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Towards better teaching experience...

EFFECTIVE LECTURES

Inside:

Prof. Dr.-Ing V. S. RAJU
Director

INDIAN INSTITUTE OF TECHNOLOGY DELHI

HAUZ KHAS, NEW DELHI - 110 016

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Dear Colleague,

It is heartening to note that Educational Technology Services Centre (ETSC) plans to bring out a series of resource booklets on **Effective Lectures, Effective Tutorials, Enhancing Laboratory Instruction, Using AV Aids in Classrooms** and **Developing Teaching Portfolios** for distribution to faculty. All these topics are of direct relevance to us as teachers and I am sure each one of us will find them interesting with some useful tips for ready implementation.

The first resource booklet **Effective Lectures** containing useful information presented in a comprehensive and highly readable format, is being released now. Hope you will enjoy reading it and will give your feedback to ETSC for brining in further improvements in the subsequent booklets.

With best wishes,

Yours sincerely,

(V.S.Raju)

Phones : 6867541/6861977/7001 (Off.), 6867537/6861977/8201 (Res.)
Fax : (91)-11-6857659/6862037, e-mail : director@admin.iitd.ernet.in

EDUCATIONAL TECHNOLOGY SERVICES CENTRE

Dear Colleague,

Here is a resource booklet on Lecturing *Effectively*, a humble offering by **Educational Technology Services Centre**. Every teacher dreams of teaching a small group of motivated students – happily engaged in discussing, interacting and establishing close rapport with the students. But the fact is that bulk of our teaching is done in the lecture mode and whatever supplements technology may offer, lectures are here to stay.

Strange as it may seem, ***Lecturing Effectively*** has been the subject of serious research.* Some consider lecturing as a science; others contend it is an art. Obviously, it is both and by the same virtue, the ***lecturer*** is both an educator and a performer; and ideally speaking, a ***lecture***, should both instruct and delight. Achieving these objectives within the constraints of our imperfect world is by no means easy. The task is becoming even more challenging as the classes are becoming larger and even larger. It is time some serious thought is given to this key activity of our profession.

Becoming a good lecturer requires conscious effort. It is a demanding, sometimes daunting but ultimately a rewarding experience. In this booklet observations and suggestions of many educational technologists have been reviewed and compiled. Hopefully, you will find some useful tips for ready application.

ETSC looks forward to being a partner in your endeavour for enhancing your teaching acumen. Please give us your feedback. ETSC proposes to bring out similar resource booklets on – *Effective Tutorials, Using AV aids in Classroom, Developing Your Teaching Portfolio etc.*. If sufficient interest is generated, ETSC will be pleased to organize **discussion sessions** for us to talk about teaching at IITD.

I would like to acknowledge support of Ms. Ritu Chaudhry for typing, Mr. S.S. Chauhan for graphics and Nischal Jain (M.Des. Student) for the cartoon.

Happy reading!

Veena Kumar

(Veena Kumar)

