

Lecture

Faculty of nursing – 2nd year students

Method of teaching

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Out lines:

- * Introduction.
- * Definition of Lecture.
- * Frequent criticism of the lecture.
- * Kinds of lecture.
- * When to Lecture.
- * Characteristics of the Effective and Ineffective Lecture.
- * Planning Interactive Lectures.
- * Factors Influencing Planning Lecture.
- * Component of lecture.
- * Advantages and disadvantages.
- * Presentation Techniques.
- * Tips to Reduce Presentation Anxiety.
- * Evaluating Lectures.
- *References.

Objectives:

At the end of this lecture the student will be able to

- * Define Lecture.
- * Identify criticism of the lecture.
- * Explain Kinds of lecture.
- * When use Lecture.
- * Characteristics of the Effective and Ineffective Lecture.
- * Planning Interactive Lectures.
- * Identify Factors Influencing Planning Lecture.
- * Discuss Component of lecture.
- * Enumerate Advantages and disadvantages.
- * Know Presentation Techniques.
- * Identify Tips to Reduce Presentation Anxiety.
- * How to Evaluate Lectures.

Introduction:-

The word lecture comes from the Latin term which means "to read" The lecture in its many forms is the most commonly used method for transferring information in medical education. There are, however, serious questions regarding the effectiveness of the traditional lecture approach.

There presently are many calls to move away from the traditional lecture to interactive computer learning systems that allow students access to information when and where they need it

Definition:

A lecture is an oral presentation intended to present information or teaches people about a particular subject

Frequent criticism of the lecture

1- The lecture method is used extensively in medical education, academic physicians often are not trained in giving effective lectures due to lack of faculty training in presenting effective lectures.

2- Lecturing is frequently a one-way process unaccompanied by discussion, questioning or immediate practice, which makes it a poor teaching method.

3- Lectures are generally described from the instructor's point of view, and the student's need for interaction with the instructor is not addressed

4- When students have copies of the lecture notes or a text, a significant percentage would prefer reading them rather than attending classes that offer little or no interaction.

Characteristics of the Effective and Ineffective Lecture

Characteristics of the Effective Lecture	Characteristics of the Ineffective Lecture
Educator-student interaction	100% educator talk, with limited or no interaction
Two-way communication	One-way communication
Educator-student questions	Few if any questions (educator or student)
Shared responsibility for active learning	Student depends on educator for all information
Small group, problem-solving activities	No student activities
Variety of supporting media	No supporting media
Limited note taking required (students have copies of lecture notes)	Extensive note taking required

When use Lecture:

Lecture is appropriate when	Lecture is not appropriate when
Disseminating information quickly to a large audience	Presenting complex, detailed or abstract information
Presenting new information before using other media or activities (e.g., a brief lecture before playing a videotape)	Dealing with information concerning feelings and attitudes
Providing an overview of a topic	Training in psychomotor (hands-on) skills
Arousing interest in a topic	Teaching high-level cognitive skills (e.g., synthesis and evaluation)

Factors Influencing Planning Lecture:

Learner factors, subject-matter factors, environmental factors and psychological factors.

1. Learner factors: includes type of the course, previous experience of the class, educational background and class size large groups present difficulties when activities are attempted during a lecture.

2. Subject-matter factors: The domains of the objectives well exert profound influence over the planning of the lecture.

3. Environmental factors: the environment may not contain such things as power points for visual aids, chalkboards and other necessary aspects may consider a practical constraints over lecture.

4. Psychological factors: the organization of the content must be logical and meaningful and the sequence should progress from the simple to the complex, from the concrete to the abstract and from the known to the unknown.

Kinds of lecture:

1- Formal lecture: A formal lecture is the most common teaching method. A professor teaches in front of a large group of students. These formal lectures mostly aim at transferring information. Students are expected to take personal notes in addition to the course text, slides or transparencies. Most of the time, the interaction between professor and students in such a formal lecture is rather limited, even though there are professors who openly invite students to comment and react. Normally an examination is not organized or taken before the end of a semester.

2- Practical – Seminar – Tutorial: Practical, seminars or tutorials do not necessarily focus on the transfer of knowledge, but students are expected to be actively involved. Whether it is about exercises (tutorial), feedback on an assignment (seminar) or practicing skills (practical), personal input will always be expected and often marked as well (permanent evaluation).

3- Group work: For a number of program courses, you are expected to carry out a large assignment together with other students. The difficulty here is often situated in finding a good balance between taking the initiative and being open to initiatives taken by others. Only putting forward your own initiative often provokes sharp reactions. But passively waiting for other people's initiatives provokes resentment as well.

1. Reports – Papers – Thesis: Both in reports, papers and theses, all initiatives need to be taken by you. The very aim of these assignments is that you prove your skills at dealing with a subject independently. That is why there is often little monitoring offered in this kind of assignment. Normally you only have feedback with your promoter (professor, assistant) at the beginning and each time a major part is finished.

Advantages and disadvantages of lecture :

	Advantages	disadvantages
1.	Apparent saving of time and resources.	keeps the student in a passive situation.
2.	Presence of the teacher.	Dose not facilitate learning how to solve problems.
3.	Covers a large group of students.	Offers hardly any possibility of checking learning progress.
4.	Give a feeling of security.	Dose not allow for individual pace of learning.
5.		Low receptivity.

