning space unless otherwise directed by the OLLI office. Even though an adjacent classroom may appear vacant, this does not necessarily mean that it is available for OLLI use. If you have any issue with a classroom or feel a class needs to be moved, please contact the OLLI office for approval and assistance.

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<sup>1</sup> Osher Lifelong Learning Institute at George Mason University, “A Teacher’s Manual,” (2009), 5.



- **Policy Regarding Field Trips and Changes of Class Location:** There may be instances where presenters may wish to incorporate a field trip into their curriculum or move a class meeting to a specific location to enhance the learning experience. OLLI classes are scheduled in specific locations prior to the start of each session. Accordingly, a class should not be moved to another location at any time without explicit permission of the OLLI Coordinator or Director prior to the course being listed in the brochure. In most cases this must be noted in the course description within the OLLI brochure. Any changes need to be carefully planned, approved by the OLLI Office, and carefully communicated to each course enrollee. This information should be provided to members prior to registration. Field trips and alternate meeting locations are often used to enhance the educational benefits of the specific course. If an opportunity for a fieldtrip or alternate class location arises after the start of the semester, approval must be gained from the OLLI Coordinator or Director in writing. A plan for communicating this information to every enrollee must be put in place and often requires more than just a simple classroom announcement.

OLLI presenters have a lot to consider when planning and executing their classes, so reminders can be helpful. Here are a few quick reminders<sup>2</sup> that should serve as a checklist before every OLLI class you conduct:

1. **Come Early:** Plan to arrive at your classroom with plenty of time to set up before your class is to begin. This avoids last minute problems. **This applies only to classrooms that are not occupied immediately before your scheduled class.**
2. **Check Setup:** When you enter the classroom, be sure that it is set up to your specifications and that the AV equipment is as you need [greater detail provided on page 8 of this document]. One-on-one training is provided by Information Technology or OLLI staff with advance scheduling.
3. **Relax and Chat:** Once you have laid out your materials... getting acquainted with the early arrivals for class is a good idea.

Your advance setup and time management skills are key in ensuring that OLLI at UConn functions properly. Being ready for class and making the best of your scheduled time with OLLI members are both important. If you follow these simple steps, your class will run efficiently and you and the OLLI members in your class will get the most out of this experience.

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<sup>2</sup> Ibid.

## Preparation – Parking

OLLI members and presenters are provided with parking by the University of Connecticut at the North Elm Street (Campus) Garage and the 5<sup>th</sup> and 6<sup>th</sup> levels of the Scovill Street Municipal Parking Garage. PLEASE DO NOT ASSUME you will find parking in the North Elm Street (Campus) Garage. The free parking at the Municipal Scovill Street Parking Garage is less than a block away from the campus and directly behind the Palace Theater. In addition, there is also an inexpensive and easily accessible street level parking lot adjacent to the campus. Here are some important facts that presenters should know about parking for OLLI classes and activities at the University of Connecticut in downtown Waterbury:

### UConn North Elm Parking Garage

There is limited, first-come first-served free parking available in the UConn Garage (entrance located at 55 North Elm Street) on Levels 2 & 3 ONLY. This garage cannot accommodate all OLLI Members/Presenters and/or UConn undergraduate and graduate students. **Never park on level #1--ticketing is enforced on this level.** Your UConn Parking Pass can also be used at the Scovill Municipal Garage.

