

Prof. K. Ramnarayan

Vice Chancellor

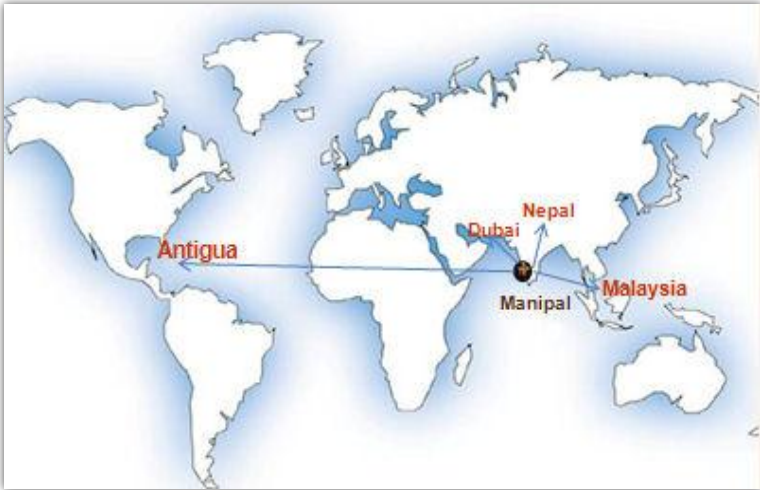


MANIPAL

UNIVERSITY



- 21 streams
- 332 courses
- Over 28,000 students
- 3400 international students
- 2400 teaching faculty
- 93,000 alumni
- Over 40 international collaborations



The
Vanishing Art
of
Lecturing

Resurrecting
the
Vanishing Art
of
Lecturing

“For our students, we have thrown the lecture into the outer darkness, as an outworn remnant of an earlier pedagogic era; but for ourselves, we teachers continue to lecture to each other, almost incessantly.....

We dash all over the country,
indeed half way round the
world, winter and summer,
spring and fall, leaving our
appointed tasks - such as
teaching students - and when
we get there, what do we do?
We sit down and listen to
lectures, or worse still, we
stand up and give them"

Richards DW 1968

The Lecture

Uninterrupted, rambling
exposition of apparently
irrelevant trivial information
delivered in a sleep inducing
monotone for one hour

Classification

of

Lecturers

- Obfuscator
- Regurgitator
- Facilitator

The Vanishing Art of Lecturing

*Lecturalgia

*Indications

*Method

LECTURALGIA (Painful lecture)

Syndrome experienced
by members of the
lectured-to audience

Characteristics of lecturalgia

- Heightened emotions
 - Agitation
 - Frustration
 - Anger
- Suppressed emotions
 - Apathy
 - Somnolence

Causes of Lecturalgia

- Lecture objectives unclear
- Lecture disorganized
- Too much, too fast
- Did not relate/respond to audience needs

Why lecture ?

1. Inspire

2. Influence

3. Inform

Transform rather than inform

What makes a lecture effective

- Expertise
- Engage the audience
- Explaining ability
- Enthusiasm
- Evoke interest

The Lecture (as an instructional method)

Definition

Myths

Guidelines

Myths about lecture

- * Covering information = Teaching
- * Speech making = Instruction
- * No questions = Understanding
- * Pleased group reaction = Learning
- * Academic success = Teaching skill

Academic success=Teaching skill

Intellectual achievement =
Pedagogic ability

The best learner (student) =
The best teacher (faculty)

Guidelines for an effective lecture

Guidelines for an effective lecture

- DON'T BE COMPLETE !

Causes of Aplastic Anemia

6 I's

INBORN

INFECTIONS

IRRADIATION

INSECTICIDES

IATROGENIC

IDIOPATHIC

Guidelines for an effective lecture

- DON'T BE COMPLETE !
- DON'T MENTION
ANYTHING ONCE !

Tell them what you are going to say

Say it

Tell them what you have said

Guidelines for an effective lecture

DON'T RESTATE. CREATE !

Adrenal cortex

- Salt
- Sugar
- Sex

Becomes sweeter as it goes inside

NOVELTY

Novel

Charlatan

**CREATIVE
TEACHER**

Old goat

Pedantic bore

Not
novel

Not useful

Useful

UTILITY

Guidelines for an effective lecture

- DON'T BE COMPLETE !
- DON'T MENTION
ANYTHING ONCE !

Guidelines for an effective lecture

- DON'T RESTATE. CREATE !
- DON'T CONFESS. PROFESS !
- DON'T EXTEMPORIZE. ORGANISE!

The ONE BIG POINT

Guidelines for an effective lecture

Break the
MONOTONY

True or false ?

