Cephalonian Method Worksheet and Tip Sheet

Laying the Groundwork
● How much of your session do you plan to devote to using this method? Part of the session or the whole session?
● Where will you be leading the session? In your own classroom or on the road?
● What overall content do you intend to deliver using this method?
● What audience are you intending to reach?

Devising Questions
● What are you trying to let your audience know about?
● What would an audience member be likely to ask you if he/she wanted to know about it?
● Develop an answer that fits concisely into two (maximum three) bullet points.

Testing
● Does your question stand alone? (You may not be able to tell until you do a test run.)
● Should the question really be two questions? Is it too complicated to answer as it is?
● Does it convey what you want students to know?
● Is it memorable and useful? Is it easy for your presenters and your audience to remember, and does it convey important information?
● Is it brief and to the point?
● Is it clear and jargon free?

Gussy it up
If you are in a classroom or auditorium, consider using:
● Props
● Music
● Branding
● PowerPoint slides with the answers (so all can see)

Repair Kit
● On the fly: Be prepared to create answers to unanticipated questions
● Pre- and Post-Program: Review with colleagues; consider each question’s effectiveness.
● Look for any redundancy or serious overlap of information. Streamline wherever possible.
● Revise questions for which the answers didn’t seem to “flow” or took too long to answer.
● Consider any snags that appeared in the delivery, or awkward moments that you want to avoid next time!
Taking it Home: Why Cephalonian? or, Getting Buy-In

- Cephalonian accommodates multiple learning styles.
- Students hear their own voices asking questions, and frequently start asking their own.
- It makes sessions more flexible for both students and instructors: rather than a “script,” you generate a template with bullet points.
- Questions can be added or removed from sections to accommodate time constraints, different groups, etc.

Review the presentation, contribute to the Question Bank, and see others’ questions at: http://bit.ly/loexcephpres

Questions? Ideas? Contact us!

Amanda Izenstark
Reference & Instructional Design Librarian
amanda@uri.edu

Mary MacDonald
Head of Instruction
marymac@uri.edu

University of Rhode Island