Planning Interactive Lectures

Effective lectures do not just happen—they are planned. The educator must:

- 1- Establish the purpose of the lecture
- 2- Consider the logistics of the lecture
- 3- Plan a variety of approaches (e.g., use of questioning, media, small group activities)
- 4- Prepare a set of lecture notes

Purpose of the Lecture

The primary purpose of the lecture is to transfer information from the instructor to the student. Before developing the content of the lecture the purpose should describe in general terms what the students will learn during the lecture .

Lecture Logistics

After determining the purpose and objective of the lecture, the instructor should next consider its **length**. The recommended lecture time is 45 minutes, including approximately 15 minutes devoted to audience interaction. Interactive lectures should last no longer than 60 minutes without giving the students a break.

The **number of participants** attending a lecture has a significant impact on how the lecture is presented. Group size determines the use of questions, amount of interaction, selection and use of media (e.g., overhead transparencies, slides, computer-based projections, video, audio) and use of small group activities such as case studies, role plays and problem-solving exercises. It is important to keep audience size in mind at every step of designing the lecture. Failure to do so will undoubtedly have a negative impact on its effectiveness.

Lecture Notes

Many lecturers make the mistake of thinking that they know their content well enough to deliver a lecture without notes to guide them. Lecture notes are key words, phrases and

other reminders (e.g., audiovisual cues, questions, examples, notes for activities) organized into an outline format. If a text rather than an outline format is used, the lecturer may begin to read the notes and the students will become bored.

Presentation Techniques

A number of techniques can be used to make a lecture more interactive and effective:

- 1- Use the lecture notes prepared during the planning stage. The notes include reminders and key points in the lecture introduction, body and summary.
- 2- Open the lecture with a good introduction designed to capture the interest and attention of the students.
- 3- Communicate on a personal level. The educator should attempt to relate to the students during the lecture.
- 4- Maintain eye contact with the students. Eye contact gives the educator feedback on how well students understand the content and helps to communicate a caring attitude on the part of the educator.
- 5- Exhibit enthusiasm about the topic. Smiling, moving around the room and gesturing with hands and arms project a feeling of energy and excitement.
- 6- Project the voice so that those in the back of the room can hear clearly. For large lecture halls, use a microphone if necessary.
7. Avoid the use of repetitive words, phrases or gestures that may become distracting with extended use.
- 8- Use a variety of audiovisual media.
- 9- Ask a number of questions and encourage students to ask questions.
- 10- Provide positive feedback when students ask questions, answer questions or make comments. Use students' names as often as possible.
- 11- Make smooth transitions between parts of the lecture.

Component of lecture:

The three main parts of a lecture are the **introduction, body and summary.**

Introduction:

The purpose of the introduction is to capture the interest and attention of the students. It can also serve to make students aware of the instructor's expectations and encourage a positive learning climate. A good introduction is critical to the success of a lecture. The instructor can then make a smooth transition into the body of the lecture once the attention of the students has been captured with an interesting introduction.

Body of lecture

The body of the lecture contains the core of the information to be transferred to the students. The instructor use brain-storming, discussions, problem-solving activities, case studies and games to make the lecture more interactive.

Summary

The purpose of the lecture summary is to draw together the critical information presented and ensure that students leave the lecture with a clear understanding of this information. The summary should be brief and address only main points. There are several techniques which can be used to summarize a lecture:

- * Ask the students for questions. This gives students an opportunity to clarify their understanding of the content.
- * Ask questions of the students. Several questions which focus on the main points of the content may be used to summarize the content of the lecture.
- * Use a transparency, slide or flipchart to review the summary points.

Tips to Reduce Presentation Anxiety:

- 1- Avoid eating a big meal before the lecture. Not only will a full stomach make you drowsy, but it makes it more difficult to move around the room with energy.
- 2- Arrive early to make sure that everything is ready before the first student arrives.
- 3- Make sure all of the media equipment is working.
- 4- Locate and check the lighting and temperature controls.
- 5- Decide where the lecture notes will be placed (e.g., on a lectern, desk, table) when they are not being held.
- 6- Have a glass of water available during the lecture.
- 7- Look over your lecture notes one last time.
- 8- Greet students as they enter the room. Shake their hands, welcome them to the lecture and talk to as many of them as possible.
- 9- Take a few deep breaths to relax before beginning the lecture.

Evaluating Lectures:

There are three formal techniques which can be used to evaluate the quality of a lecture presentation.

- 1- Evaluation form.**
- 2- Videotape.**
- 3- Observer.**

The first is feedback from the students and typically involves asking students to complete an evaluation form. The second is a self-evaluation that uses a video recording. The third formal evaluation technique involves the use of an observer. Student feedback forms are used regularly in medical and healthcare education and will not be described in this paper. The use of video or an observer may be new to some educators and deserves a brief description.

The most effective technique an educator can use to improve the quality of presentation skills is to critique a videotape of her/his lecture. When video-taping is feasible, it is strongly recommended that the educator periodically record lectures. Analyzing a video allows the educator to identify positive and negative behaviors and to set

specific goals for improving the quality of lectures. The educator can do a self-analysis or may sit with an experienced presenter who will help to analyze the lecture. Another evaluation approach involves the use of an observer. The observer must be an experienced presenter who watches the lecture and takes notes using a lecture skills checklist.

At the end of the lecture the student is expected to be able to:-

- * Define role-playing.
- * List purposes of role-playing in nursing education.
- * Enumerate principles of role-playing.
- * Discuss types/forms of role-playing.
- * Explain phases or steps of role-playing.
- * Mention how to facilitate a role-playing.
- * Mention advantages and disadvantages of role-playing.