A PLAN FOR AN EFFECTIVE LECTURE

Here is one of many alternative blueprints for an effective lecture of 75 mins:

5 mins: Review of the previous lecture and/or the foundation knowledge for the current lecture (this can take many alternative formats – Q&A, 1 min write up to be completed by the students, a mini lecture, …)
3 mins: A short overview of the topics for today including a statement of those topics/concepts that are of significance.
15 mins: A lecture that focuses on one or two concepts.
2 mins: Pause to engage the students in doing some work (see below for ideas).
15 mins: A lecture that focuses on one or two concepts.
2 mins: Pause to engage the students in doing some work.
5 mins: Building connections between the concepts that have been introduced so far.
5 mins: Breaking the monotony with an example, demonstration, or visual aids.
15 mins: A lecture that focuses on one or two concepts.
2 mins: Pause to engage the students in doing some work.
3 mins: Review including the statement of connections between the concepts introduced in the previous hour.
3 mins: Preview of the next lecture, reminders for assignments, and Q&A.

HOW TO PLAN A LECTURE THAT STAYS ON TARGET

All lectures have to be selective about what to present and what not to present. This decision is best guided by focusing on a specific goal to be achieved by the end of the lecture.
   - For each 15 min mini-lecture, articulate for yourself how that segment will serve the specific goal of that day’s lecture.
   - Give frequent and specific reference to assigned reading materials to convey the message that reading is complementary to the lectures.
   - Give clear, sophisticated and concrete examples to help students connect what they are hearing in the lecture, what is presented in the text, and what they will encounter in real life.

HOW TO SPEND THE 2 MINUTE BREAKS

Pauses are clear signals that you are finishing one topic and moving to another. Thus they help students organize the new information in their minds so that they can recall and use that information. Here are some productive ways of spending those pauses.

   - Ask the students to work in pairs on a question that demands the application of a concept that you just introduced.
   - Ask the students to review their notes to see if they need any additional explanations.
   - Invite your students to ask a question or to make a comment
   - Ask the students to explain the concept that you just presented to their neighbor.

Good Reasons to Lecture

1. To present up-to-date information.
2. To summarize and adapt information presented in disparate resources to the students’ level of readiness.
3. To focus on difficult concepts that are of key importance.
4. To share your insight, enthusiasm, and interests with the students.

Avoid, If Possible

1. Avoid starting planning for a lecture by asking yourself “What should I cover tomorrow?”
2. If you need to cover a lost lecture, avoid jamming two lectures in a single hour without sacrificing content.
3. Avoid introducing too many topics in a single lecture.
4. Avoid unnecessary repetitions during the lecture.

REFERENCES


http://www.theideacenter.org/research-and-papers/idea-papers/idea-paper-no-46