

Lecturing 101

Lecturing is one of the oldest and most efficient means of teaching large groups of learners. It can be used to provide overviews of a topic or theme, different perspectives and accounts of relevant personal, clinical or laboratory experience. Effective lectures can stimulate interest, explain concepts, provide core knowledge, and direct student learning.

It is important to plan your lecture and consider the following as you prepare:

- How does your lecture fit into the learners' course or curriculum?
- What is the learners' knowledge of your subject—review a copy of the lecture and tutorial list for the course?
- How will the course (and your lecture) be assessed?
- What other teaching methods comprise the course or curriculum you are teaching in?

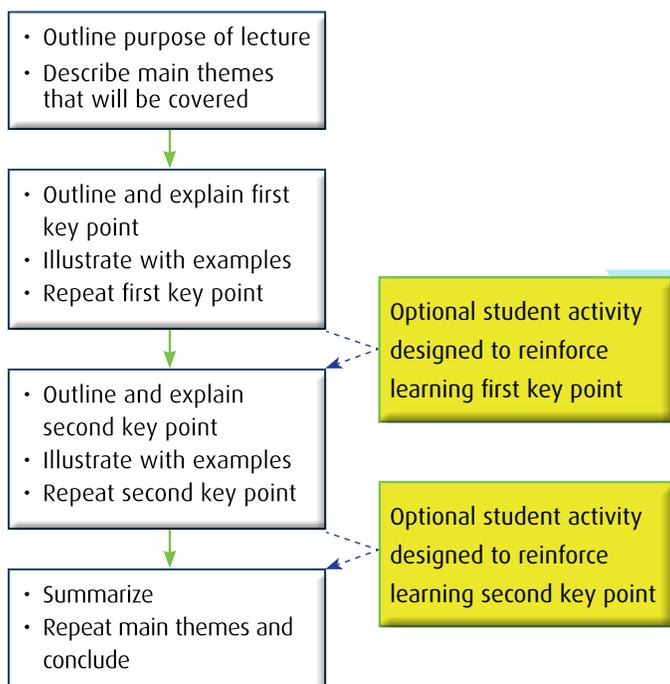
Key Skills of Lecturing

- ✓ Preparation
- ✓ Opening
- ✓ Explaining, Narrating, Comparing & Contrasting
- ✓ Design and use of Educational Media
- ✓ Varying student activity
- ✓ Summarizing

Lecture Structure

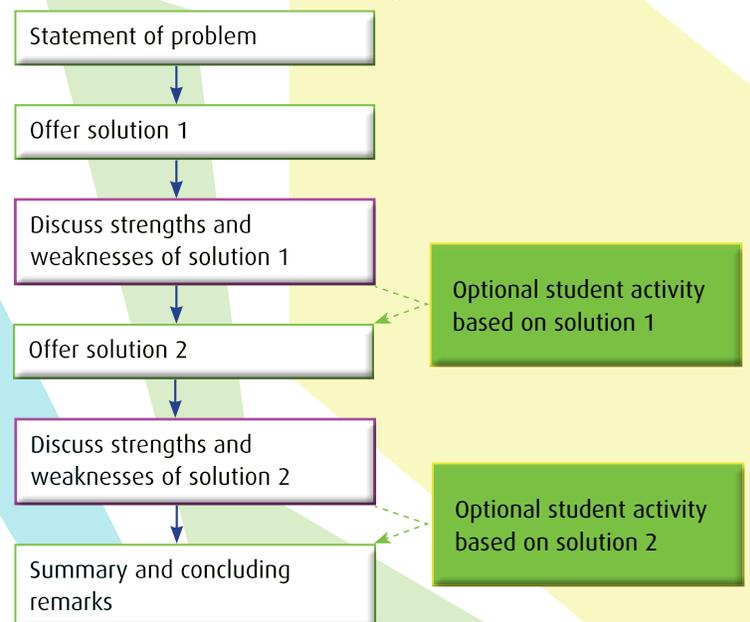
Classic Structure (Cantillon, 2003)

If your purpose is to introduce new knowledge and concepts, then a classic lecture structure might be most appropriate.



Problem Oriented Structure (Cantillon, 2003)

If your purpose is to make the students aware of different approaches to a particular clinical problem, then a problem-oriented structure might be more appropriate.



Use Educational Technologies and Media Effectively

Many students in the health sciences are visual learners. Concepts and procedures that are demonstrated visually may be comprehended and remembered more effectively. Lectures can be enriched by educational media, such as PowerPoint, interactive whiteboards, videos, sound recordings, models and simulations. Audience Polling Systems (APS) can also increase interaction in lectures and provide feedback to both the lecturer and learners.

To learn more about interactive classroom technologies in the Faculty of Medicine:

<http://www.med.mun.ca/HSIMS/Health-Education-Technology-Learning/Classroom-Technologies.aspx>

Click to learn more about using Power Point effectively.



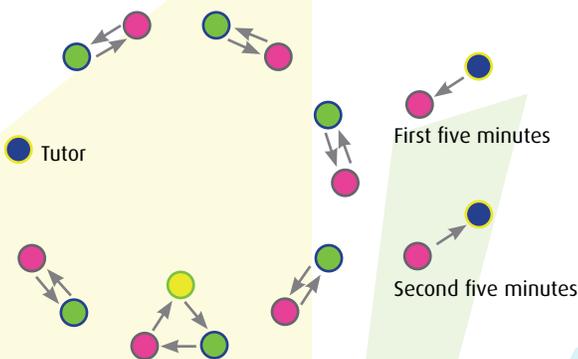
Encourage Interactivity

Attention in lectures usually declines after about 20 minutes, so by varying learning activities you can renew attention, interest and foster learner reflection on their understanding. Ways to enhance interactivity could include:

Ask questions of learners at various stages in your lecture, to check comprehension and promote discussion. Wait for the answers to come. A simple tip is to count to 10 in your head.

Brainstorming is a technique for activating learners' knowledge or current understanding. Answers to a question or problem can be recorded and you review with the class.

Buzz groups consist of two to five students working for a few minutes on a question, problem, interpretation of data, advantages of a clinical procedure or an exercise.



Buzz Groups (Cantillon, 2003)

Mini-assessments using Audience Polling Systems (APS)

Mini-assessments and exercises can be used in lectures to help students to recognize gaps in their learning. Brief assessments can also allow the lecturer to assess comprehension.

Boosting Your Delivery Style

Effective delivery includes verbal messages, extra-verbal messages (emphatics, expressiveness) and nonverbal messages (eye contact, gestures, movement). Use of analogies, metaphors, frequent summaries and personal narratives can enhance your message.

Voice

Sensory and working memory has limited capacity, so do not talk too quickly and do chunk your information into meaningful and relatively brief sentences.

- Project your voice – don't shout
- Do you need a microphone?
- Speak clearly, not too fast, pace yourself and enunciate your words
- Alter the pitch of your voice for emphasis, tone and volume
- Appropriate pauses- avoid excessive uhms or ahs.
- Speak towards the audience

Eye contact

- Make eye contact
- Scan the audience

Gestures

- Use gestures naturally
- Avoid repetitive habits - playing with coins, hands in pockets
- Move around
- SMILE 😊
- Convey your enthusiasm about the topic!
- Be confident

References

Brown, G., Edmunds, S. (2013). Chapter 8. Lectures. In Dent, J., & Harden, R.M. (Ed). *A practical guide for medical teachers Fourth Edition*. 60 – 65. London, UK: Elsevier Health Sciences.

Cantillon, P. (2003). Teaching large groups. *BMJ*, 326(7386), 437.