

# Effective and Engaging Lectures

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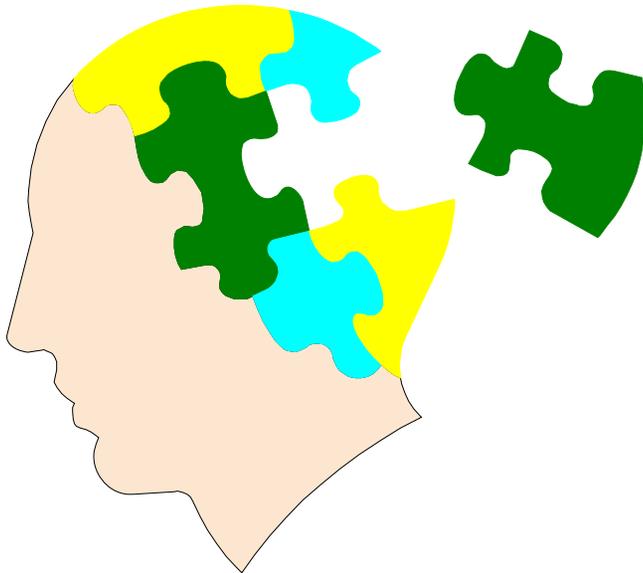


*"A Reading from Homer" (Alma-Tadema, 1885)*

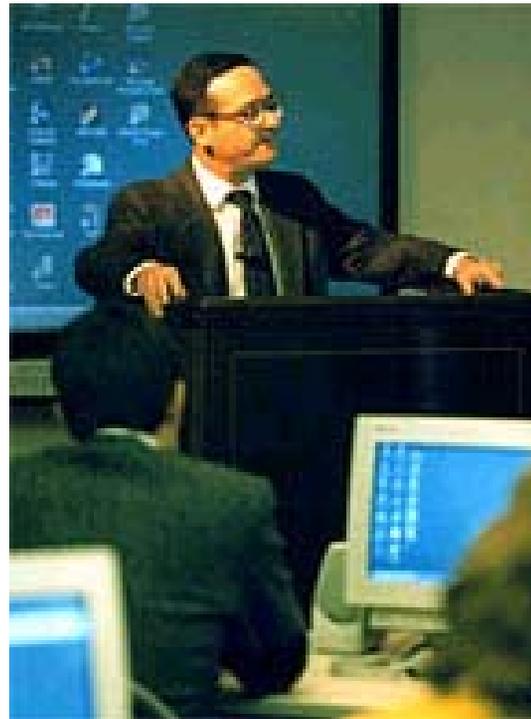
# Objectives

- 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.

**What would you like to  
learn from this  
presentation?**



# Get With the Times



# Principle #1: Foster an Engaging Environment

- You have to be comfortable
- Ease into your presentation
- Emphasize “discussional lectures,” give the learners permission to have dialogue

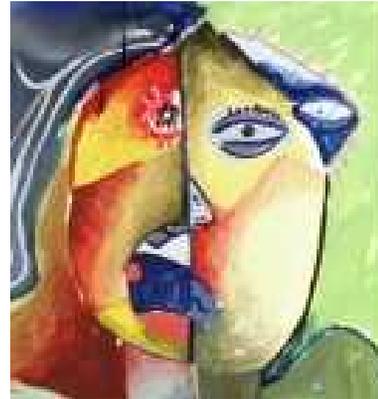


(Covey, 1990)

## Principle #2: Grow to Know your Audience

- Appreciate various modes of processing information
- Understand the various personality preferences
- “Cast a broad net” with your presentations

- **Visual Orientation:**  
preference for input through visual stimuli (60%).
- **Auditory Orientation:**  
preference for information in the form of sounds (30%).
- **Kinesthetic Orientation:**  
preference for input that is tactile, or that produces a feeling (10%).



# How do you prefer to “take in” presentation information?

- Do you like to be a part of the conversation, or just listen?
- Do you prefer theory or specific facts?
- Do you want examples that are logical, or do you want them to make you “feel” something?
- Does a flexible presentation style appeal to you, or do you prefer

# The Myers-Briggs Personality Type Indicator (MBTI)

- One way to better understand others
- Describes the differences that exist between normal, healthy people
- One type is not “better” than another

# The MBTI Preferences

Extraversion.....Introversion

Sensing.....iNtuition

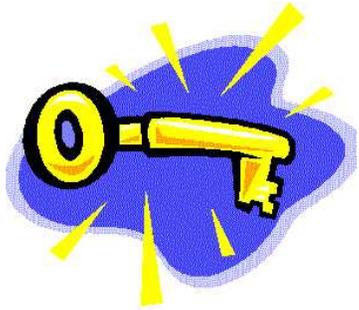
Thinking.....Feeling

Judging.....Perceiving

# Extraverts and Introverts

- Extraverts focus on the external world and interacting with it; Introverts turn inward to the world of thought and reflection.
- When you ask a question in class, who is likely to respond?