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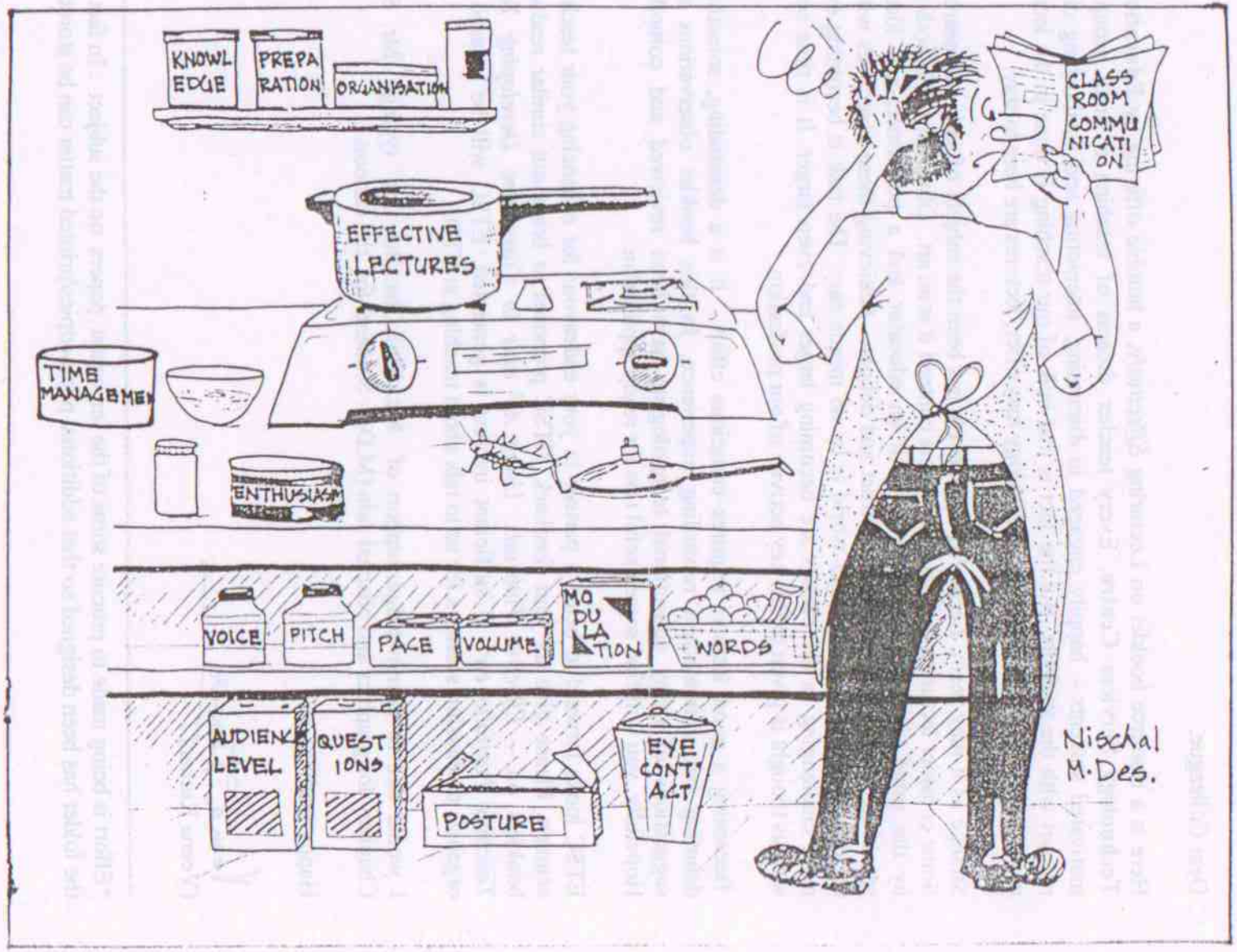
*Effort is being made to procure some of the important papers on the subject . In fact, the folder has been designed so that additional photocopies/printed matter can be stored.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THE LECTURE MODE IS HERE TO STAY

Whatever the pedagogical and technological advances may promise the world. let us accept the fact that the lecture mode is here to stay as the mainstay of our profession. Lecture mode has its own advantages such as :

a) Time, cost and energy efficiency
b) Up-to-date information.
b) Summaries of materials / view points from a variety of experts and printed sources.
c) A pattern for organisation of material which helps the students to read more effectively

Styles of lecturing vary across disciplines and from individual to individual. There is no single, best model. In time, one evolves one's own style guided by native good sense and personal experience of what works for a given discipline, with a given set of students.

Substantial amount of research has been done on this particular mode of teaching and some of the conclusions are worth contemplating upon. A little awareness and planning can sharpen our skills and make the task more enjoyable for the learner and more rewarding for the teacher.

SOME DETERRENTS

Like any other profession, teaching also has its set of deterrents which lead to underachievement. Some universal ones are listed below.

- Very large classes
- Lack of adequate/desired facilities
- Difference in students' and teacher's expectations.
- Lack of accountability
- Lack of visible rewards
- Preoccupation with completing the course work.
- Heterogeneity of Learner group.
- Monotony of daily routine

To these, one may add individual and situational deterrents. In any case, it is important to identify them, face them and make a conscious effort to overcome them.