### Municipal Scovill Street Parking Garage

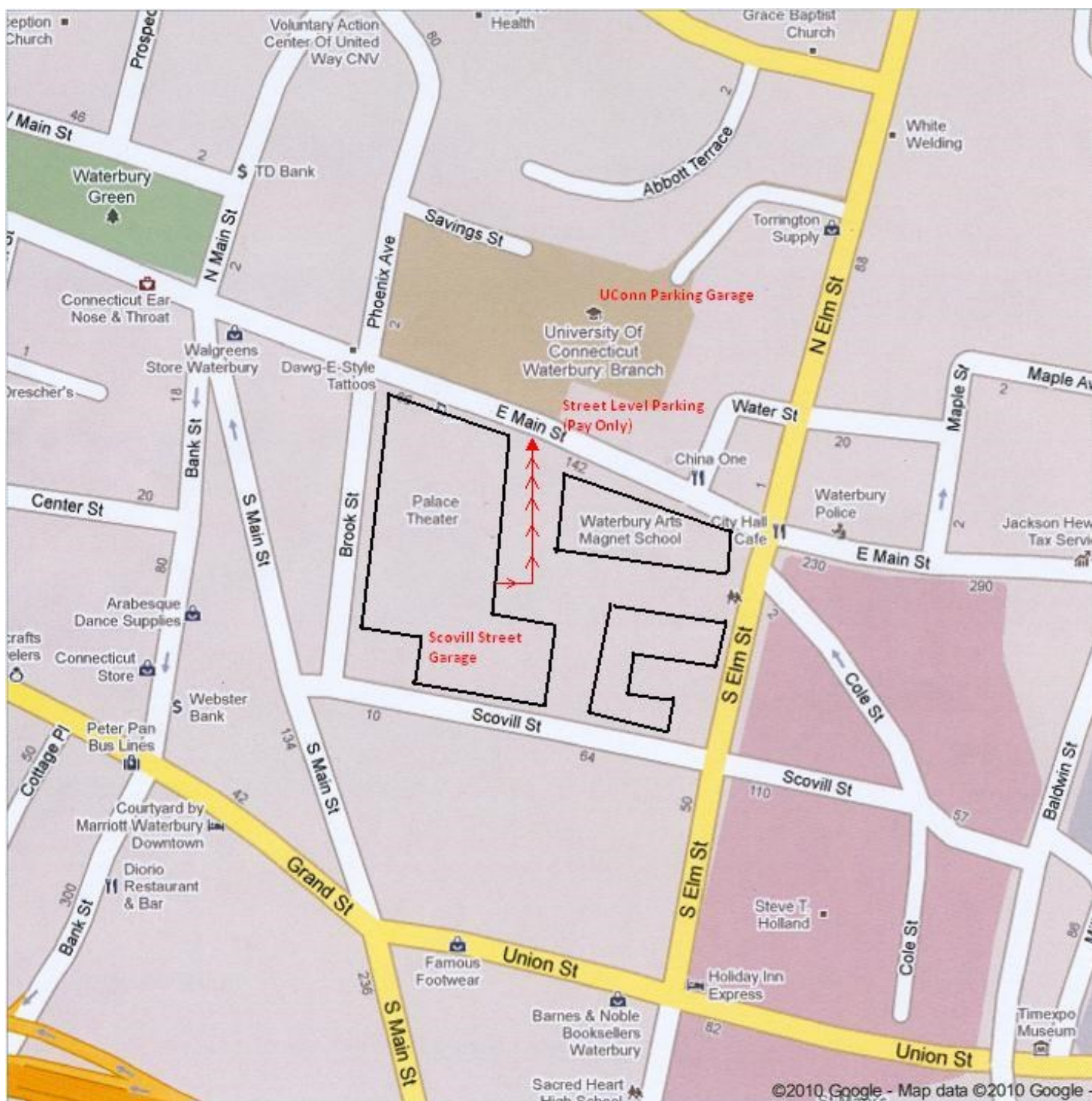
There is free "UConn Parking" available *less than a block away* on the 5th and 6th levels of the Municipal Scovill Street Parking Garage. This lot is located at 33 Scovill Street. The parking attendant will need to see your parking decal upon departure. After parking on level 5 or 6, make sure to do the following:

- Proceed to Stairwell No. 3 (take stairs OR elevator)
- Exit on Level 2 (**PINK**)--Signs direct you to "School and Theater"
  - Go through door to outside--Waterbury Arts Magnet School Courtyard
  - Take a left and follow the walkway/stairs or wheelchair ramp down to East Main Street.
  - Look across the street and to the left--you will see the entrance to UConn Waterbury!

### Convenient Street-Level Parking Lot

An outdoor street-level parking lot is located between the campus building and the Moriarty Building on 141 East Main Street (across from the Palace Theater). The rate is often as low as \$3 per day and subject to change; this lot is **not** owned or operated by the University of Connecticut.

## UConn-Waterbury Parking Guide



For additional information on parking in the city of Waterbury, please visit  
[www.waterburyparking.com](http://www.waterburyparking.com)

## **Preparation – How to propose/develop a course**

If you are reading this guidebook, then you are most likely a presenter who has submitted his or her course and has been granted approval by the OLLI at UConn Curriculum Committee. However, if you have not yet led a course, are simply looking for an up-to-date procedure on course proposal, or wish to share the process with others this section includes a breakdown of the process.

Presenters are often retired educators, professionals, artists, writers, and entrepreneurs. Any OLLI member also has the opportunity to submit a course proposal and be a leader in the classroom. If you have a particular knowledge base or experience, it can often be transformed into a course proposal. Prior to drafting a proposal, it is highly recommended that you research the topic and gather significant background information, proven teaching methods, and related ideas. Non-credit audio and DVD subject courses offered online provide easily accessible materials that can help you in your research and in finding materials for your course. Library resources, links from osher.net, other OLLI Presenters, OLLI members, and the OLLI Coordinator and Director are all resources for writing a course proposal.

### **OLLI Policy on inclusion of Co-Presenters:**

If you are considering utilizing the team teaching model, a course that has multiple permanent presenters (covered in our 'course models' chapter), we ask that you include all co-presenters in your policy proposal for proper recognition and review by UConn administration, the OLLI office and Curriculum Committee. Guest lecturers can be added to the curriculum after the proposal, but permanent co-presenters must be noted in the course proposal.

The deadlines for course proposals come approximately four months prior to OLLI at UConn's Spring/Summer and Fall Semesters. For exact deadlines consult your most recent OLLI catalogue as well as our website. In addition, any questions regarding deadlines can be directed to the OLLI office. Course proposal forms can be downloaded from the website ([www.oli.uconn.edu](http://www.oli.uconn.edu)) or picked up in the OLLI office. Take note of each question and ask yourself how it would apply to your specific proposal. The format and logistics can be just as important to the success of a course as an attractive subject matter.

