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How to Detect Important Information During Lectures

- **Visual Cues**
 - Referencing certain pages or diagrams in the text or PowerPoint
 - Underlining information on the board
 - Highlighting information on the board/screen

- **Verbal Cues**
 - Phrases that signal important information: “The most important point here is” and “This is significant because” and “This will be on the test” and “An important” and “The basic point is”
 - Repeating or rephrasing information (e.g., “Again, this means” and “To reiterate” and “If we really break down what this means”
 - Following up lecture details to check student understanding (e.g., “Does everyone get that?” and “Did that make sense?” and “Any questions about that?”)
 - Summarizing information (e.g., “In summary” and “In conclusion”)
 - Telling class to “write this down”
 - Listing things in an order (e.g., “First,” and “Secondly,” and “Finally”)

- **Vocal Cues (Tone of Voice)**
 - Information that is delivered more loudly
 - Information delivered more slowly and with more pauses to allow time to take notes
 - Information that is delivered in a higher pitch

- **Nonverbal Cues**
 - Information delivered with more:
 - Facial expression (more animated or excited)
 - Body movement (gesturing, pointing)
 - Eye contact (looking in the eyes to ensure understanding)
 - Information delivered:
 - By facing students directly
 - By moving closer to students and away from the board/screen
 - By getting very close to the board and circling details

- **Generally Important Details**
 - Vocabulary and definitions
 - Dates of important events
 - Theories
 - Problems worked on the board
 - Formulas
 - Themes