

# Lecture As A Teaching Tool



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# Activity 1

# What it means

- *Lecturing refers to both planning and delivering a classroom presentation rather than a formal speech.*
- *The primary purpose of the lecture is to transfer information from the instructor to the student.*
- *Emphasis is on the instructor-student relationship (instructor-student) in the classroom.*



# Communication

- Jonathan Parker (1993)
- lecturing is a means of public communication
- multiple opportunities to communicate with the same 'audience'
- we can assess our mistakes, think analytically about our actions, and take steps to improve while teaching the same group of students

# Indications

# When to Lecture



- Lecture is appropriate
  - Disseminating information quickly to a large audience
  - Presenting new information before using other media or activities
  - Providing an overview of a topic
  - Arousing interest in a topic

# Lecture is not appropriate when

- Presenting complex, detailed or abstract information
- Dealing with information concerning feelings and attitudes
- Training in psychomotor (hands-on) skills
- ***Adapted from: Renner 1993; Ruyle 1995.***

# Activity by Dr. Ajita

- Four groups



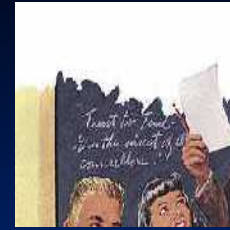
Before

# The Purpose:



- You need to be clear in your own mind
  - where you want the lecture to go
  - what it is you are trying to achieve.
  - It is also a good idea to make the purpose clear to students at the outset.

# Learning Experiences



- In this section of the plan you decide how you will teach aspects of the content.
- It is a matter of planning your teaching strategy in point form in terms of a sequence of steps. (a one hour lecture into three twenty minute segments, covering three sub-topics).
- You can then ask
  - what approach it would be best to take to each topic;
  - how can you best explain or illustrate it
  - how can you encourage participation by students.

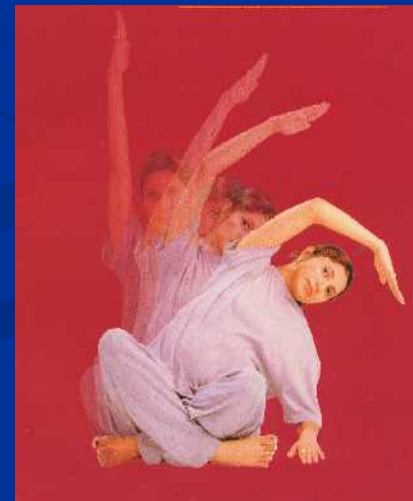
# Master your subject or topic



- The most important key is that you must master the knowledge that you are about to transfer, whatever the subject might be.
- The more prepared you are in understanding all the necessary aspect to support your subject, the more effective the knowledge would be transferred to your audience.
- The more you knew, the more they will learn (from you)

# Planning the Lecture: Organization

- Does the lecture deal with one major topic only?
- Is the topic divided into meaningful subdivisions?
- Can the lecture be delivered by you in the time allowed?
- Is there time for students to assimilate the material?
- Have you allocated an appropriate amount of time to more difficult sections of the lecture?
- Decide what is essential, what is important, and what is helpful

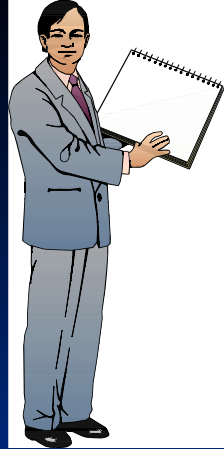


# Planning the Lecture: Integration

- Is the lecture related to the previous experience and knowledge of the students?
- Is the lecture related to the course of study as a whole?
- Have you provided a clear statement of the importance of the lecture for students' present studies and future needs?
- Have you captured the initial interest of students



# Planning the Lecture: Strategies



- Have you chosen suitable methods of teaching?
- Have you planned for class participation in the lecture?
- Have you planned questions or other means of finding out whether the students have understood the lecture?
- Have you prepared or booked the resources you will need for the lecture e.g. overhead transparencies, handouts, videos etc.

# Planning the Lecture:Facilities

- Are you familiar with the room where the lecture will take place?
- Do you know what the seating arrangements are?
- Do you know how to operate the equipment in the room?
- Do you know the person to call if the equipment fails?





