

Six Principles of Effective and Engaging Lectures

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Objectives:

After attending the session and reviewing the materials participants will:

- 👤 Describe the environment a faculty member must create to enhance active learning in the lecture environment.
- 👤 Identify audience characteristics to better engage learners during a lecture.
- 👤 Describe techniques for creating an effective learning environment in the lecture hall.
- 👤 Describe and implement methods to foster interactivity in the lecture hall.
- 👤 Apply these techniques in the distance education classroom.

Principle #1: _____

Principle # 2: _____

In the most general sense, each of us has a visual, auditory, or kinesthetic orientation to communication:

Visual orientation: this preference is for input through visual stimuli. People who are visually oriented prefer information that you can see, such as written outlines, charts, graphs, video, etc. 60% of the population is visual (Brooks, 1989).

Auditory orientation: prefers input through sound. This may occur through lecture, conversation, voice mail, or audio tapes. People who are auditory in nature tend to carry on an internal dialogue in their mind, they 'talk to themselves' (Brooks, 1989). 30% of the population are auditory (Jepson, 1992).

Kinesthetic orientation: the preference is for input that is tactile, or produces a feeling. They prefer information in the form of hands-on demonstrations, going through the movements or steps of a procedure, or physical models or mock-ups. When people who are kinesthetic think, they are aware of gut feelings; and they prefer to mentally rehearse by 'walking through' what they are trying to learn (Brooks, 1989). About 10% of the population is kinesthetic processors (Jepson, 1992).

Carl Jung (1921) first described personality preferences that we can apply to further understand the people in our audiences. Briggs and Briggs-Meyers (1993) further developed the theory into a useful tool that looks at behavior on four continua:

Extraversion – Introversion

Sensing – Intuition

Thinking – Feeling

Judging - Perceiving

Applications of the Myers-Briggs Personality Type Indicator:

- ▲ For introverts and extraverts, “level the playing field’ by _____
- ▲ Give intuitors _____ and give sensors a _____.
- ▲ When possible, strive to strike a balance between presenting _____ and _____.
- ▲ Set an agenda and work to keep it, but let your audience know that you’ve built in some “flexible” time as well.

Principle # 3: _____

Principle # 4: _____



Generate Emotion:

A growing body of literature is showing a direct link between teaching strategies that involve emotion with enhanced learning (Boyd & Myers, 1988; Imel, 1998).

Example of one such teaching strategy: Linking theory with popular media/film clip.

“A good, mirthful laugh, one that is merryful, genuine, and happy, not only indicates that we have a sense of humor. It indicates that we have a sense of being human.”

Guidelines to Using Humor in the Class Room

- Always establish rapport with students before trying to use humor (Bain, 1997).
- It is always important to make sure students know you are not laughing at them or making fun of them. Don't use jokes that deal with racial, sexist, and political issues (McGhee, 1998).
- Bain (1997) discusses the importance of discriminating between constructive and destructive humor. Destructive humor is unethical and consists of jokes that make fun of certain conditions or disorders. Constructive humor is positive humor. It is telling a joke and being funny without putting someone else down in the process.

Steps to Becoming a Mirthful Educator (Robinson, 1991)

- 1) Choose your style.
- 2) Collect your material.
- 3) Create your own humor.
- 4) Get an idea of what students think is funny and keep your eyes open for things they may find amusing.

We as educators have many opportunities to incorporate humor into our teaching. We just need to realize that even though we are respected professionals, we can still have a sense of humor.

Principle # 5: _____

1. Questioning
2. Small group work with case scenarios
3. Thought questions
4. Fill-in-the-blank handouts

Principle # 6: _____

1. Minute papers
2. Student input
3. Peer input
4. Role model

References

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Minute Paper

Please list three items from today's discussion that you found useful.

What topics discussed in this presentation would you like to know more about?

Please provide suggestions for how we can further enhance your learning in future presentations.

Additional Comments: