

TIPS IN MAKING LECTURE DISCOURSE MORE ENGAGING AND MEMORABLE

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When executed properly, lectures stay an irreplaceable strategy for improving student knowledge. The lecture is one of many unique classroom instructions a teacher can utilize. The determination to lecture, like any other teaching process, should be based on a thorough assessment of the teacher's strengths, the student's abilities, the nature of the course requirements, environmental factors, and instructional goals. While long, uninterrupted style narrations are becoming increasingly obsolete, directing students toward specific learning objectives with a chalkboard and notes are often the most efficient way to develop content knowledge and manage complex topics. It's all about finding the right instructional combination.

According to a large-scale 2017 analysis of PISA scores, researchers concluded that "the learners with the best results obtain a combination of inquiry-based and teacher-directed instruction," with direct instruction accounting for a slightly larger portion of an effective learning mix. The level of engagement between the teacher and the learners varies between lectures. Some teachers will instruct students to save their questions until the end of the lecture, allowing them to better manage their time. Other teachers allow students to raise questions at any time during the lecture, which complicates time-management skills but enables learners to follow the lecture since they can verify their comprehension or seek clarification at any time.

While direct instruction and lectures are not entirely synonymous, teachers still impart knowledge directly during group activities and demonstrations

Here are seven tips to make your lectures more engaging, and the material more memorable, based on the research.

1. CHECK BACKGROUND LEARNINGS

It's difficult for students to take part in the lecture if they can't understand it. Students' cognition of a topic may be seriously hindered if they do not fulfill "knowledge complexities" – being unfamiliar with topic terms results in "disrupted" understanding.

Starting with a review of vocabulary words and definitions is a good step to begin with. Teachers can also show an introductory video to generate interest in a topic, followed by a quick discussion.

2. TAKE BREAKS

The longer you speak, the more difficult it will be for learners to focus. Information provided in a lecture is consistently more gained than the material presented later. An exciting off-topic activity can make students re-energize their interests and process new information.

3. MAKE SURE TO ERADICATE BARRIERS

Take a few moments to assess the students' comprehension. These probing practices help to uncover barriers in students' learning, change the dynamics of the lecture, and provide an opportunity to examine the materials and ensure that the information sticks. Short, low-stakes quizzes are also very effective. When giving a quiz, it is preferable to have all students answer and ask a variety of questions varying from factual to higher-order complex.

4. SLOW IT DOWN

Because you are an expert in the subject you are teaching, you may make assumptions about the clarity of the subject matter. Place yourself in the learners' shoes and walk through their lives to see connections that may be evident.

Every new concept necessitates learners grasping new vocabulary, connecting learned skills to previously acquired information, and then developing a comprehensible view of the topic. Intellectual overload, which takes place when the intellectual needs of the situation exceed students' cognitive capabilities, is a major risk to gaining knowledge during lecture.

Learners will follow your lecture at varying speeds – many will still be pondering over information as you incorporate a brand-new idea. Prevent going too fast and establish pauses to allow them to follow, raise questions, complete their notes, and process the material.

5. INCLUDE VISUAL AND GRAPHIC LEARNING AIDS

Teachers can become overly dependent on words, which can reduce involvement and understanding. Making the lecture more interesting by presenting information in different ways, such as orally and visually, can make students recognize interconnections more clearly. Teachers can also utilize them to structure lecture information in a variety of ways to improve student comprehension.

6. CONNECT THE LESSONS TO STUDENTS' LIVES

When students see their own perspectives and cultures conveyed in the materials used during class, they are more responsive to lectures.

Some students responded better to lectures when the materials incorporated clear references. A lack of diversity in school role models indicated who did and did not relate. Evaluate your prepared materials before the lecture to see if they represent the views of your classroom.

7. BE A UNIQUE VERSION OF YOURSELF

Learners prefer teachers who have a genuine, conversational style of communication, and a genuine interest in the subject matter goes a long way. Students not only report richer, more effective learning in these settings, but they are also more willing to invest time and hard work into a learning experience, stepping outside of their comfort zone to interact with the information.

Being genuine entails more than simply being yourself. It's also about showing your students that you're concerned about their well-being. Avoid viewing lectures as merely a means of transmitting information, and instead focus on developing plenty of actions for common humanity.

References:

<https://www.edutopia.org/article/8-evidence-based-tips-make-your-lectures-more-engaging-and-memorable>