# Personal style

- Everyone have their own style based on their personal power and limitation.
- A unique presentation style. You must prepare yourself with a powerful presentation tool.
- Minimize nervousness
- Be careful when it comes to include a joke, because in the certain audience's mood or perception -- sometime it could become a boomerang for you.
- Prepare yourself emotionally for class



# Know your audience

- Know your audience before you start your presentation.
- Level of audience
- Relevant topics would make a better perception for your audience.
- A collaborative, two-way interactive meeting.



# At venue



- Adjust windows and doors for comfort?
- Practice in advance with audiovisuals?
- Set up audiovisual equipment prior to class? Come prepared with an extra bulb for overhead and slide projectors?
- Set time aside prior to class to review your lecture material?

During

# First impression



- An impressive intro to catch their attention.
- Introduce yourself to all your audiences;
- You can also use it as an opportunity getting use to the new stage environment.
- A serious attention to what you are wearing and how you are carrying yourself in front of audiences

# An ice breaker

- With an icebreaker, you can bring more enjoyable & informative experience for your audience.
- As a presenter you can sneak in some witty words or inspirational motivation to your audience to keep their spirit high tuning into your word -- until the last session of your presentation.
- An ice breaker would be more effective if you know your timing



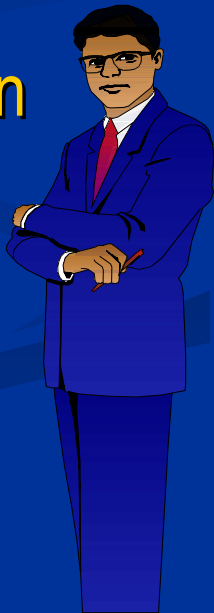
# To start---- introduction

- An introduction that will catch the listener's interest
- How?
  - Raise a question to be answered by the end of the lecture.
  - Handout, outline on the chalkboard.
  - Define or explain unfamiliar terminology
  - Media animations
  - Share a personal experience
  - Newspaper reports



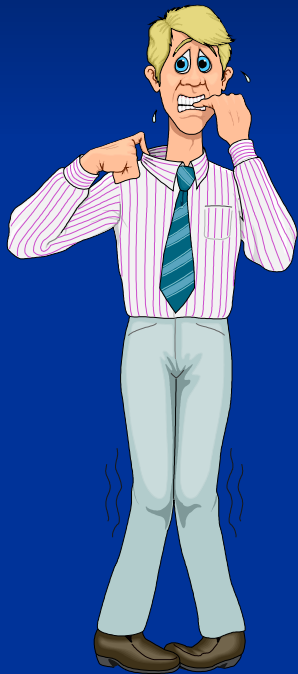
# THE BODY -Content

- Some flexibility in the amount of content
- Determine the key points to be developed during the class session.
- Logical order. Logic, hierarchy, stepwise
- Prepare examples to clarify and emphasize key ideas
- Provide transitions which show the relationships between key ideas.
- Effectively incorporate audiovisual
- Check on student understanding





# Organizing the content of a lecture



- Keep in mind the activities you will plan to engage your students
- Maintain their interest during the lecture.
- Plan these within your outline.
- The structure of your lecture will include three parts:
  - Introduction - "tell 'em what you are going to tell 'em"
  - Main body of lecture - "tell 'em"
  - Summary and conclusion - "tell 'em what you told 'em"

# LECTURE DELIVERY

- Delivery-Vocal
- Speak to students
- Vary speech rate, volume and pitch
- Cue important ideas
- Enunciate clearly
- Sense of humor
- Avoid repetition of pet words



# Delivery-Physical

- Eye contact with your students
- Establish rapport with your students
- Complementary gesturers and physical movements
- Avoid using distracting gestures
  - Pacing, facial gestures
  - Watching wrist watch
  - Playing with mobiles



# Pause & Punctuation

- Make sure to take necessary pauses & punctuations, so it won't sound like you are rambling. I
- It is essentially important if you are a fast talker by nature, or when you are easily carried away in enthusiasm explaining about other supporting topic.
- You should give your audience an opportunity to digest all the information while digesting it through for a minute or two.



# All the talking?



- You are not the only one to do all the talking.
- A two-way interactive conversation..... you could prevent your audience getting bored by your speech.
- It is a good way to make an organic interactive presentation, because it means your audience is getting little closer in understanding what you explained earlier to them.
- You can use it as a brief moment to help you relax and refocus to the next topic in your roadmap.