SOME PEDAGOGICAL ISSUES

To be a good lecturer one needs to be sensitive to **three** key pedagogical issues –

a) Learners process information differently.
b) Learners have limited attention span. &
c) Learners need to be constantly motivated.

a) **How Students Process Information** - According to the well accepted concept forwarded by Craik and Lockart*, there are two different modes for processing information. Some students *Surface Process* the information provided, assimilating only key words and facts. Other students need to see implications of what is being said and try to relate it to real life experience. They learn more actively and do *Deep Processing* of the information being provided.

The important point to be noted is ***that there is need for both types of processing.*** More experienced students can probably vary their strategies depending upon the demands of situation but the new, inexperienced learner, should be guided more closely. First, the learners need to be made aware of their own style of learning and develop the competency for changing strategies.

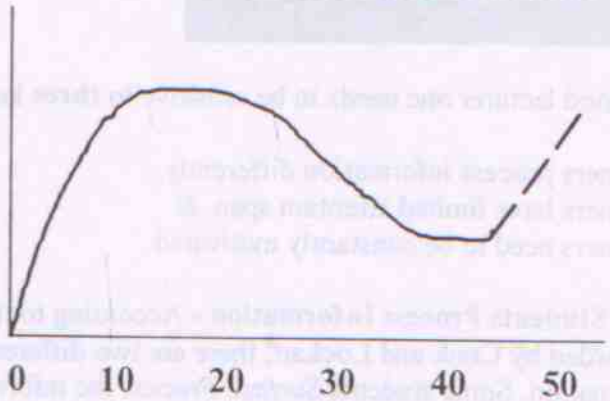
An important related issue is students' capability for **notes taking.** Contrary to what we might like to believe, most students are ill equipped in this skill. They are unable to sift information at the pace at which it is delivered. The teachers must guide the students when to take down notes and when to listen attentively. The fact is that to an average student, the most important task of attending a class is being able to take down everything a teacher says. That is the reason why students rarely ask questions, at least intelligent, searching ones.

It is therefore, strongly recommended that the teacher should spend sometime, preferably in the very first meeting about his/her requirement of notes taking. One tutorial class may be devoted to this activity. Random checking can be done to evaluate the degree to which they have been able to assimilate, translate and summarize the information provided.

* References in this document would help the reader to search more material on this issue.

b) **The attention span :** Studies show that attention fluctuates. It is high at the outset but after 15-20 minutes there is a marked decline followed by a peak just before the lecture ends.

THE ATTENTION SPAN



The teacher should make the most of these *peak times* by scheduling dicussion about the most important points of the lecture. The down time, on the other hand, should be improved by:

- **introducing change of activities** demanding a shift from passive listening to active response. This can be done by:
  - i) varying the pace;
  - ii) showing a visual;
  - iii) asking the students to write something;
  - iv) using humour to enliven the atmosphere;
  - v) raising questions; or
  - vi) using a buzz-group activity
- **breaking up the session into several little units.** Each unit could then have its own attention-promoting little activity. This effectively creates more high-attention periods and promotes deep processing.

A good way to make the most of the second rise in attention span is to summarize the key points at the end of the lecture.

d) Sustaining Student Motivation

This is the most challenging task a teacher is faced with. Of course, the six foolproof words are – ***" This will be on the test".*** We know that there is a tendency not to do anything unless it 'counts" and the anonymity lent by a large class often lures students towards mediocrity. The teacher needs to carefully workout strategies to generate

motivation. Then, there are some common assumptions associated with the profession such as :

- If the content is interesting it will be sufficient to capture students' attention.
- Students in general are good listeners and will let you know *if and when* they do not understand.
- Students are adequately equipped for following lectures (e.g. note-taking skills, necessary background knowledge and vocabulary).
- Students are eager to participate (e.g. analyzing a text, solving a problem).
- It is impossible to involve students in interactive learning in large-group teaching situations.