### **Copyright Issues:**

Please note that the University of Connecticut recommends the following references regarding copyright laws when preparing instructional materials:

<http://www.lib.uconn.edu/copyright/>

### **Citation Guides from Purdue's Online Writing Lab:**

MLA Guide: <http://owl.english.purdue.edu/owl/resource/747/01/>

Chicago Guide: <http://owl.english.purdue.edu/owl/resource/717/01/>

APA Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>

The UConn Co-op Bookstore, located on the ground level of the Waterbury campus, is a not-for-profit, cooperative business, separate from the University. Students, faculty, staff and alumni of the University of Connecticut own the Co-op Bookstore. The majority of Co-op members are students and your purchases from the Co-op help benefit the student members in the form of a rebate voucher based on their purchases and how well the Co-op did financially.

When filling out your course proposal form, you will be listing the books you wish the members to purchase. These book titles will be submitted by the OLLI office to the UConn Cooperative Bookstore and a limited number of your required or recommended books will be available for purchase, if they meet the Co-op's purchasing guidelines. Sometimes the Co-op Bookstore can only purchase a small number of the specified books and on rare occasion the Co-op Bookstore will not be able to carry a specific book. If there are any issues or concerns regarding your selected books, the Bookstore will contact you directly.

The UConn Co-op Bookstore welcomes the OLLI members to the University of Connecticut Waterbury campus and will often stock course materials recommended or required by the course presenters. The Co-op has created an OLLI Book Club that will enable OLLI members to save money. Please carry the card with you and get the card validated when making eligible purchases of trade books. OLLI book cards can be carried over from year to year. As members of the University community you will also be eligible to join the Co-op if you like. Please see the store for details. The store carries books for OLLI classes, lunch food items, snacks, giftware, and clothing. For more information about the UConn Co-op Bookstore at Waterbury, go to: <http://bookstore.uconn.edu/campus/waterbury.html>.

## Course Models – Single Presenter

The single presenter model is the most widely used method within the OLLI program at UConn. It is a simple and straight forward approach to creating a course. As a presenter you are the focal point of instruction and source material. There are multiple teaching tools that can be used with this model and the other models covered in this section. These tools will be discussed later on. Concerning this specific model, there are a few universal advantages and disadvantages:

### Advantages:

- As almost all OLLI at UConn members are very familiar with this course model, very little or no preparation is required to orient the members to this method.
- As the members will be receiving instruction from a sole presenter, they will only have to adapt to one specific teaching style

### Disadvantages:

- The advantage of having a single teaching style can also have negative effects as this can sometimes narrow the scope of a course and add presenter specific bias. This can be overcome by remaining as neutral as possible when presenting the subject matter. You can also have sources available for members to access if they want to learn more about something touched on in the course.
- Another related disadvantage of the single presenter model is that as the focal point of the entire course, the presenter's knowledge of a given subject matter is often tested. A well prepared presenter can avert most concerns in this instance.

The single presenter model is very comfortable for both presenters and members as this is how learning has occurred in much of their educational lives. The most important thing to remember is that a good presenter does not need to know all the answers; a good presenter needs to know how to stimulate discussion and direct the inquiry.

### Tips for success:

- When in doubt, rely on your source material. It is often better to have more material than not enough. This aids in having the answers the members ask for and remaining confident in the classroom.
- Do your best to remain unbiased in class. Remember that even though the members will have strong opinions that you may accept or reject, your role is to facilitate learning and an exchange of ideas in order to present multiple perspectives on an issue.

### Course Models – Managed Course

The managed course turns the single presenter into that of a coordinator who manages multiple guest lecturers, media and/or other sources. In this model the members are exposed to multiple approaches of subject matter tied together by the course coordinator.

#### Advantages:

- As coordinator you do not need to have an extensive knowledge of the subject matter for the class to be successful. By bringing in outside experts and materials, the coordinator provides the connections between great perspectives, but does not need mastery in any specific sub-category of the material.
- The advantage of multiple presenters and sources is a more comprehensive understanding of a course. Members attending a course with this model will typically experience a greater breadth of knowledge than could be conveyed by a solitary presenter.

#### Disadvantages:

- As coordinator you must manage logistics. You need to ensure that guest presenters are confirmed, punctual, have good directions, etc. Logistical issues are typically alleviated by adequate prior preparation and the use of contingency plans, in the case of an absence or inability to use certain sources.
- Getting guest lecturers to present their material in tune with the general flow of the course can also present a challenge. A guest may come in with a certain idea in terms of presentation and discussion. It is important to have prior dialogue with your guests and convey how you would like the material to be presented so that it connects with the other presentations to form a cohesive whole.

This course model can be challenging, but the benefits of coordinating a comprehensive approach are evident. The payoff to such an approach can be accomplished through very specific planning, coordination, and a few “plan B’s” in anticipation of the unexpected.

#### Tips for success:

- Preparation and contingency planning are a must. Develop some lesson plans that can be implemented anytime such as a multimedia presentation or the analysis of source material that would benefit the general understanding of the class.
- As you approach guest lecturers to use in your course, schedule a face to face meeting, if possible, to have a significant discussion on the material that will be covered as well as what you will be showcasing before and after the guest presents his material. Sometimes a little background knowledge can give the guest the best guide to presenting his material.

### Course Models – Team Teaching

The team teaching approach is when two or more presenters work in coordination to share teaching responsibilities within the classroom. This can involve changing roles each time the class meets, maintaining separate roles throughout the course, or coordinating other collaborative models. The goal of this model is to combine the strengths of multiple presenters.

