


☐

I'm not robot


reCAPTCHA

Continue

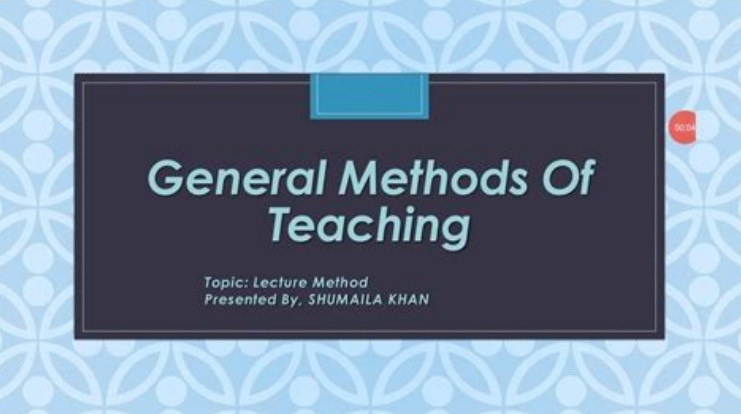
Advantages of lecture method of teaching pdf

What are the disadvantages of lecture method of teaching. What is the advantage of lecture method. What is lecture method of teaching pdf. Advantages of lecture method pdf. Advantages and disadvantages of lecture method of teaching pdf. What are the advantages of lecture method in teaching.

Lecture—a period of continuous exposition by the instructor—is one of many distinct in-class learning activities an instructor can use. As with any leaning activity, the decision to lecture should result from a careful consideration of the instructor’s strengths, the students’ capabilities, the nature of the course material, environmental factors, and learning objectives. Advantages of Lecture Lectures can efficiently disseminate foundational knowledge Instructors can use lectures to help students easily acquire knowledge of terms, basic facts, and simple concepts. Lectures are as effective, but not more effective, than other methods in transmitting simple information (Bligh, 2000). Lectures make students feel comfortable The lecture method may match students’ expectations of student and teacher roles. Students sometimes have an initial resistance to “active” learning, which may suggest greater comfort with the familiar lecture style. Such resistance is often related to students’ preference for authoritative rather than discursive instruction and may be greater with men and less experienced students (Owens, et al., 2017). Interestingly, more experienced students in large classes may prefer and expect lectures, presumably due to their previous experience in large classes (Messineo et al., 2007). At the same time, some studies demonstrate the general “unpopularity” of lectures among students, especially compared with discussion (Bligh, 2000). Lectures provide control and consistency Since lectures are a monologue, the content and pace are completely controlled by the speaker. This may be an advantage when crucial information needs to be delivered. Additionally, the lecture method is relatively unaffected by changes in class size; learning is consistent in small or large lecture classes. Similarly, variations in room configuration, furniture, etc., tend not to affect lectures, provided the lecturer does not rely heavily on technology.



Lectures can demonstrate academic skills, methods, and dispositions Lecturing can be a way to model attitudes and behaviors the instructor values, such as careful weighing of evidence, presentation of argument and counterargument, and demonstration of how the subject has personal meaning. Limitations of Lecture Lectures risk losing students’ attention The research on students’ “attention spans” is conflicting, partly because there is no agreed-upon definition of “attention span” or its indicators, and partly because so many variables affect attention that fully controlled experiments are impossible. But research is clear that unchanged visual, physical, auditory stimuli have a negative effect on attention, as does putting too many demands on working memory.



Studies place lapse in attention anywhere from five to eighteen minutes from the beginning of a lecture (if the “settling in” phase of the first minute is disregarded), although somewhat paradoxically, the maximum level of concentration may be 10-15 minutes into the lecture. By whatever measure, studies commonly find that attention lapses occur with increasing frequency throughout a lecture. The primary effect of attention loss is on what students will note rather than their recall abilities (Wilson and Korn, 2007). Lectures do not generally stimulate higher-order thinking (see Bloom’s Taxonomy) Bligh argues that discussion is better than lecture at promoting thought, affecting attitudes and behavior, and generating enthusiasm for a subject. Unless a student already has a disposition toward “deep” learning, he or she will require something beyond a lecture to process information. (Many studies, it should be noted, are not able to discern whether it is the lecture method itself, versus simply poor lectures, that explain these results.) Lectures may discourage questioning This is related to higher-order thinking, as questioning is part critical analysis and evaluation. More fundamentally, without opportunities to ask questions, students’ misunderstandings may not be corrected. Relatedly, without interaction with the teacher, students may miss positive feedback, which can increase student motivation and effort. Additionally, students rate lectures highly when there is free communication between student and teacher (Sekhri, 2012). Lectures may present too much information, irrelevant information, and too quickly Instructors may assume that students learn information at the rate instructors deliver it. This may lead to speaking too fast and giving too much information.



