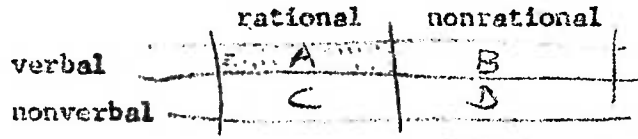


**NYTS LIAITY DIVISION: Possible Teaching-Designs for a two-hour session.....**

A. 2-hour straight lecture with no discussion and no breaks. This method has been found useful in eliminating the course at the first session.

B. Emergent agenda around a predetermined theme, staying away (as much as functional) from "Box A" of the following communication model:



C. 15" lecture; 10" quads (to sharpen questions); plenum dialog (teacher + spokesmen +). Then repeat the three stages after further input (by lecture or student report).

D. "On the subject of our course, my most intense experience this past week was...." (members share events, encounters, conversations, clippings, quotations). Encourage others to respond to each contribution, then you do so on each as relates to where you all are in the course (avoiding overlong minilectures!). When this process goes dry, lecture (or other input: film, poster, etc.) till attention begins to fall off; then use 1:1 + plenum responses.

E. Student report (of a credit student?); you 1:1 with him; then open discussion. (Then, possibly, other student reports.) Lecture + plenum discussion.

F. Students (having been assigned) all make nonverbal presentations, each followed by plenum discussion.

G. 1:1 (on assignment), then share in quads, then reports and responsive lecture(s).

SENSORY CUES: What for the eye (diagrams, posters, banners, literature, filmstrip, film)? for the ear (phono, tape, etc.)? for the...?

OTHER DESIGNS (the above only beginning the list):