#### Advantages:

- With multiple presenters committed throughout the course, not only do you have a wider knowledge base available, but members also have the advantage of working with two distinct instructors—this can enhance the learning and discussion
- Another great aspect of this model is its reliability. If one presenter is absent for any reason, the class can continue without postponement. Given the length of a given semester, continuity is supported by team teaching in this scenario.

#### Disadvantages:

- As in the managed course model, it is sometimes difficult to coordinate a positive flow of material in team teaching. Fortunately, this model puts the partnered presenters in close contact which should help to facilitate intensive collaboration. It is important to set a collective mission and syllabus for the course prior to heading into the classroom.
- It is also possible to have occasional discord between presenters in the classroom in terms of lecturing and discussion which is often referred to as “stepping on each other.” Much the same as the issue of positive flow in learning, team teaching presenters should engage in prior planning to map out roles and responsibilities in the classroom in order to be coordinated and rehearsed for the members.

Team teaching is very effective and can have very positive implications for members. As a presenter, it may be beneficial to look at what other presenters are teaching at OLLI and brainstorm possible collaborations. Such a shared approach can not only benefit OLLI members, but you as an educator.

#### Tips for success:

- Setting up a few “mini curriculum meetings” prior to the start of the semester is a beneficial way to set a good pace for your class and reduce any last minute confusion.
- Knowing who is teaching what and when is vital for this method’s success. Try to develop a daily routine for your classes to coordinate your efforts.



## Teaching Tools –

Regardless of what course model you choose, there are many tools available to incorporate into your course. Your role as a presenter is to stimulate the members and encourage learning and a healthy exchange of ideas. To accomplish this, you will inevitably find yourself combining the following teaching tools into a multi-faceted teaching method to best meet the needs of your class. Every course is different and you may even find that class composition from one semester to the next may influence the mixture of teaching tools you will be utilizing.

### Discussion

Remember that discussion is the fundamental thread of lifelong learning. It is true that lecture is the primary means by which students are educated, but OLLI is a different environment than traditional education. In this world, members bring a wealth of knowledge with them and the educational process is greatly enhanced by their contributions in the classroom. As such, your course will benefit by allowing time for discussion in some capacity. Although this is not a hard and fast rule, it is highly recommended that you utilize this tremendous resource.

### Lecture

Everyone has experienced lecturing throughout his/her education. Some may remember it as boring or even an undesirable aspect of education. However, lecture is an integral tool in most teaching methods and its success greatly depends more on the ability of the lecturer than the specific content. Use these presentation tips from OLLI at George Mason University's manual as a checklist for lecturing:

- 1. Handouts:** If you have prepared an outline of the lecture, reference it at the start and make sure everyone has a copy. They can then follow along and know where you are within the framework of the class topic. Let them know at what point you will take questions, whether during the talk or only at the end.
- 2. Beginning:** Some instructors like starting with an amusing anecdote, a joke, or whatever will relax the group before settling down for the serious business at hand. Some topics may lend themselves to humor as you go along and you should remember that at OLLI, members are learning for the joy of learning. Be sure to keep the joy in there.
- 3. Move:** It helps to keep audience attention by movement on your part; within your script there may be times when you can step away from the lectern and cross to another side of the room for remarks. You can step into the group area to make a point or to answer a question from someone in a back row.
- 4. Vary your voice,** especially if you will be reading from a script. As you read, emphasize the important points; slow down, change the pace, or laugh at your own words if that is appropriate. Think of this as a performance, even though the topic may be very straightforward.
- 5. Questions:** If you have opted to take questions during your talk, and you should tell your group at the beginning and always repeat the question for the others to hear before you answer it.

**6. Eye contact:** As you speak, make eye contact with one or another in the class, moving your attention from people in the front to those in the back or on either side. Don't be concerned or put off if someone's eyes are closed; they may be listening or even have nodded off; that's common enough for seniors. It's not likely they are bored.

**7. Pitching your voice:** Even if you are using a microphone, be aware that you should keep your voice constant. Speakers sometimes tend to drop their voices at the end of sentences and their listeners miss the total thought conveyed.

**8. Mutual respect:** The teacher should not talk down to the students, although at times you may be unsure about their level of understanding of the subject or a term, and may have to ask if everyone knows what a \_\_\_\_\_ is before you use that term. On the same point, you should remember that OLLI students want the teacher to succeed. They will be very understanding if you can't answer a question, if your notes get muddled, or if something unexpected occurs. Offer people the opportunity for information clarification and/or ask a follow-up question of the group to see if they understood. Anticipate such questions by having available charts and maps, etc. Use anecdotes to illustrate your point. Here is where good discussion works; break away from the lecture for the flexibility of give and take. Such activity can bring stale talk alive and give knowledgeable students the opportunity to shine. If there are still questions hanging without clear answers, offer to research during the ensuing week and be sure that you return with answers to discuss first thing.

**9. Conclusions:** Keep your eye on the clock so that you have a few moments to tie up your points at the end and offer some enticing clues about what they can expect in the next session.<sup>3</sup>

### **Guest Lecturers**

Guest lecturers can provide expert analysis of course materials as well as provide unique perspectives to enhance learning. Any course can use a guest lecturer at some point during the session. Coordination with the lecturer regarding the subject matter as well as coordination with the OLLI office is essential to ensure that both the members and the guest lecturer are adequately accommodated.