(Kroeger and Thuesen, 1988)

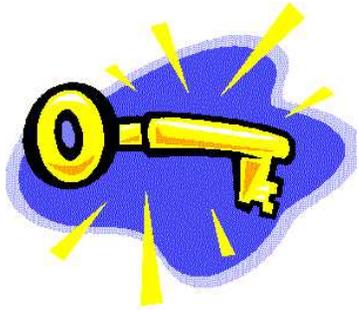


- “Level” the classroom discussion by giving the learners a moment or two to process your question before asking for a response.
- This gives Introverts a chance to turn inward and think about their response.
- This provides Extraverts an opportunity to “think before they speak.”

# Sensors and iNtuitors

- iNtuitives tend to look for the meaning of an event or an experience, while Sensors tend to examine its various components.
- Sensors like to understand a process by looking at it sequentially, while iNtuitives prefer a theoretical model.

(Kroeger and Thuesen, 1988)



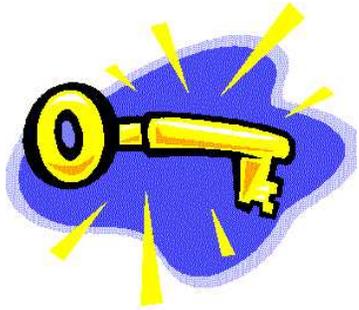
- Give iNtuitors the “big picture”
- Give Sensors the “road map”

# Thinkers and Feelers

- Thinkers filter information with logic and objective clarity.
- Feelers process information through emotional filters with concern for how people will feel about it.

(Kroeger and Thuesen, 1988)





- When possible, strive to strike a balance between presenting facts and feelings.

# Judgers and Perceivers

- While Judgers tend to remain more focused on a task or topic, Perceivers more easily move from one subject to another, sometimes to the point of appearing scattered.
- Judgers have a built-in time clock, whereas Perceivers don't have this innate sense of the schedule.
- Perceivers don't mind revisiting situations, while Judgers want to make a decision and move on.

(Kroeger and Thuesen, 1988)



- Set an agenda and work to keep with it, but let your audience know that you've built in some "flexible" time as well.
- Strive not to "run long"

## The 16 MBTI Personality Types and Percentage of Students in Each Type in Rehab Sciences

ISTJ	ISFJ	INFJ	INTJ
17	33	3	0
ISTP	ISFP	INFP	INTP
0	6	3	3
ESTP	ESFP	ENFP	ENTP
3	3	6	6
ESTJ	ESFJ	ENFJ	ENTJ
6	11	0	0

**65% are Introverts and Feelers**

**79% are Sensors; 70% are Judging**

ISTJ 17	ISFJ 33	INFJ 3	INTJ 0
ISTP 0	ISFP 6	INFP 3	INTP 3
ESTP 3	ESFP 3	ENFP 6	ENTP 6
ESTJ 6	ESFJ 11	ENFJ 0	ENTJ 0

## Principle # 3: Create an Effective Learning Environment

- Passive versus active learning
- The “15 minute” rules
- Be real and respectful
- Make content memorable



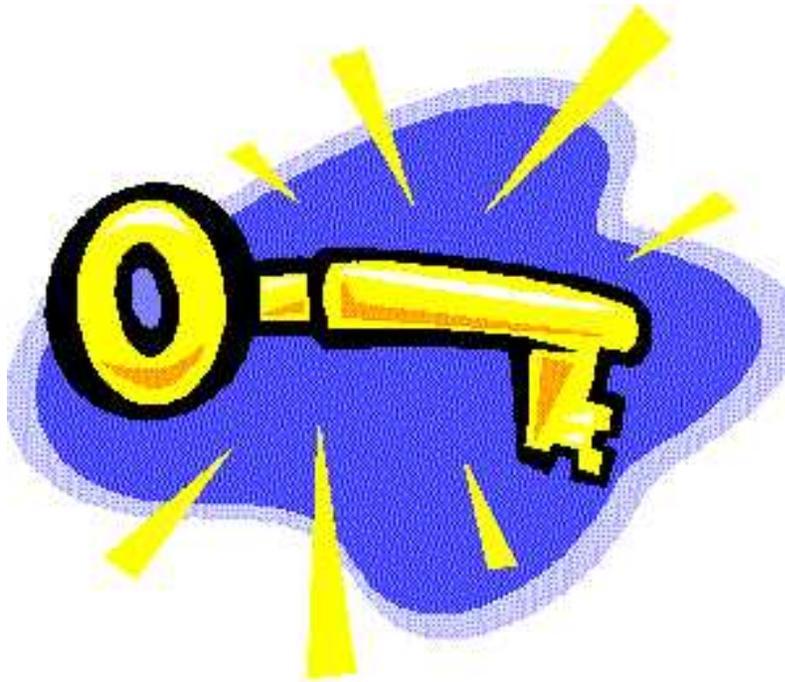
## Principle # 3: Create an Effective Learning Environment