Studies show that students learn less than half of what a lecturer says, and, to a point, students learn more when presented with less information. Higher-order thinking is especially impaired by overly fast lectures (Bligh, 2000). Lecturers must also be aware of the possibility of imposing “extraneous cognitive load,” that is, engaging greater amounts of working memory than are needed for the specific learning objective. This can slow learning and impede understanding. For example, a lecturer may increase cognitive load for students when using more than one challenging or unfamiliar term to explain a concept or using two forms of representation (e.g., text and diagram) in which neither form is self-contained or fully intelligible on its own (Chandler and Sweller, 1991). Lectures may ignore the social dimension of learning Traditional lectures tend not to take advantage of the fundamentally social nature of learning. People learn—and especially develop dispositions—in social contexts, and their thinking is refined by submitting their thoughts to others and receiving feedback. Greater social interaction in a classroom can also increase motivation to learn, create higher standards of achievement, and increase student retention (Astin, 2003; Brufee, 1999). Lecture Tools Visuals Visual tools can enhance lectures. Some concepts are more easily conveyed or understood in visual form. Visual presentation can also break the monotony of a lecture, potentially regaining students’ attention. Presentation slide technology, like PowerPoint or Prezi, is common, although it should be used carefully. For such technology to be beneficial, do not talk while students are reading, and do not fill slides with too much text or unnecessary graphics or animation, which can be distracting and overwhelming. Another reason not to supply too much text is that students learn more when they must conceptualize and write it themselves, a process called “encoding” (Bligh, 2000). A chalk board or white board can also be helpful, provided handwriting is legible, organization is clear, and you do not talk while you are writing. Some suggest, when using a board, to create an organizational chart or outline on one side (which remains unedited through the lecture) while writing terms, definitions, and points to stress on the other side. Lecture Guidance Documents (Handouts) Lectures can be easier for students to understand and follow if they have a handout that contains the outline of the lecture or a set of “partial notes,” that is, a handout that contains key terms or definitions missing for students to fill in. Lectures Worth Listening To... Are Organized Present information in a logical, clearly stated structure (chronology, thematically, problem and solution, thesis and evidence, etc.). Use verbal signposts (e.g., “the second point is...”), appropriate repetition, and summaries. Balance general information with specific examples. To reinforce coherence, relate new information to existing information. Are Delivered with Authenticity Know your material well enough to present it with minimal notes. This communicates to students that the material is important enough for you to have internalized and assures students that you will be able to answer their questions (i.e., that you know more than is in your notes). More practically, this allows you to make eye contact with students, walk the room, and be attentive to students’ reactions. Students are more receptive—and may learn more—when lecturers “humanize” themselves, that is, they seem at ease, are energetic (but not nervous), and use colloquial speech, self-disclosure, and humor when appropriate (Bligh, 2000). Are Accompanied by Guidance and Opportunity for Note-Taking. The benefit of a lecture is inseparable from the ability to create useful notes.



