



Lecture skills in the academic context

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The lecture

From “legere” in Latin meaning to read

What similarities does a lecture have to a text?

What characteristics has a lecture to a text?

High informational load

Planned discourse

Content high with academic prose (eg nominalisations)

Abstract and context independent

And to conversation

you/I/we register.

Use of the present tense

Some unplanned discourse

Some interaction – sharing of time and space

So the style of a lecture can be put on an oral/literate continuum

Oral _____ literate

Enikő, C (2012)

Stepping to one side

At a very general level

- What stages are there to an academic course?
- How long is each stage?
- What learning objects, topics and tasks would be in each stage?

Lectures as important pedagogic forms

- Cover a certain disciplinary terrain
- Amplify and contextualize the readings
- Give your research and your point of view (from informed inquiry and opinion)
- Opportunity for you to model certain reasoning processes and discourses
- Hear a full-participant/ relative expert talk about the subject at length
- - students see and hear a performance

What are your students views of lectures? Do they value them?

Against ideas that lectures are *boring, un-engaging* , *have low learning use* there is a sense that students very often value and enjoy lectures.

Recent research also suggests the same
(see Venkatesh and Fusaro, (2012) Concordia University Study).

Listen to the description by Diane Laurillard as to how she experienced a critical moment in her teaching career

Do you identify with this?

What's the problem?

How can it be addressed?

Better Lectures?

Delivery

Supporting organizational tools

Problematizing the lecture form

Tasks to engage students

Content

Delivery

- 1) Clear advance of structure
- 2) sign-posting
- 3) Slow delivery and repetition
- 4) Use of rhetorical devices
- 5) Use of humour

Supporting organisational tools

Summaries and note-taking tasks

Advance organizers

Problematizing the lecture form

Does it have to be 45 or 60 minutes.? Why not 25 minutes?

Where on the continuum should your lecture be ?
Should it be more interactive in certain contexts?

Oral _____ literate

Tasks to engage students

- Buzz activities
- Silent free writing
- Predictive or inquiry tasks
- Personalisation/concretization tasks

Content

- From more abstract content to more concrete examples
- From detail to the background and wider field
- A reminder of the terrain and where these points are on the “map” of the discipline
- Anecdotes of the “everyday”
- Humorous anecdotes
- Examples and reference points to the students’ lives

But finally, accepting what a lecture is and its limitations on an academic course

- Don't expect students to be engaged all the time
 - Don't expect students to have learnt something because its been covered by a lecture – work with the other spoken forms
1. Set “ground rules” and expectations. At least in your own mind

“When I give a lecture I accept that people look at their watches, but what I do not tolerate is when they look at it and raise it to their ear to find out it has stopped.”

Marcel Archard (1889 -1974)

References

Leo Charbonneau (2012) University Affairs (Online)
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Laurillard, D. (2001) Re-thinking University Teaching 2nd Edition. Routledge