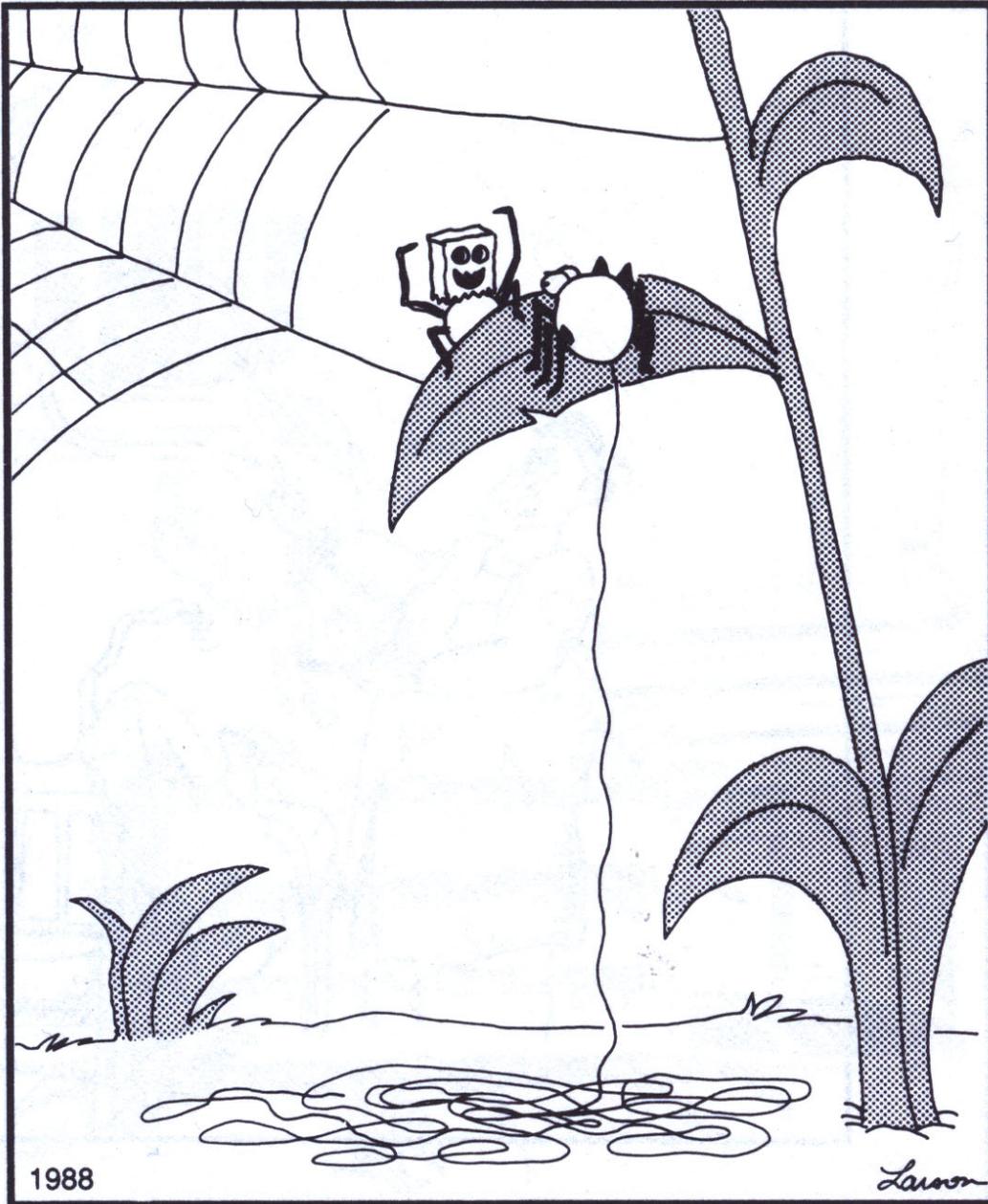
- Outline note sheets
- Look for feedback
- Be flexible but stay on topic



# Principle # 4: Incorporate Behavioral Elements Into Class

- Pavlovian elements... key points





(Larson 1988)

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

- Link a theory (logic) with feeling...
- Example: Kubler-Ross's stages of the dying process and the video clip of "My Life"

# Kubler-Ross's Stages of the Dying Process

**Denial:** refusal to accept the evidence that one is dying; denying impending death.

**Anger:** the individual expresses resentment over the fact that it is *me* who is dying.

**Bargaining:** an attempt to postpone death or to alter its schedule by self-imposed (and often unreasonable) contracts, negotiations, promises.