### **Film/Multimedia**

Some courses will require the use of films, music, and other multimedia formats. These tools can be a great enhancement to the course, but you will bring "the value added" to any of these formats. Lecture and discussion will enhance the understanding of your source material. Members can watch films or listen to music in their homes, what is truly stimulating is the original interpretations and explanations that you add to these sources.

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<sup>3</sup> Osher Lifelong Learning Institute at George Mason University, "A Teacher's Manual," (2009), 6-7.

**“Hands On” Practical Application**

There are things that can only be learned by doing. OLLI at UConn features many hands-on courses. Practical application can be both physically and mentally stimulating. “Hands on teaching” often requires a good deal of supervision and this will have to be considered when determining class size. Practical application will have an influence on traditional lecture and discussion time as well as cost of materials for members.

**Demonstration**

Cooking, artistic creation, and dancing are all examples of a wide array of course content that may require demonstration. The act of demonstrating material to members is closely linked to practical application and the tools may be used in tandem. Demonstration, however, can be utilized with a larger size class more effectively than practical application. Teaching aids, preparation, and use of Audio/Visual equipment are also features that must be addressed when using this teaching tool.

### **Presenter Tips – Important things for OLLI Presenters to Know**

OLLI at UConn encourages course presenters in all aspects of the program. Any educational participant, whether he/she is a teacher or student, operates most successfully within a cohesive learning community. As such, we would like you to consider active involvement in other areas of the OLLI program. What follows is a brief description of membership information and the numerous volunteer opportunities that OLLI offers.

**MEMBERSHIP:** As a presenter, you are automatically an OLLI at UConn member with a free membership. This entitles you to participate in all events and all OLLI Café presentations. Please consider registering for one **FREE** OLLI course, as we take pride in fostering an environment where the exchange of ideas and information is reciprocal. We also encourage you to come forward with new ideas, not just for new courses, but for forums, presentations, book groups, films, new concepts. We encourage you to attend the OLLI presenter events. The organization will grow in quality and membership with the contribution of YOUR ideas.

### **Presenter Benefits**

- Share your passion on a topic
- Join the national movement of lifelong learning
- Inspire others to learn and explore
- Focus on enjoyment—no grading, no papers
- Develop innovative and creative learning
- Teach at a State-of-the-Art Campus

### **Some Perks:**

- Free Basic OLLI membership
- One free OLLI course each semester in which you teach  
(For info on OLLI courses and to visit our course catalog, click [here](#).)
- One free UConn parking decal
- Presenter honoraria and recognition

**OLLI IS A VOLUNTEER ORGANIZATION:** Following the established national model, OLLI at UConn strives to be a member-driven organization. OLLI is centered on classes developed and taught by members who volunteer their time and talents to share their knowledge and interests with other members. The OLLI program also sponsors special events featuring noted authors, scholars and experts in respected professional fields. In order to build a sustainable organization and maintain reasonable membership fees, lifelong learning institutes rely heavily on volunteers. Not all members of lifelong learning institutes are able to, or choose to, volunteer their time, but many do so and find the experience rewarding. OLLI at UConn needs volunteers in the following areas:

**Leadership (Advisory) Council:** <http://olli.uconn.edu/olli-leadership-council/>

**OLLI VPs: The OLLI at UConn Volunteer Program:** <http://olli.uconn.edu/volunteering/>

**Curriculum Committee** – Responsibilities include assessing the programming needs and requests of the current and future members, solicitation and review of course presenter proposals prior to each semester. This committee also generates ideas, carries out curriculum planning and presenter professional development.

**Membership Committee** – Responsibilities include devising ways to communicate with current members and a formal plan to recruit new members. Developing a plan to disseminate OLLI information and distribute semester brochures is the primary charge for this committee.

**Newsletter Committee** – Responsibilities include gathering announcements and writing news stories, happenings, and creative pieces for inclusion in the OLLI newsletter.

**Travel Committee** – Responsibilities include planning and arranging day and overnight trips. OLLI Travel Committee is currently in the planning stages for international travel.

**OLLI Editorial Board** – Responsibilities include developing and publishing an annual collection of student work into a journal that will be modeled after similar publications from other OLLI programs across the country. Prose, poetry and art work will be considered for *Visions and Voices: The UConn OLLI Annual Review*.

#### **OLLI Café Committee**

This committee identifies and schedules a series of speakers for OLLI's lunchtime presentation series. The series can include presenters who have taught at OLLI or who are new to OLLI. Presentations are approximately 45 minutes in length and usually followed by a brief question and answer period.

#### **Clubs & Activities Committee**

Responsibilities include identifying, establishing and coordinating clubs and activities which may be of interest and enjoyment for the OLLI membership. Meetings are held on the first Tuesday of each month, at 10:30 AM in room 102D of the UConn Waterbury Campus. The OLLI Book Club and OLLI Poetry Coffeehouse are both part of the Clubs & Activities Committee.

For additional information on OLLI Clubs and Committees, click [here](#).