Consider offering a brief in-class discussion or handout on note-taking (For example, this handout from Purdue University). Be sure your lecture is paced for students’ note-taking. Pause after each main point, and immediately repeat important definitions or lists. Note-taking can also be an opportunity to encourage higher-level thinking by, for instance, asking students to record questions in their notes as they arise during the lecture or giving time for students to summarize a series of points before moving on. Finally, encourage students to review their notes after each class, rather than seeing them only as a tool for exam preparation. Invite questions From the first lecture, establish that you expect questions, will give plenty of time for them, and will answer them thoughtfully and respectfully. Students are more likely to ask questions if the lecturer pauses and solicits questions not just at the end of the class session, but throughout, especially when dealing with complex issues and before moving on to new topics. The way questions are solicited is also important. For instance, “are there any questions?” is less likely to get a response than “what questions do you have?” and when the instructor does not move on until at least one question has been asked (often one question will spark another). Better still is when an instructor poses specific but open-ended questions to students. Solicit and Act on Feedback Lecturing is a skill that can be continually improved. One way to do this is to gather feedback on your lectures that can help evaluate your performance. This may include recording your lecture to view later, being observed by a colleague (contact atl@baylor.edu to schedule a teaching observation), or receiving student feedback. Student ratings at the end of a course can be helpful for future courses, but don’t overlook opportunities to improve during a course. Consider regular “fast feedback” forms, completed by students after each class, at the end the week, or with each exam. You can also become more reflective about your teaching by intentionally observing student behavior, requesting to view students’ notes (to see how well students’ notes reflect the lecture), and simply noting “what worked” and “what didn’t work” immediately after each lecture.

THE LECTURE METHOD		
USES	ADVANTAGES	DIS-ADVANTAGES
<ul style="list-style-type: none">• To orient students.• To introduce a subject.• To give directions on procedures.• To present basic material.• To introduce a demonstration, discussion, or performance.• To illustrate application of rules, principles, or concepts.• To review, clarify, emphasise or summaries.	<ul style="list-style-type: none">• Saves time.• Permits flexibility.• Requires less rigid space requirement.• Permits adaptability.• Permits versatility.• Permits better centre over contact and sequence.	<ul style="list-style-type: none">• Involves one way communication.• Poses problems in skill teaching.• Encourages student passiveness.• Poses difficulty in gauging student reaction.• Require highly skilled instructors.