The fact is that each one of these assumptions is a myth and a challenge to be reckoned with. Some of the following ways have been found to be very effective for sustaining student motivation:

- *Make students partners in the teaching-learning process*: Explain the objectives of the course and how the workload is to be shared.
- *Be sensitive about students' needs* : Show that you are aware of their needs and value their feedback. You will need to establish your credibility by taking action wherever appropriate. Also share with them the strategies you will be adopting for teaching and evaluating the course. It is a good idea to announce your **office hours**: timings when you will be available for individual consultation right in the beginning of the course.
- *Provide extrinsic motivation* : By giving occasional spot quizzes, or surprise tests. Studies show that teachers who follow this practice generally have students learning actively in *ready* mode.
- *Allow for some quiet time :* It is important to make periodic pauses, lasting perhaps no more than a minute. This gives the students the opportunities for concentrating on clarifying and organising their thoughts without worrying about keeping pace with the delivery of the lecture. However, to make the most of this time, silent thinking must be insisted upon and chatting firmly discouraged.

PREPARING THE BLUE PRINT

The importance of preparing ***blue prints*** in any activity is obvious. Before beginning, it is crucial to determine the specific objective(s) of each lecture. What do you want your students to learn? What are the key concepts and issues that need to be addressed? What essential skills the students will be acquiring after receiving the information?

Having defined the objectives, make sure that *these are clearly communicated to the students*. Three key areas where careful planning is required are :

- **Knowledge base** - It is impossible to deliver a good lecture without the right knowledge base – content which is well chosen and well structured. The next important point is to ascertain at what level to pitch the lecture. Logically, the lecture should be pitched at the average level of the class which is not always easy to determine. An early diagnostic test or brief questionnaire will enable you to ascertain their level and to discover what students already know. The short test/questionnaire will also help you to identify students who do not have adequate background knowledge and need special help.

- **Clarity** - You need to worry about clarity both in organization and delivery of the lecture. Ensure that the lecture moves in a logical manner and the movement is clearly understood by the students. Also, it is important to ensure that you can be heard and that what you show can be seen by all students. It is generally better to use simple and explicit language, though sometimes - e.g. to provoke students to think and ask questions - you may choose to be vague or ambiguous over certain points. Pace the delivery so that it can be followed by the average student in your class.

- **Generating Interest** – This is a very important component for the success of the lecture. Remember, the surest way to kill interest is to read or dictate a lecture. interest can be enhanced by :

  - Adopting different approaches and openings in your lecture.
  - Making effective use of audio-visual aids.
  - Encouraging student involvement, and
  - Introducing variety in pace of delivery and intonation.

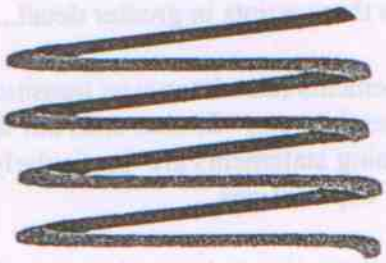
STRUCTURING THE CONTENT

To get the best of the lecture, the content should be selected and structured ***with not the course but the learner in mind.*** Two types of structuring is required – first, at the **macro level** – the entire course needs to be structured to suit the given objectives, available time and the given set of learners. This involves identification of teaching points and the time required to cover them. It is worth making a detailed chart indicating the topic against each class meeting. This may, (and often does) change drastically but a rough planning before the commencement of course is highly recommended.

Second, at the **micro level** - each lecture needs to be worked on. There should be clear planning regarding specific objectives, list of activities and possible questions etc. to be covered in each lecture. Special activities/exercises can then be incorporated for generating interest and sustaining attention can be worked out.

Educational technologists would like to remind you that a very important consideration is the instructional design you choose for your course. Different subjects/topics need to be structured differently. Some subjects/topics are best organized in a linear or hierarchical fashion in which one concept builds upon the preceding one.

Other subjects/topics are better organized in the manner of a spiral or helix in which the path from one level to the next is not linear but where every new point passes through the previous one.



Still other subjects/topics are structured in the fashion of networks in which one may start at different points of the network always coming back to the central point.

Whichever strategy one may choose, it is always good to proceed from theory to evidence; problem to solution; familiar to unfamiliar; and concept to application.

The following points may be kept in mind :

- Focus on just a few main concepts, themes. Identify key points for further exploration which students can and should do by themselves.
- Proceed from the known to unknown, concrete to abstract, simple to complex.
- Provide a reading list and some questions in advance to help the students prepare for lectures.
- Expect the students to prepare rather than provide every little detail.

The learner must be carefully guided through the learning process with clear indications about the direction in which arguments are moving and each change in direction must be signaled through the use of ***signposts, frames, links and summaries.***

- **Signposts** - are statements which indicate the structure and direction of an explanation, e.g. "First, we will talk about ....Now, we will outline.....Next. we shall look into these points in greater detail.....".

- **Frames** - are statements (also known as transitions) which signal the beginning and the end of a section e.g. "So that ends our discussion of .....And now, let us look at....." . Framing statements are particularly important in topics involving complex steps or explanations.

- **Emphasis** - directs attention to key points, e.g. "So the main point is..."" The key issue here is.....".."This brings us to the crucial factor....". This requires repetition and change in pitch and intonation.

- **Links** - are words, phrases or statements which link one part of an explanation of one subtopic to the next, e.g. "But while this may be the solution, it may lead to several complications and objections not directly related to it, and which may not be immediately obvious....".

- **Summaries**- provided periodically as well as at the end, serve to remind the students of the essential points and to link topics and themes which may have been separately discussed and thus provide coherence. In summarizing one could also compare and contrast, point to similarities and differences, advantages and disadvantages, and so on, of various points and perspectives dealt within one lecture.

PREPARATION OF SUPPORT MATERIALS

A well-organized lecturer is always in good command of the support material to be used for each lectures. Some of the common tools are:

- **Lecture notes** or jottings used by the teacher as reminders of points to be covered. These are particularly useful when a course is being taught for the first time. While reading out a lecture is not recommended, outlining it out is good preparation. Lecture notes can be jotted down on 3" X 5" index cards which are easy to carry and use in class.

- **Handouts** serve as effective tool for enhancing both teaching and learning. Handouts are most useful for providing:

- ***Outlines*** - to help the students to follow the lecture more easily
- ***Diagrams*** –to save a great deal of time
- ***Reading Lists*** – to provide guidance
- ***Scarce Resources*** – to provide materials that are not easily available or are difficult to obtain
- ***Questions/Problems*** -to clarify and reinforce key ideas.

It is important to plan when to distribute the handouts. If handed out in advance they enable students to give some thought to the issues before attending the lecture. If handed out at the end of the class, they greatly reinforce learning.

However, it is equally important to guard against the tendency to over-use 'handouts`- it can turn students into bored, passive recipients.

- **Audio-visual aids** – Effective use of audiovisuals can enhance your teaching several folds. However, it is crucial that these are carefully designed and developed. If used carelessly they can prove to be counter-productive and can

actually deter rather than enhance learning. Indeed, it is arguably better not to use these aids than to use them badly.

ENSURING EFFECTIVE DELIVERY

The ultimate success of the lecture depends on how it is delivered. Excellent delivery can uplift an average lecture while a perfectly planned and prepared lecture can be ruined by poor delivery. Here are some important Dos:

- **Rehearse Mentally** – This builds confidence, helps in getting the timing right and anticipating possible problems. Also, be open and project enthusiasm- the enthusiasm is likely to extend itself to the students and stimulate their interest in the subject.

- **Practice using audio-visual aids** – Overhead transparencies are an economical and practical aid. To get the best results avoid:

  - Small, illegible writing
  - Too much material on one transparency. Stick to 6-8 lines per transparency and 6-8 words per line.
  - Poorly adjusted overhead projector.
  - Standing between the overhead projector and screen;
  - Waving the pointer about;
  - Talking to the screen;
  - Taking the transparency off before students have had the time to look at them.
  - Forgetting to dim the lamp.

- **Ensure audibility** - Ask someone seated at the back to let you know if you can be clearly heard. Mumbling, slurring, swallowing or clipping one's words hurts clarity.

- **Check mannerisms**- Use gestures for emphasis but nervous mannerisms are distracting and irritating. Guard against adopting a confrontational or sloppy posture (e.g. arms akimbo, arms crossed in front of chest, hand in pockets)

- **Do not pace about**- It is nice to be relaxed and agile but constant pacing back and forth is disturbing.

- **Introduce variation in pace and intonation-** This is particularly important if an important point is made at the end of a sentence, make sure it is not lost in the usual falling intonation.

- **Recognise limits of attention span-** Break up lecture with audio-visual materials, questions, giving students a problem to solve, or even a short break.

- **Avoid stock words or phrases** – such as - *you understand?, I mean to say…, hum…etc.*

- **Avoid reading from a prepared script** - Organise lectures carefully, but try to deliver lectures extemporaneously, using prepared notes as a guide.

- **Use shorter sentences** - It is difficult to follow long and intricate sentences aurally.

- **Repeat for emphasis** - Repeating major points or keywords helps to drive them home. Get periodic feedback

- **Use humour judiciously** – do not attempt unless you are really gifted for it.

- **Be at ease and confident during exchanges.** Don't look like you hate it. Smile frequently. Be encouraging . Be in control. Encourage students to speak loudly and clearly by doing so yourself and demanding them to do likewise. When somebody asks a good, relevant question, recognize it: "Somebody just raised an issue everybody in this room ought to be thinking about.."

- **Exercise courtesy-** Bear in mind the unequal relationship and be particularly careful not to come across as patronising or aggressive; e.g. such comments as: "I expect you all know this..." or "Of course, you would not have heard of this …" may be off-putting.

- **Look friendly and interested** -A smile makes the lecturer seem more approachable to students who might then be more receptive to invitations to participate

SOME GOOD WAYS TO BEGIN...

- State the objectives to be achieved.
- Provide 'advance organisers'- For instance, put on the board or transparency some keywords, lecture outline, or list of questions that will be raised during the lecture. Refer to them when making transitions.
- Clarify terminology- Do not assume that terminology familiar to you are familiar to students. Ignorance may lead to misconceptions and inability to follow the lecture. Write out words/expressions with which students may not be familiar.
- Ask a rhetorical question or state a major idea which will be examined and elucidated in the course of the lecture.
- Present a pertinent problem/case study.
- Provide an example of the concept to be discussed.
- Review some previously covered material that is related/necessary to the understanding of the present lecture.
- Provide an overview of the lecture.

SOME GOOD WAYS TO END...

- Signal the conclusion clearly;
- Summarize incisively the main points; students' attention level tend to go up in the last 10 minutes;
- Provide a sense of coherence by linking a lecture with the next one.
- Provide directions and if possible, a reading list for students to pursue their own investigations.
- Ask students to write on one side of 3" x 5" cards the most significant points (perhaps limit to 3 for practicality) made during the lecture, and on the other side what is still unclear. Collect the cards and respond to these at the start of the next lecture.
- Set reading/writing assignments which would ensure full understanding of the material.

COPING WITH LARGE CLASSES

Today, when a class of 100 or 150 students is becoming the norm in most universities. the notion of a large class needs to be redefined. Generally, it may seem impossible to involve students in large groups but it can be done. You might wish to consider some of the following suggestions:

- **Establish the ground rules**

  1. Explain your modus operandi - Inform students how you would like to conduct the classes.

  2. Make students share responsibility - Remind them that they have to share the responsibility for their learning. While you will take care of the most crucial and difficult part of the programme, they will have to work on the rest in a well-defined system.

  3. Emphasise the importance of listening, thinking and responding. As mentioned earlier, it is essential to guide them in ***Notes-Taking.*** What most of us do not realise is that students who seem so busy taking down notes diligently are actually wasting a great deal of energy and paper doing so. Most of what they have noted down does not make sense to them a week later. It is good idea to guide them when and how to take down notes.

- **Create a conducive environment -** It is good to remember that *crowd control* requires an *authoritative* and an *authoritarian* approach.

- **Reduce the distance -** If possible, learn the names of at least some of the students. Mingle with the crowd occasionally, e.g. walk around the room to distribute 'handouts', to talk to students as they are coming in. Standing behind the table/bench acts as a strong barrier between you and your students.

- **Introduce group activities -** to offset the impersonal climate of a large class :

  - Ask students to introduce themselves to their neighbours.
  - Try 'buzz groups'i.e. ask students to discuss an issue for a few minutes with their immediate neighbours; groups of up to 4 are very viable, with pairs turning to face the pair behind them.
  - Occasionally, ask students to actually work/act out the problem under discussion. This generates a lot of interest and participation amongst students.