## Presenter Tips – Classroom Behavior

### Steps to Address Disruptive or Distractive Behavior in the Classroom

Throughout the OLLI semester, there is always a chance that you may encounter distractive or disruptive behavior from an OLLI member, associated presenters, or participants. As a presenter, it is very important to be prepared to handle this in a confident and controlled manner that resolves the issue without compounding the disruption. The UConn Student Code of Conduct defines disruptive behavior:

Disruptive behavior which is defined as participating in or inciting others to participate in the disruption or obstruction of any University activity, including, but not limited to: teaching; research, events, administration, student conduct proceedings, the living/learning environment, or other University activities, on or off-campus; of other non-University activities when the conduct occurs on University premises; or of the living environment, on or off-campus.

It is the responsibility of the entire OLLI community to reinforce and foster the learning environment. Although often thought to be the responsibility of the instructors and administrators, the maintenance of order and comfort in the learning environment is a task for everyone present. This is evident in the following passage from The Student Code:

*The spirit of inquiry can only flourish in an environment of mutual trust and respect, and that environment cannot be limited to the classroom or to the lab. Each member of the community must have the opportunity to participate fully in the process of learning and understanding if the community as a whole is to remain strong and vital. Therefore, all members must accept responsibility for creating an environment that promotes individual growth and builds community through the safe, respectful exchange of diverse thought, opinion, and feeling.*

Occasionally, you may encounter excessive or offensive comments in the classroom. The intent of a disruptive member is not always necessarily malicious and can spring from a passionate exchange of ideas concerning closely held beliefs. Regardless of the source, disruptive behavior should not be accepted or tolerated. OLLI at UConn is part of the fabric of the University of Connecticut and the Waterbury Campus. To that end, all OLLI members are obliged to abide by the The Student Code.

The Student Code is available for viewing at:

<http://community.uconn.edu/wp-content/uploads/sites/523/2014/06/1415-The-Student-Code.pdf>

Despite the fact that these issues are typically uncommon, it is important to be prepared. The following steps can be utilized to resolve disruptive behavior. These steps are presented in a progressive manner with the simplest being listed first. However, any of these steps can be utilized at any time. As a presenter and member of the OLLI community you always have the right to report any behavior to the OLLI administration and will have the full support of the OLLI

Coordinator and Director in both conflict management and resolution. **NOTE:** If a situation ever causes you to feel that you or other members are in danger, immediately utilize the emergency contacts listed in this guidebook.

1. **Re-directive classroom discussion:** You may find the easiest and least confrontational way to resolve disruptive behavior is simply by utilizing your teaching tools of discussion and lecture. If you feel that an OLLI member's actions are disruptive, particularly his/her comments, you may attempt to move the discussion forward by progressing to another topic or asking for another member's opinion on the current topic. You may also want to put discussion on hold and proceed with the lecture format in order to continue through the material without comment from the members at that time. This method of redirection may not be applicable for all situations, but is a good first step and a very good way to change the course of a situation before disruption becomes a real issue within the course.
2. **Direct Approach: Speak to member before or after class.** It may be that despite attempts at redirection, a member continues to be disruptive during class. This is obviously a great hindrance to both the presenter and the members and should be dealt with as swiftly as possible. The direct approach involves addressing the member privately before or after class and calmly explaining why his/her conduct is disruptive and politely asking him or her to discontinue that conduct. If the member refuses to alter his or her conduct, you can inform his/her of the consequences and further steps that you will be taking, but this is certainly not required. If you feel uncomfortable at any point during this process, feel free to enlist the help of OLLI personnel.
3. **Consult with Curriculum Committee Chair or Leadership Council Member for support:** In cases where the disruption is not threatening or extreme, it may help to consult with the Curriculum Committee Chair or another member of the Leadership Council. These individuals can work with you to develop strategies to resolve the issue or pursue conflict resolution on your behalf. Sometimes having an additional perspective can put a new spin on the situation and provide what is needed to bring the situation to a successful conclusion.
4. **Meet with the Coordinator of OLLI:** The Coordinator of OLLI is always available to deal with disruptive situations and you need not proceed with any other course of action before contacting him or her. If you feel that a situation is potentially threatening or extremely disruptive, the Coordinator should be notified immediately. Not only can the Coordinator pursue the issue on your behalf, he or she can also utilize various resources within the University to help resolve the situation.

Aleta Staton is the current OLLI Coordinator and can be reached at [aleta.staton@uconn.edu](mailto:aleta.staton@uconn.edu) or 203.236.9808 (office) or 203.507.8875 (cell).

### Important safety - Official UConn policy on Inclement Weather

Whenever we face snow, excessive rain, or other forms of inclement weather, the campus may issue delays or cancellations. These delays or cancellations will always be observed by the OLLI program. The Waterbury campus will send out notifications of delayed openings or cancellations in various forms:

1. Via the UConn Waterbury Facebook page. “Become a fan” at: <https://www.facebook.com/pages/Osher-Lifelong-Learning-Institute-UConn-Waterbury/151878281511951?ref=hl>
2. Information will be posted on the front of the Waterbury UConn Home page at <http://www.waterbury.uconn.edu>
3. Local TV and Radio stations will be notified such as WTNH and WFSB.
4. A message will be left on the main campus phone number at 203-236-9800.

In addition to adhering to campus delays and cancellations, we also ask all OLLI members, presenters, and guests to use their own **best judgment** in making the decision to travel in inclement weather. Weather can change in severity depending on specific location; an individual should always choose individual safety over attending OLLI in any situation.

