

# HANDOUTS

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## Reasons for using a handout

- provide **definitions** for the more jargon ridden subjects;
- provide **background** information or detailed information, e.g. statistics, which are not readily available elsewhere;
- put forward a **point of view**;
- outline a **course of action**;
- pose **conceptual questions**;

## Reasons for using a handout

- provide a **case study** for problem solving or discussion;
- provide a **complex diagram** rather than students copying from the OHP/MMP;
- give a **step by step instruction** for teaching a skill or running a laboratory exercise

## Reasons for using a handout

- **outline** the session with a series of bullet points per topic area;
- **produce a hard copy** of the transparencies used by reducing the print size of your overhead transparencies which can be printed down one half of the page, allowing students space to add their own comments or questions alongside.

## When not to use handouts

- **Transcripts of lectures:** these could be either on audio tape or one paper copy available in the library which could be for reference only.
- Providing copious and thorough handouts, **de-motivate** the student to attend the lecture.
- **Chapters from books:** this is expensive for a large group of, say, 200.

## Distribution and Timing

### In advance?

Do the students need to prepare by reading the material in advance of the session?

### During the session?

Make sure that at least they do read it by posing some questions or small group activities which relate to the passage.

## Distribution and Timing

### At the end of the session?

- If you delay the distribution till the end of the session, or give it to students to take away to read, **how will you know** if it ever gets read?
- Pose some **specific questions** to answer the following week.

## Types of Handouts

**Uncompleted or gapped handout:** this is a handout with gaps which students fill in.

### Advantages:

- the handout contains key points which will be the same for all students;
- the student has to listen actively to complete the notes;

### Uncompleted or gapped handout

#### **Advantages:**

- it spares student tedious note-making and thereby should generate greater concentration
- partially provides correct information but relies on the students completing the information either **from the lecture itself**, or **from further reading** thus removing the passive element in a situation where all the information is provided.

### Uncompleted or gapped handout:

#### *Variety of Gapped Handout*

- complete the **plotting of a graph**
- complete the **labeling of a diagram**
- incomplete **calculations** which the student must finish.
- complete a **flow chart** for a process.

### Worksheets

**Questions, problems which the student must answer or solve**

- ❖ **Laboratory sheet:** a set of instructions to be followed
- ❖ **Briefing sheets:** this could cover how the students are to approach a case study, a role play or simulation

### Alternatives to Handouts

1. **Library:** Some copies can be reference only, or one week loan
2. **Internet and Website:** Information could be put on the web and updated as necessary
3. **Email:** worth sending vital information to students via Email or **Social Group**
4. **Module guide:** if there is really no alternative to handouts, these be collected and put into a form of guide