**Organizing and Completing Unfinished Business:** the person begins to "tie up loose ends."

**Depression:** the person expresses despair and hopelessness in the face of death's inevitability.

**Acceptance:** the person comes to terms with death; it is a final, often peaceful, and occasionally joyous

acknowledgment of one's ultimate situation. (Gossell, 1995)

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

- 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

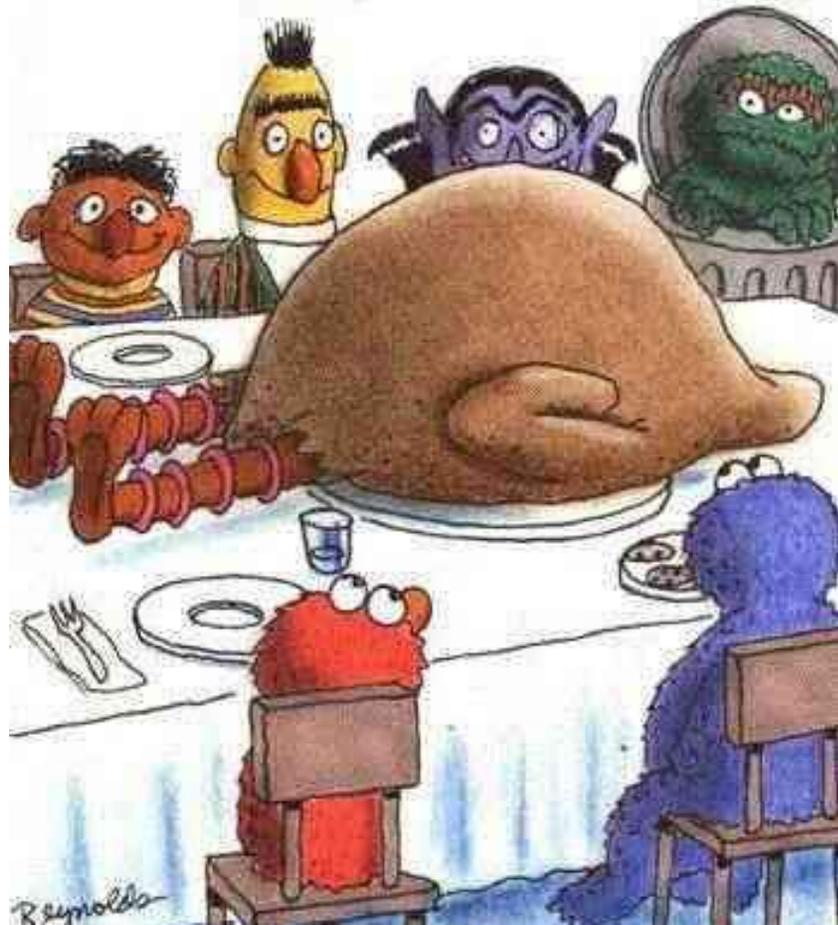
# Steps to becoming a Birthful Educator



- Choose your style.
- Collect your material.
- Create your own humor. Share your own humorous experiences and create more as you travel through life.
- Get an idea of what students think is funny.

(Robinson, 1991)

HAPPY THANKSGIVING



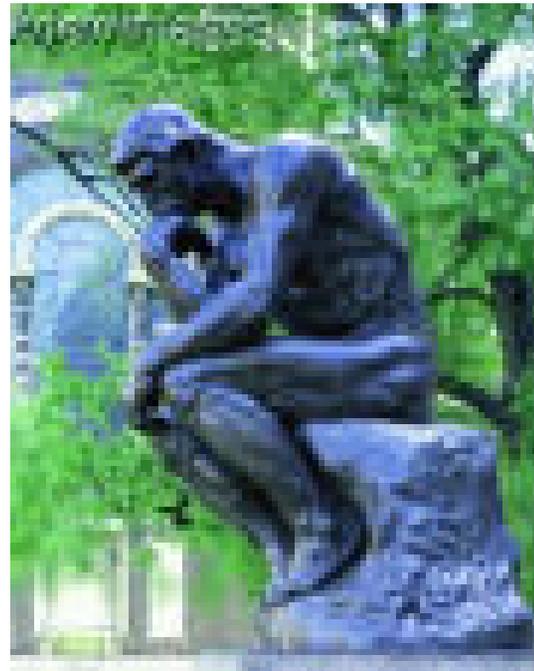
# Principle # 5: Techniques for Engaging Students