### OLLI Presenter Cancellations

If you need to cancel a class meeting for any reason please call the OLLI office as soon as you know you need to cancel. The OLLI office also encourages you to develop a “phone tree” of course enrollees on the first day of class so that members can be personally notified by presenters. The OLLI office has the capacity, through the CampusCE registration system, to email students of any presenter quickly, followed by phone notification to those members without email addresses.

### OLLI Classroom Emergencies

If one of your student members becomes ill in the classroom, and you believe they need immediate medical attention, contact the numbers below:

First, **always** dial 911 – for an ambulance to ensure the quickest medical assistance (**if dialing from a campus landline phone dial “8” first**)

UConn Campus Police – 203.236.9950 (**9950 if from a campus landline phone**)

OLLI Administration – 203.236.9924/25 (**9924 or 9925 if from a campus landline phone**)

Have the following information ready for emergency personnel:

- University address: 99 East Main Street, Waterbury
- Campus room number and floor
- Name of student member
- Nature of illness



# UConn Police Emergency Information

## In Case of Emergency Call 911

### What to Report

- Building \_\_\_\_\_
- Room \_\_\_\_\_
- Number of people in room
- Emergency type

### Emergency Procedures

#### BOMB THREAT

- Assume threat is real
- Evacuate area

#### EXPLOSION/ FIRE

- Activate fire alarm
- Evacuate area

#### HAZARDOUS MATERIALS RELEASE

- Move to or remain in safe area
- Notify emergency personnel if you have been exposed or have pertinent information

#### POWER OUTAGE

- Secure or isolate any hazardous materials or operations
- Consider switching off/unplugging sensitive or unnecessary equipment, e.g., lights, A/C units, fans
- Evacuate area

#### SUSPICIOUS OBJECT

- Do not touch or disturb object
- Move away from object
- Evacuate area

#### SUSPICIOUS PERSON

- Do not confront the person
- If you are in a locked building or office, do not let the person in
- Do not block person's access to an exit
- Move away from the threat

#### VIOLENT BEHAVIOR

- Barricade or lock doors and block windows
- Turn off lights
- Silence cell phones
- Remain quiet and out of sight

### In Case of Evacuation

- Use nearest available exit
- Walk – do not run
- Do not use elevators
- Gather outside at designated or safe location
- Do not return to building until authorized

**alert.uconn.edu**

**UConn Police Waterbury/Torrington 203-236-9950**



## OPERATING PROCEDURES

### TECH-READY ROOMS (ROOMS 201, 203, 207, 210, 217, 218)

#### System Startup

1. Touch the screen to begin. This will activate the **Welcome Screen**.
2. Press the screen again to display the **Main Page**; this will turn on the AV System. You must **wait** approximately three minutes for the projector to warm up before **selecting** your source.



*Welcome Page*



*Main Page*

3. **Select Source:** The Tech-Ready System has 3 sources to select:
  - **Computer:** Press "**Computer**" to display the internal PC. NOTE: The 2 front USB ports allow connectivity to the PC for flash drives, etc. **You need a wireless keyboard to access the PC which is located in room 215; for room 323 the keyboard is located in room 329 adjunct office. Use your Faculty/Staff code to unlock the door.**
  - **Laptop:** Press "**Laptop**" to display your laptop. The laptop connections are located on the auxiliary plate below the VCR/DVD player.
  - **Aux Video:** Press "**Aux Video**" to display the VCR/DVD player which is located below the tech box.

#### System Shutdown

1. Press the "**Press to turn System off**" button located in the **lower-left portion of the TOUCH SCREEN. (DO NOT SHUT DOWN COMPUTER AND PLEASE RETURN KEYBOARD TO ROOM 215)**

**PLEASE TURN SYSTEM OFF AT THE END OF YOUR CLASS: THIS PREVENTS SYSTEM FREEZE-UP AND EXTENDS PROJECTOR LAMP LIFE.**

**FOR ANY QUESTIONS OR PROBLEMS**

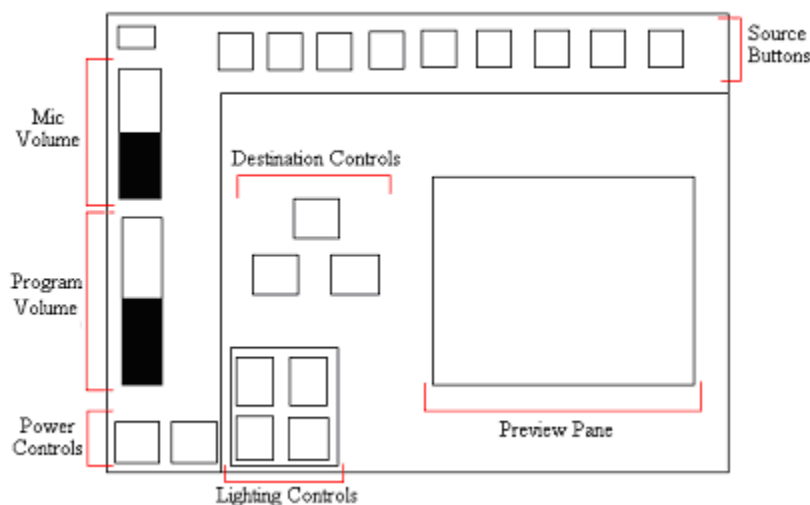
**CALL THE INFO DESK @ 203-236-9800 & A TECHNICIAN WILL BE PAGED OR STOP BY OUR OFFICE: ROOM 223.**

## **OPERATING PROCEDURES**

### **FIXED TOUCH SCREEN STYLE ROOM**

#### **System Startup**

4. Unlock equipment cabinets to expose the equipment racks.
5. Touch the screen anywhere to begin. This will awake the system and show the **Welcome Screen**.
6. Press the screen again to turn the AV Rack system power on and display the **Main Menu** (see figure).