Interactive Lectures Aside from inviting questions during lecture, instructors can do many things in combination with lecture that increase student participation, improve recall, and exercise higher-order thinking. Consider these Twenty Ways to Make Lectures More Participatory, all of which have been used in very large as well as small sections. References Astin, A. W. (2003). What matters in college? Four critical years revisited. San Francisco: Jossey-Bass. Bligh, D. A. (2000). What’s the use of lectures? San Francisco: Jossey-Bass. Brufee, K. A. (1999). Collaborative learning: Higher education, interdependence, and the authority of knowledge (2nd ed.). Baltimore: The Johns Hopkins University Press. Bunce, D. M., Flens, E. A., & Neiles, K. Y. (2010). How long can students pay attention in class? A study of student attention decline using clickers. Journal of Chemical Education, 87(12), 1438-1443. Chandler, P., & Sweller, J. (1991). Cognitive load theory and the format of instruction. Cognition and Instruction, 8, 293-332. Sekhri, K. (2012). Teaching methodologies in pharmacology: A survey of students’ perceptions and experiences. Journal of Education & Ethics in Dentistry, 2(1), 40-44. Messineo, M., Gaither, G., Bott, J., & Ritchey, K. (2007). Inexperienced versus experienced students’ expectations for active learning in large classes. College Teaching, 55(3), 125-133. Wilson, K., & Korn, J. H. (2007). Attention during lectures: Beyond ten minutes. Teaching of Psychology, 34(2), 85-89. This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License. Lecture Method Advantages And Disadvantages: What are the advantages and disadvantages of using the lecture method in the classroom? While there are many benefits of the lecture method, it does have its downsides as well, which you should know about before deciding to use this method in your classroom. Once you understand both the pros and cons of this method, you’ll be able to decide whether or not it’s the right choice for your class.Students can also find more Advantages and Disadvantages articles on events, persons, sports, technology, and many more.What Is the Lecture Method?A lecture is a presentation intended to educate or entertain a group of people. Lectures are often given in large venues, such as auditoriums and lecture halls, but small groups can host lectures in meeting rooms and classroom-like environments.A lecture method refers to an instructor who lectures during instruction. This type of teaching includes an educational discussion and speech, while also involving visuals, like PowerPoint presentations and handouts.Types of Lecture MethodThere are two main types of lecture methods:A Blackboard lecture: A class lecture is a method used by an instructor to teach students in a classroom setting. This type of teaching involves sitting at a desk and facing a class with an open discussion of facts, theory, or procedures. Class lectures may also include visual presentations such as PowerPoint or handouts for supplemental information.A verbal lecture: Verbal lectures are another type of teaching method. In a verbal lecture, students sit in rows while an instructor stands at a podium to deliver information to them. Classroom discussions are typically a part of a verbal lecture as well. An instructor may also ask students questions during or after class to ensure they have understood key points or learned important information.Advantages Of Lecture MethodThe biggest advantage of the lecture is that it allows a teacher to easily keep control of a large classroom. It’s also an effective way for teachers to present information students will not necessarily see otherwise, since many teachers use lectures to present facts that can be found in textbooks or class notes.Use any type of media while teaching: A teacher can use a variety of different types of media in a lecture, including video, audio, pictures or even physical objects. For example, a teacher could show a short video clip from YouTube to illustrate how something works or bring in an object to help students better understand what they’re learning.Early revived: The lecture method is also effective because it can be used as early as preschool. It’s a simple way for teachers to impart information to young students in an easy-to-understand format.Teachers can easily keep control of a large classroom: Since lecturing is so straightforward, it’s easy for teachers to keep control of a large classroom without having to worry about students getting off task or not understanding what they’re learning.Role model: Lecturing is also an effective way for teachers to act as role models for students. A teacher can use a lecture to show students how they want them to behave in a classroom setting.Large material of any subject: Lectures are also an effective way for teachers to present large amounts of information in a short amount of time. For example, if a teacher wants to cover several different topics in one class period, they can do so using a lecture format. This is also an effective way for teachers to quickly fill students in on the information they’ve missed or bring them up-to-date on what they need to know for upcoming tests.Disadvantages Of Lecture MethodThe lecturing method is well known and most students are used to it. It’s been in use for a long time as well, giving people many years of experience using it. While there are advantages to using a lecture method, there are also disadvantages that you should consider before trying it out yourself. If you can’t think of anything on your own, here are just a few things that should be mentioned.Information on the Subject: The main disadvantage of using a lecture method is that you’re going to have to know your subject well. You’ll need to be able to explain it in a way that is easy for students to understand, especially if they don’t already have a background in it. If you can’t do that, then you might want to try something else instead.Attention: The second disadvantage of using a lecture method is that it can be hard to keep students’ attention. You might be able to do it for a short time, but if you have a long lecture, then you might find that your students start to get bored. If they aren’t paying attention, then they won’t learn anything at all. That’s why you should try to make your lectures as interesting as possible.Information May be Forgotten: The third disadvantage of using a lecture method is that students might forget what you’ve told them. They might not take notes, or they might just get distracted by something else during your lecture. Either way, they won’t remember what you said unless you repeat it in some way.laziness in the Classroom: The fourth disadvantage of using a lecture method is that it can make students lazy. They might think that they don’t have to do any work at all, since you’re doing all of it for them. This means that they won’t take advantage of what you’re teaching them, which means that they won’t learn anything at all.Comparison Table for Lecture Method Advantages And DisadvantagesAdvantagesDisadvantagesUse any type of media while teachingInformation on the SubjectEarly revivedAttentionTeachers can easily keep control of a large classroomInformation May be ForgottenThe third disadvantage of using a lecture method is that it can make students lazy.Laziness in the ClassroomLarge material of any subjectFAQ’s on Lecture Method Advantages And DisadvantagesQuestion 1. What is the importance of the lecture method?Answer: Teaching this way is the simplest and does not require any arrangements on the teacher’s part. Listening skills are developed this way. A better understanding of the topics is gained and the significance of the ideas is stressed. This is done to impress or influence the students.Question 2. What are the characteristics of the lecture method?Answer: During class, the teacher is instructing or lecturing on a topic for the majority of the time. Students listen and memorize the material presented as a whole.Question 3. How is the lecture method used in teaching?Answer: All educational institutions employ the lecture method as one of their most common teaching methods. Simply put, it is the means through which instructors convey information to students regarding lesson plans and academic concepts within the classroom setting.Question 4. What is an example of a lecture?Answer: A lecture about natural sciences is an example of a lecture. The lecture of a parent to a child after the child has lied is an example of a lecture. A lecture is a speech or a conversation about why someone is wrong. For example, a priest may deliver a sermon as a lecture.Conclusion on Lecture Method Advantages And DisadvantagesIn summary, the lecture method offers clear ways to organize ideas and is a great way to reach a wide variety of students. However, I wouldn’t recommend this method for visual-heavy classes, such as art and design classes. Finally,