- **Introduce the 2-minute summary system** - During or at the end of a class, ask students to take 2 minutes to summarize what they think are the most important points made. Then, ask them to take another two minutes to note down what they still feel unclear about. Invite a few students to read out what they have written in order to share it with the rest of the class and to provide you with feedback.

- **Encourage students to respond** -

- Show students you really want them to ask questions, e.g. by moving towards the audience, pausing long enough for questions to be fielded.

- Respond in a strong, positive way to a good response.

- Build on the students' response, e.g. by trying to incorporate the main elements of the response in the subsequent part of the lecture.

- Acknowledge response by making pertinent comments.

- Ask students to first write down their points; this helps them to formulate their ideas and reduces fear and embarrassment.

- Students are more likely to respond if you show respect for them. Guard against any actions/responses that might be construed as a 'snub'.

- Provide some mechanism for feedback, e.g. regular meetings with class representatives; suggestions/complaints in your mail box.

THE ART OF QUESTIONING

It may seem surprising but few amongst us know how to ask the *right* question and to ask it in the *right* manner. It is important to remember that different minds interpret information differently and to ensure a certain universality, pointed questioning is very important. Students will also learn to question and respond well, if you make clear what they are expected to do. Here are a few suggestions:

- Plan every question-and-answer session meticulously
- For 'openers', ask specific closed ended questions (requiring yes/no answer): These are less intimidating and take up less time; at least 4 of them can be managed in the time it takes to address an open ended one. Closed questions are particularly effective for large classes because the answers do not consume a lot of time and help to effectively break students out of the passivity

- Ask one questions at a time

- Allow sufficient time for an answer to be attempted - In an interesting study, it was found that lecturers when asked how long they thought they had waited for an answer, indicated 12 seconds when in effect, the average waiting time was only 2.3 seconds.
  When waiting time was increased to 5 seconds, it was found that the number of students who raised their hands to volunteer an answer increased and also the question was answered more completely.

- Handle wrong answer carefully : Avoid making the student feel 'snubbed'. Also avoid the "Yes, but...." response. This though intended to be tactful, confuses the students.

  Try if these strategies work:

  - wait for a few second before reacting; the student may voluntarily modify the initial answer, or another student may offer to respond.

  - identify and commend the part of the answer that is correct; point out the part of the answer that is doubtful or incorrect and invite student to make an attempt at correction.

  - ask the student: "How did you arrive at that answer ?" (be careful not to limit this response to only inadequate answers).

  - say to the class: " You have heard one answer. Is there anyone who might want to respond to or comment on that?"

  - Plan what questions you want to ask and how to use them (e.g. for reinforcing points made, providing transition between points, prompting further investigation).

  - Avoid exchanges with a single student. When responding to a question, try to direct it at and involve the entire audience. *Repeating the question asked is a useful practice, partly because it may not have been audible to all, and partly because it turns it into common property rather than an isolated query.*

  - Distribute the more complex questions in advance : this allows students time to reflect. It may also be helpful to assign questions to different sections of the audience.

  - Provide for question time in every lecture : leave the last 10 minutes or so for students to ask questions. Require students to ask precise questions.

To optimize time, try taking several questions at once and responding to them in the form of a mini lecture.

LECTURE TIME BLUES

However experienced you may be in the profession of lecturing, there are some perennial problems faced by all of us . Here are a few typical ones:

- **Dealing with latecomers** - As far as possible be punctual yourself in time-keeping. Indicate to students at the outset what your stand is going to be with regard to latecomers. Drawing attention to latecomers might help them to be more punctual. To minimize disturbance caused by latecomers ask students to leave a few seats at the end of each row This will also help you to spot them easily.

- **Dealing with absenteeism** - Impress on students that it is important for them to follow the lectures. On your part, make sure that the lectures are indeed worth attending with sufficient opportunities for asking questions and clarifying doubts.

- **Dealing with disruptive behaviour** - Students who talk or engage in other disruptive activities during a lecture should not be ignored. Stop the lecture to address these students politely but firmly. Ask if they have something they wish to say (sometimes it may be that the students are trying to clarify points with each other and they can then take the opportunity to clarify it with the teacher), suggest that they defer their conversation till the lecture is over or, if it cannot wait, to step outside to continue it.