Questioning

Small groups cases

Periodic thought questions

Fill-in-the-blank handouts



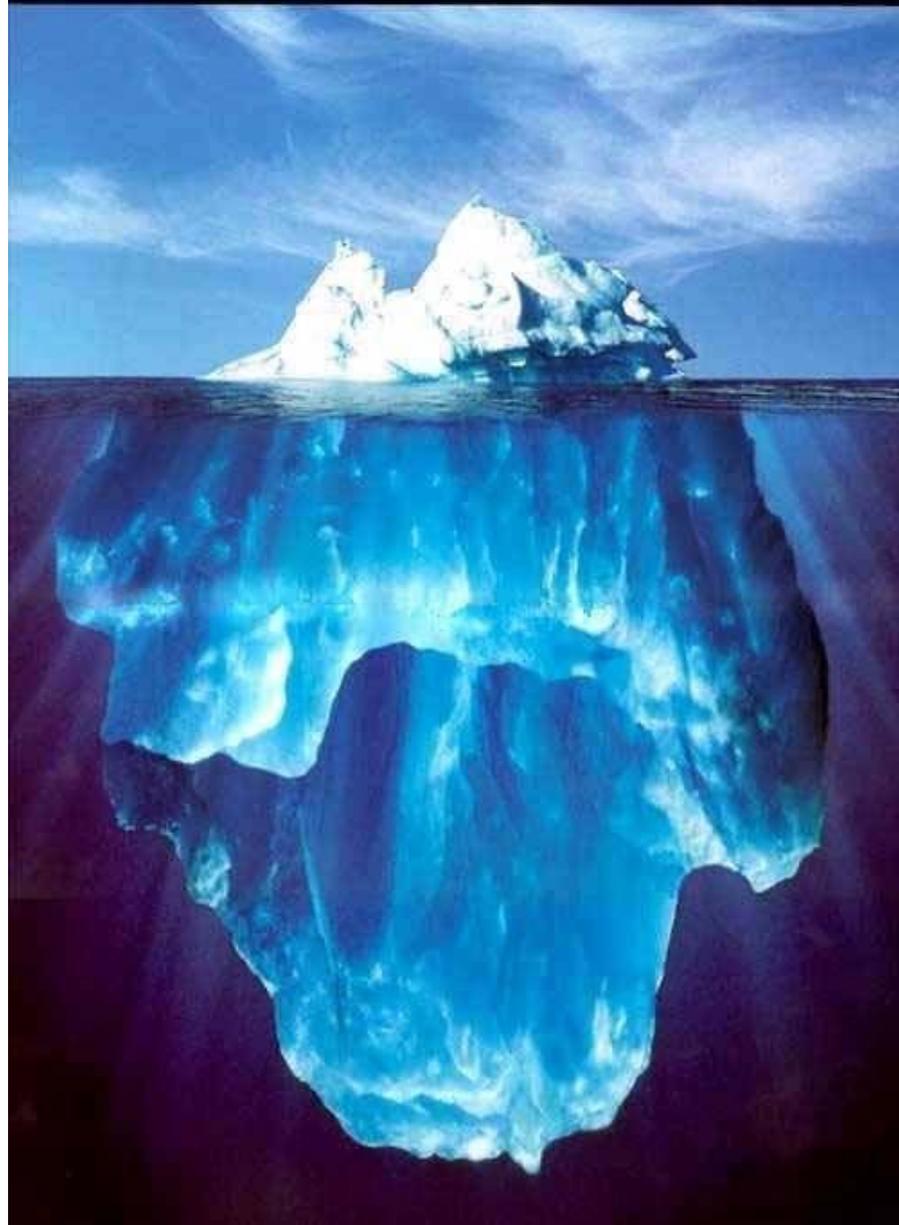
Can all this  
work with  
distance  
education?



# Principle #6: Seek Feedback and Continue to Improve

- Minute papers
- Formal course evaluations
  - students
  - colleagues
  - self
- Find a mentor / role model

What  
we've  
discussed  
today is  
only the  
tip of the  
iceberg!



# Principle # 7: Enjoy Yourself

A teacher is one who makes himself progressively unnecessary.

- Thomas Carruthers

