



## Short Communication

# Tips for effective lecture – Do's and Don'ts

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### Introduction

Delivery of thoughts in form of words in presence of listeners is a matter of art and lifelong learning process [1]. Now we can see digitalization of education system with projectors, pen drives, computers, power points, videos, laptops, 3D animations, etc. [2]. In this era, delivery of lecture in effective and efficient manner is not something which can be inherited. Lecture is the backbone of education system in most the universities of the world till date. Teacher student ratio will vary as per the quality of the university. Lecturing is an art which is very helpful in presentation in continue medical education (CME) or conferences. Following are the tips for effective delivery of lecture that most of the teachers are still missing [3]. As the lecture is one of the common methods of teaching, here are a few Do's and Don'ts for a lecturer.

### Do's

1. Do plan your lesson well in advance. This constitutes the skill of lesson planning.
2. Do prepare good audio-visual material and use them properly as per requirement of audience.

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3. Do always keep the audience in mind. The material should be appropriate to the needs and background of the students. It must be easy to see and listen.
4. Do recognize the limitations of time. Highlighting significant points is more important than "covering the portion".
5. Do begin your lecture with attention grabber like set induction.
6. Do monitor student learning with prompt eye to eye contact with your listeners.
7. Do integrate active learning into lecture by asking questions in between and try to get desirable answer.
8. Do capture the listener's attention by provocative question, startling statement, unusual analogy, striking example, personal anecdote, dramatic contrast, powerful quote, short questionnaire, demonstration, or mention of a recent news event.
9. Do plan illustrative anecdotes or case reports. A carefully chosen "for instance" is very helpful in clarifying a difficult point. Relate your matter with something routine.
10. Do plan to ask questions or pose problems at intervals to create and sustain interest.

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11. Do try to keep the attention of the students throughout the lecture. This is done by stimulus variation.
12. Do use concrete and simple language. Prompt pronunciation will reflect your confidence [4].
13. Do provide a conceptual framework for understanding the material. Provide your lecture notes to students well in advance so that they can go through it [4].
14. Do show enthusiasm and interest in the subject and students.
15. Do give opportunity to your listeners to review and apply what they are learning [4].
16. Do summarize the main points towards the end of the lecture.
17. Do evaluate your performance.
18. Always be ready with backup plan when some unexpected outcome occurred like electricity failure.

### Don'ts

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1. Don't lecture (give a monologue) for more than 20 minutes at a stretch.
2. Don't overload your listeners with so much content at one pace [4].
3. Don't be boring by monotonous and mask face [4].
4. Don't be too sensitive to yawns, restlessness, whispered conversations etc. on the part of the students. They should not be taken as personal disrespect, but as pointers to change the strategy of presentation.
5. Don't try to be complete.
6. Don't mention anything only once.
7. Don't restate. Create!
8. Don't confess. Profess!
9. Don't be defensive. Project confidence [4].

10. Don't interrupt your lecture to say, "I'm going to skip some pages or slides here in the interest of time" [4].

### Misconceptions about lecture

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Following are some misconceptions about lecture like speech making means instruction, only covering information is teaching, being heard means effective communication, no questions from audience means understanding by students, pleased group reaction means learning, teacher activity is student involvement and predominant use of oneself means successful ending of lecture.

### The ingredients of a 'good' lecture

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Presentation and organization of good lecture must include below mentioned necessary points. Explanation about relevance of the topic, audibility and clarity of voice of speaker, enthusiasm and appropriate speed of lecturer, emphasis must be given on important points, explanation with appropriate examples when needed, optimum use of audio-visual aids, eye to eye contact with listeners from beginning to end, ability to hold attention throughout the lecture, systematic presentation of contents, recapitulation and closure in effective manner. Content of lecture must include correctness of facts with optimum amount of factual content. Public speaking is one of the most common fears and one can overcome it by practice, practice and practice [5].

### Opinions of great authors

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As per McKeachie, among all teaching methods, lecture is the oldest one and still universally used in most of the universities of the world [6]. As per Davis, Effective use of gesture, voice, facial expressions, movement of body, eye contact to audience etc. can make better



communication tool in class room lecture [7]. For higher levels of learning like application, analysis, comprehension, creativity, synthesis, evaluation etc. lecture is not the suitable method. Lecturing is mainly useful to convey knowledge and restricted usually to cognitive domain, the basic level of Bloom's taxonomy [8, 9].

Eight forms of lectures or lecture combinations were described by Lowman. Few examples are as below. Lecture that challenges the knowledge or value of students is called as provocative lecture, and the lecture where the instructor talks for some time, then has the students write their reactions is called as punctured lecture [10, 11]. Very important clues to help students perceive organization were given by Forsyth. For example, use of verbal signposts like my fifth and final point is, or compare and contrast like what is the difference between analysis and synthesis [12].

Bembenutty emphasized that now more teachers understand that students require thinking about material more as well as organizing and processing it more deeply [13]. Bonwell, in the chapter of enhancing the lecture, suggested different valuable activities like the pause procedure in between lecture, or think-pair-share, trio in which posing a question in between a lecture and dividing students in pairs to give suitable answer. In lecture summaries, the students listen to part of a lecture, and then together in groups write summaries about it [14].

Certain other authors like MacGregor, et al., [15] focused on strategies for energizing large classes - from small groups to learning communities, and Weimer, [16] discussed on teaching large classes well. Turner suggested other improvements from institutional changes like creating a one or two credit, first year seminar

rather than changes the individual instructor [17].

## Conclusion

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Effective lecture presentations are interesting, dynamic and effective. If one use power point, software is user friendly and fun to use. Remember, when one gives a slide show; the content should be point of focus. Use tools such as animations, transitions, sounds and movies to highlight one's points, to help learning and not to draw the audience's attention away to special effects.

Donald Seldin said that "Anyone can teach a genius so teach to the least intelligent student in the class. The ability to teach students at the lower end of the class separates good teachers from great teachers."

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