# What is great

- More 'engaging'
- Perhaps all lectures may someday not only inform but also inspire students.
- Great lectures! Keep it up,"



After

# Obtain Feedback

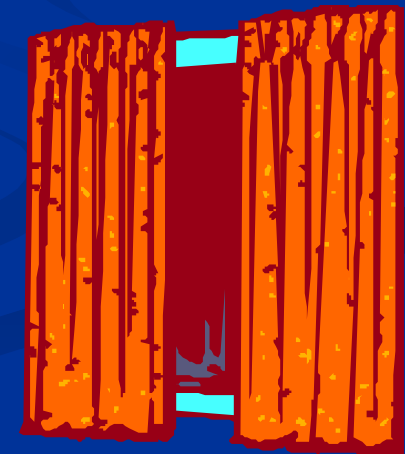


- To find out if your lectures are working
- Observe the students' non-verbal communication (as eye contact, note-taking, response to your questions or humour, seating patterns)
- Do they seem to be 'with' you?
- What will you do if they are not?
  - Use a 'one minute' reflection at the end of the session
  - Write down what they think are the 5 main points or the 5 pivotal issues
  - Write down the main idea of this lecture



# Ending...THE CLOSING

- ❑ Answer any questions raised at the beginning of the lecture.
- Briefly summarize lecture
- Preview what lies ahead.
- Restate what you expect the students to gain
- Ask for and answer student questions
- ❑ Available for individual help when needed



# Activity

- Good Lecturer and bad lecturer

# Characteristics of the Lecture

## GOOD

- Educator-student interaction
- Two-way communication
- Educator-student questions
- Shared responsibility for active learning
- Student activities
- Variety of supporting media
- Limited note taking required

## Bad

- 100% educator talk,
- One-way communication
- Few if any questions
- Student depends on educator
- No student activities
- No supporting media
- Extensive note taking required



# Activity / interactivity to improve learning

- Have students reflect individually or in pairs.
- Set a short quiz at the beginning, middle or end of the session
- Provide opportunities for students to ask any questions
- Get students to work together in pairs or groups to discuss a specific topic or problem within a set time limit, e.g. 3 minutes



# Note-taking in lectures

- To aid memory during the lecture
- To aid revision
- To see the developing structure of a topic
- To relate and reorganize during further study
- To select what is important
- To know what has to be learned
- To maintain attention



# Handouts / Manuals / webnotes

- Give factual information before the lecture to ensure students have a basic background before the topic is elaborated or developed in the lecture
- Release time for discussion or for thought about the application, the validity or the relationship of the material to other topics;
- Relieve the pressure of the crowded curriculum



# Handouts / manuals / webnotes

- Provide a guide to the lecture. This can be particularly useful if the lecture is complex
- To save note-taking
- Revision and accuracy
- Audiovisuals, Computer, teleconferencing,





# HANDLING QUESTIONS

- Explicitly request and encourage questions
- Be aware of how your behavior and comments
- A negative response may be avoided
- Make sure everyone hears the question.
- Rephrase or clarify
- Address your answer to the whole class.
- Be diplomatic when students raise tangential, overly-complicated questions, or persistently ask questions just to be asking



# CREDIBILITY & COMMITMENT

- Your own sense of comfort and confidence
- Your enthusiasm and interest in teaching
- Relating your own experience, ideas, and feelings
- Taking the first person approach
- Relating your "passion" for your subject



# Activity

- Advantages?
- Disadvantages?

# ADVANTAGES

- Permits dissemination of unpublished or not readily available material.
- To precisely determine the aims, content, organization, pace and direction of a presentation
- To arouse interest in a subject
- The structure



# ADVANTAGES

- Gradual development of complex or difficult concepts and theories.
- Can complement and clarify text material
- Permits the greatest amount of material to be presented to a group in the least amount of time.



# DISADVANTAGES

- Places students in a passive role.
  - Passivity can hinder learning and students' attention may be lost.
- Encourages one-way communication; (to become aware of student problems and student understanding of content).
- Requires a considerable amount of unguided student time outside of the classroom (understanding and long-term retention of content).

# DISADVANTAGES

- In contrast, interactive methods (discussion, problem-solving sessions) allow the instructor to influence students when they are actively working with the material.
- Requires the instructor to have or to learn effective writing, speaking and modeling skills.
- Places the responsibility of organizing and synthesizing content upon the lecturer.

Thank You