4. **Select Source(s): Selection Buttons** along the upper most portion of the viewable window, select sources such as the *Document Camera*, *VCR* and *Cable TV Tuner*. Pressing the icon will open that equipment's control panel.
5. **Send Source(s) to display(s)**: Press send to Projector, monitors, etc.

**NOTE: Audio follows last source sent to be displayed**

The **Main Menu** of the **Fixed Touch Screen** shows the icons for controlling the room located around the outer edge (left and top portions) and consist of: **Power Controls**, **Lighting Controls**, **Mic Volume**, **Program Volume**, **Time**, and **Source Selection Buttons**.

**Preview Pane** displays whatever source has been selected. To make this view full screen, press the **Preview Pane**. To revert back to the **Preview Pane**, press anywhere on the screen

#### **System Shutdown**

2. Press the "button" marked OFF in the boxed area labeled **SYSTEM POWER** located on the lower-left.
3. A shutdown confirmation screen will appear. Select YES to shut the system down or NO to move back to the main menu.
4. Lock all cabinets.

**PLEASE TURN SYSTEM OFF AT THE END OF YOUR CLASS: THIS PREVENTS SYSTEM FREEZE-UP AND EXTENDS PROJECTOR LAMP LIFE**

**FOR ANY QUESTIONS OR PROBLEMS**

**CALL THE INFO DESK @ 203-236-9800 & A TECHNICIAN WILL BE PAGED OR STOP BY OUR OFFICE: ROOM 223**

### **Feedback Forms**

The collection of member feedback regarding courses is vital to OLLI at UConn's continued success. Without this information, the program would not be able to be responsive to member and community needs.

The course feedback process is facilitated through electronic submission of feedback forms. Feedback forms are distributed through a customizable survey tool called SurveyMonkey to members who have submitted email addresses to OLLI. Members who do not have email addresses will receive the same feedback forms through US mail, to be returned to OLLI in a self-addressed, stamped envelope that is also mailed to those members. Feedback forms can also be accessed through the home page of the OLLI website at the following link: <http://olli.uconn.edu/member-forms-2/>

On the next two pages you will find a sample feedback form that contains the questions asked of members.

## OLLI Course Feedback Form

As an OLLI member we value your opinion. Please take a moment to provide your presenter and OLLI at UConn with your feedback.

NAME OF COURSE \_\_\_\_\_

PRESENTER \_\_\_\_\_

YOUR NAME (optional) \_\_\_\_\_

### 1. Was this course a worthwhile experience?

- ☐ Yes
- ☐ No

### 2. Did the OLLI Brochure adequately describe this course?

- ☐ Yes
- ☐ No

### 3. Were there problems with audio/video portion of this course?

- ☐ Yes
- ☒ No

### 4. Would you recommend this course to a friend or OLLI members?

- ☐ Yes
- ☐ No

### 5. Was the presenter prepared and organized?

- ☐ Exceeded expectations
- ☐ Met expectations
- ☐ Room for improvement
- ☐ Not Applicable

**6. Did the presenter communicate clearly and effectively?**

- ☐ Exceeded expectations
- ☐ Met expectations
- ☐ Room for improvement
- ☐ Not Applicable

**7. Was the presenter knowledgeable on his/her topic?**

- ☐ Exceeded expectations
- ☐ Met expectations
- ☐ Room for improvement
- ☐ Not Applicable

**8. Did the presenter encourage discussion/question and answers?**

- ☐ Exceeded expectations
- ☐ Met expectations
- ☐ Room for improvement
- ☐ Not Applicable

**9. Were the course materials helpful?**

- ☐ Exceeded expectations
- ☐ Met expectations
- ☐ Room for improvement
- ☐ Not Applicable

**10. Please rate this course according to the following scale:**

|                               | Poor                  | Fair                  | Good                  | Very Good             | Excellent             |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Overall Rating of this Course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**11. Please provide additional comments that will be helpful to the presenter and/or the OLLI at UConn?**

### **Conclusion**

This guide is designed to give you the tools to be a prepared and successful OLLI presenter. As with any form of teaching, progress comes not only from information and preparation but also from learning from experience. The OLLI staff and other presenters are also available if you have additional questions regarding presenting or the more general aspects of the OLLI program. The OLLI learning environment is truly one of intellectual exchange. Both the member and the presenter should benefit from this process. With members possessing lifetimes of experience, these courses are filled with opportunities to analyze source materials, share personal knowledge, examine various prospective, and ultimately produce new learning. It is the hope of the OLLI at UConn that as a presenter you utilize this dynamic learning community to grow as both a presenter and an individual. As many members can attest, lifelong learning is more than just adult education. Lifelong learning is the summation of our collective academic, social, and community building efforts that truly supports OLLI at UConn's mission.