1. If you know it, you can teach it
2. Good teachers are born, not made
3. Faculty teach content, not students
4. Silence in the classroom indicates learning

Guidelines for an effective lecture

1. Don't be complete
2. Don't mention anything once
3. Don't restate. CREATE !
4. Don't confess. PROFESS !
5. Don't extemporize. ORGANISE !
6. Don't give a monologue. Break the monotony
7. Don't exceed the time

*"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 if it
stopped."*

Lively

Educative

Creative

Thought - provoking

Understandable

Relevant

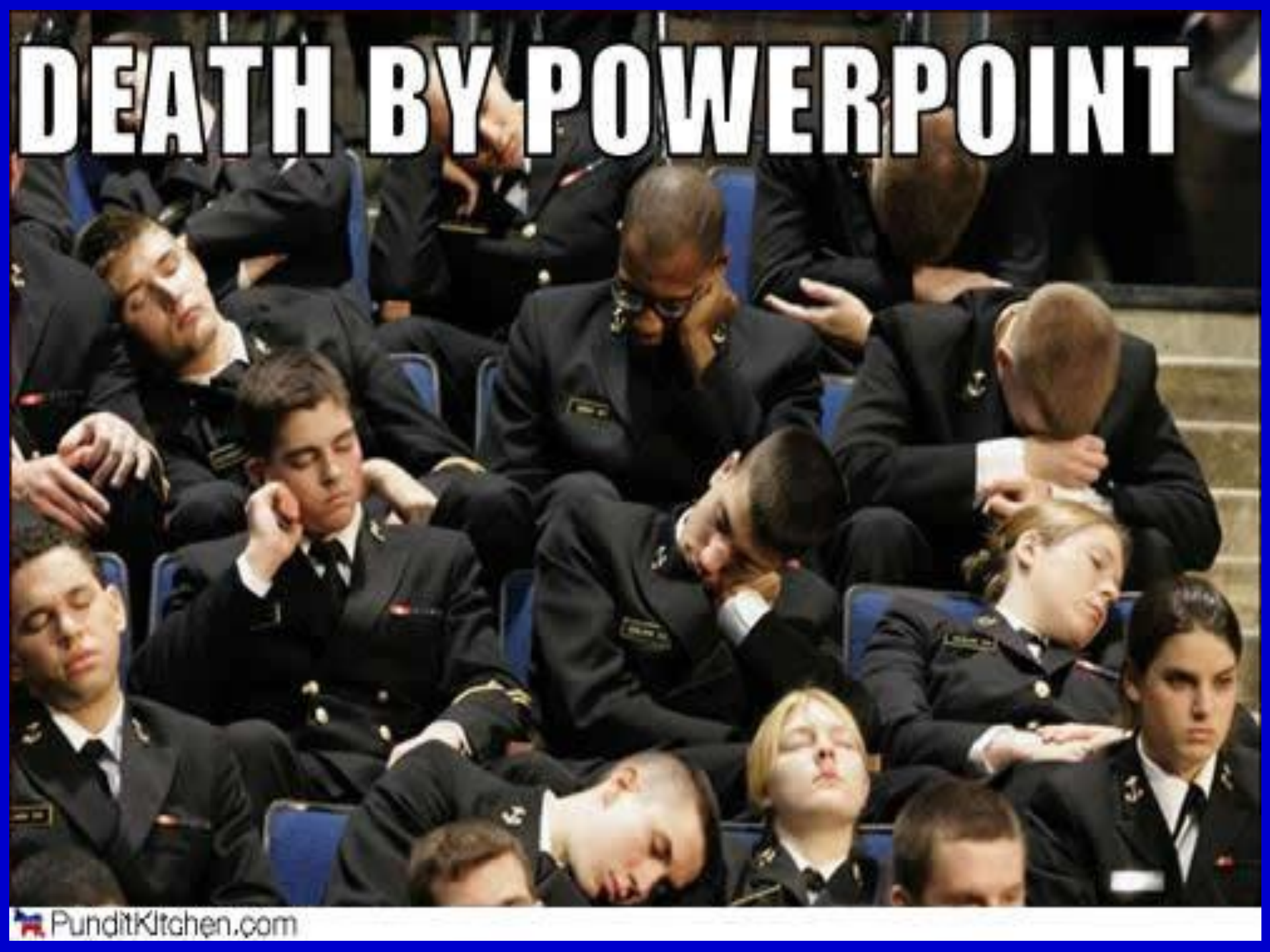
Enjoyable

Power
corrupts

PowerPoint

corrupts

ABSOLUTELY



DEATH BY POWERPOINT

COMMENTARY

Death by PowerPoint – the need for a ‘fidget index’

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Abstract

PowerPoint is an application designed to help the speaker or lecturer assemble professional looking slides to be used in oral presentations. The result sadly is often an unending stream of slides with bullet lists, animations that obscure rather than clarify the point and cartoons that distract from rather than convey the message. This paper examines what the speaker can do to avoid ‘death by PowerPoint’. The options of an alternative communication format or an alternative presentation tool are considered. For most speakers, however, the problem is not with PowerPoint but with how they make use of it. Three approaches to making presentations using PowerPoint are described which should yield rich rewards and a more attentive and appreciative audience.

In the past decade we have seen a paradigm shift in oral presentations at conferences and meetings. Gone are the 35mm slides, the use of transparencies with an overhead projector and writing with chalk on a blackboard or markers on a whiteboard. There have been some notable exceptions, such as when Edward de Bono sat on a chair on stage at the AMEE conference in Edinburgh in 2004 and enthralled his

PowerPoint corrupts the communication process by focusing on format rather than on content, sometimes with serious consequences. A fascinating example he uses is how a poorly presented PowerPoint slide hid key information which was, at least in part, responsible for the Columbia space shuttle disaster. The limitations of a slide sequence based on bullet-pointed lists is demonstrated by Peter Norvig in a spoof

The
BEST
visual aid !

DON'T do these five

- Annoy
- Bore
- Confuse
- Distract
- Exhaust

DO these five

- Sympathize
- Structure
- Sequence
- Standardize
- Simplify