- **Dealing with rudeness** - With a student who monopolizes question and answer time, acknowledge and commend his enthusiasm, but firmly exclude him from taking more than his fair share of time. Deal firmly with a student who asks silly or awkward questions. No sincere question, however silly, should be dismissed, but where a student is deliberately being difficult, it is necessary to be firm but polite.

  With an individual rude student, try not to over-react or display distress. Maintaining your sense of humour probably helps you to be in better control. Suggest meeting after the lecture for a chat to talk things over.

TEACHING A NEW COURSE

If you are teaching a new course or a course which is some what outside your field of specialization, you need to be extra vigilant. You probably have to plan much more and provide for extra effort and time for preparation. You will have to also document facts such as (this was difficult…, this took longer than expected…. fundamentals have to be reviewed before taking up this component… etc.) Preparation is crucial in view of the less familiar terrain. Try these suggestions:

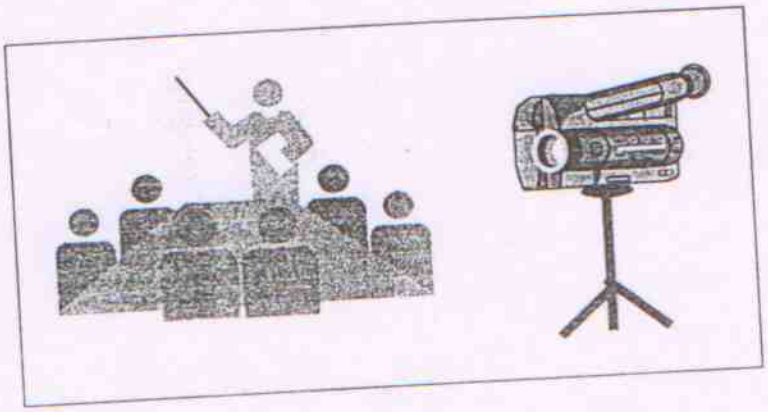
- Plan the course as far in advance as possible.
- While you may have reservations about teaching outside your area of specialization, do not share your grudges against the administration with the students. Nothing is achieved and the students get really de-motivated.
- Seek guidance from others who have taught the course before
- If students ask a question to which you do not know the answer, it is probably better to tell them you do not know but will try to locate it by the next meeting. or help them learn how to learn by directing them to look for the answer (e.g. ask: "How and where would you start looking for the information?")
- Avoid being defensive about your 'inadequacy'. It is hard to have all the answers all the time; students generally understand that and always respect honesty and integrity.

WORKING TOWARDS IMRPOVEMENT

Experience builds confidence but for new entrants to the profession, however, sustained effort is needed for improving lecturing skills. Here are a few suggestions:

- **Micro-teaching (Video reproduction of a sample lecture)** - This is perhaps the single most effective technique for improving lecturing skills. The concept deals with making a video/audio recording of your lecture and reviewing it for self-analysis. It is even more effective to involve your peers or seniors.

Your senior colleagues, more experienced faculty or experts from the field of educational technology could give constructive feed-back.



The concept of micro-teaching is efficient and private. It benefits from the fact that a camera is a meticulous but discreet observer. It also offers the wonderful facility of reviewing as many times as you may desire.

- **Personal Checklist** - After every lecture, take a few minutes to evaluate how well did your lecture go? Some points to consider might be:
  - Was my presentation smooth?
  - Was the content clear and as intended?
  - Could I cover all the points?
  - Which point/s need to be recapitulated in the next class?

- **Student Feedback** – It is a common practice to take student feedback at the end of the course. The effectiveness of this exercise is rather questionable. What is perhaps more effective is when response is sought to just two or maximum three *direct* questions asked frequently (say, every three weeks) during the course

- **Peer feedback** - You may request a colleague to attend and observe one or more of your lectures. Those in the same department can help with content-related questions but are less likely to focus on the lecture style, while those from other fields who are not familiar with the jargon and research of your discipline can help you better in evaluating your style.

- **Learning from Others** – Identify some outstanding faculty members in your Department or in the institution and seek permission to sit in their classes.