# Teaching Methodology in Higher Education  ⬛H

**Om Prakash**
*National Law University, India*

## INTRODUCTION

Teaching is an art and teaching methodology regulates the cognitive activities of students to achieve particular educational objectives. Any teaching method, ideally, should help the students explore his inner potentialities and introduce him to the new horizon of knowledge. Lecture method have global acceptance as a popular and widely used method. However in the recent time the method is under scrutiny. In the changing teaching culture, effectiveness of this method needs a scrutiny. However the method can be made effective with certain modifications.

The article attempts to look into: the strength and weakness of the lecture method, the teacher and student's perception about the method, level of effectiveness which the method can cater to the students etc. Further the article has made an attempt to suggest how to make lecture method more effective. It has raised and looked into the issues such as: how to lecture; how students should be involved during a lecture; why it is important to have student' involvement during lecture etc. It also looks into the issues such as when a lecture is appropriate, what role an introduction can play in invoking the audience, how important it is to understand the pathology of the class by the teacher, whether the teacher is sure about the purpose of the lecture, how the technology can make the lecture method more effective and visible? Efforts have been made to make the article more experimental rather than theoretical.

This article is relevant to the proposed theme on which the Encyclopedia is based upon. After all what information science is all about? It is an interdisciplinary field of learning which requires significant contribution from public policy and social science. It is about the understanding of cognitive science and communication. The teaching pedagogy uses the cognitive science to understand the learning process among the students. The communication is a key field of information science and the entire lecture method of teaching learning centers around the communication and dissemination of knowledge effectively between teacher and the taught. One of the focus areas of information science is to understand problems from the view point of stakeholders. The proposed theme also focuses on the challenges which the lecture method is facing for the stakeholders i.e., teacher and the taught.

## BACKGROUND

The process of learning goes on throughout the life of a learner. Teachers are the best learners since teaching a topic requires a thorough understanding of the issues involved. Learning is facilitated by the learner communicating his knowledge. Students could be engaged in activities relevant to the learning. (Marton, 1976) According to Ilich:

*Learning is the human activity which least needs manipulation by others. Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting. Most people learn best by being with it; yet school makes them identify their personal cognitive growth with elaborate planning and manipulation. (Illich, 1971)*

Lecture can be defined in various ways. One of the definitions comes from Professor Davis which seems more appropriate: "The classroom lecture is a special form of communication in which voice, gesture, movement, facial expression, and eye contact can either complement or detract from the content." (Davis, 2009, 148) So if education is an important nation building exercise, lecturing is a tool to achieve this objective.

By explaining a concept to someone, an individual increases his understanding. Many teachers report that they hardly had the understanding of a subject until they taught it. When comprehension of a concept is the learning objective, instructing students to "pen

down their understanding briefly can be a meaningful engagement in a large lecture hall." (Mc Keachie et al., 1994) Interaction can be defined in terms of the amount of attention paid to learners' needs, responses, and pedagogical concerns. Such sensitivity appears to have an inverse relationship with the complexity of the subject-matter being taught. (Borko et al., 1990)

## TYPES OF LECTURING STYLES

Lectures may be classified as two broad types: first, the *manuscript type*, which is carefully prepared and read; second, *extempore lecture* which is delivered without looking into notes or from a mere outline. Both of these types have their defects and advantages. The manuscript type lecture's strength is that it is properly organized and is more systematic, with least possibility of meandering. However it tends to be bookish and sometimes tends to place the teacher's knowledge of his subject under suspicion by the students. The tutor may have collected the content from a source and delivered it to the students without proper analysis.

The *extempore lecture* although are more spontaneous but there are grey areas inherent in it. The speaker may talk at random on details that could be summed up in few sentences. Furthermore, an effective speaker may deceive his listeners by his mere oratory. Ideas may be inflated by mere high sounding terminologies. Unwritten lectures tend to be carelessly planned.

There are various lecturing styles such as: oral, exemplary, information provider, amorphous, and self doubter. Exemplary lectures have fixed set of objectives such as: avoid detailing, emphasize, repeat and summarize on a regular basis, and use media effectively. Information providers remain attached to their notes and more often than not present unnecessary details. Davis describes various types of lectures including expository and case study. (Davis, 2009)

Amorphous lecturers and self doubters have an unstructured approach to lecturing, are not able to keep to the topic, and thus seldom achieve the instructional goal. Lecturing styles depends upon the disciplines for example, oral lecturers are quite common in the humanities and social sciences; exemplars are more common in biomedical sciences; and information providers and amorphous lecturers are more common

in science and engineering. Years of experience may not be an active variable in shaping the lecturing style.
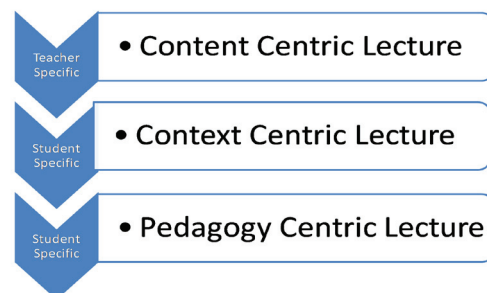
There are further categorization in the lecture method- content lectures, context lectures and pedagogy lectures (see Figure 1).

*Content-centric lecture* aims to cover large amount of information in limited period and hardly includes activities to enhance cognitive processing. This lecture category is a good example "teaching as telling" theory, and the lecturer is an equally good example of "didactic instructor" and "information provider." (Brown et al., 1989) There is little evidence that the conception of teaching extends beyond that of "cultural transmission." (Bereiter, 1989) For example months and years of research on migration and refugees can be transmitted effectively through this category of lecture in a span of an hour.

In the *context-centric lecture* the goal is to introduce students the key aspects of a set of instructions. In this type of lecture, greater pedagogical expertise and broader conception of teaching is required. The apprenticeship paradigm, as discussed by Farnham-Diggory, can be associated to this particular lecture. (Diggory, 1992) The initial interviews of the instructor with the patients in front of the class are a fine example of modeling, which is one of the stages of cognitive apprenticeship.

*Pedagogy-centric lecture* attempts to promote and foster the learning of clinically useful principles by means of a wide range of pedagogical tools and ensures that the opportunity to apply the knowledge is provided during the lecture. Some of the elements which makes lecture more pedagogically oriented

*Figure 1. Types of lectures*



- Teacher Specific • Content Centric Lecture
- Student Specific • Context Centric Lecture
- Student Specific • Pedagogy Centric Lecture

## Related Content

IT Opportunities for Teacher Training and Support: An Action Research During the COVID-19 Pandemic in Greece

Antonios Kokkonosand Maria Pavlis Korres (2021). *Handbook of Research on Analyzing IT Opportunities for Inclusive Digital Learning (pp. 192-214).*

www.irma-international.org/chapter/it-opportunities-for-teacher-training-and-support/278961

Adapting the Structurationist View of Technology for Studies at the Community/Societal Levels

Marlei Pozzebon, Eduardo Dinizand Martin Jayo (2009). *Handbook of Research on Contemporary Theoretical Models in Information Systems (pp. 18-33).*

www.irma-international.org/chapter/adapting-structurationist-view-technology-studies/35822

A Guide to Non-Disclosure Agreements for Researchers Using Public and Private Sector Sources

Paul D. Witman (2009). *Information Systems Research Methods, Epistemology, and Applications (pp. 104-119).*

www.irma-international.org/chapter/guide-non-disclosure-agreements-researchers/23471

Wheelchair Control Based on Facial Gesture Recognition

J. Emmanuel Vázquez, Manuel Martin-Ortiz, Ivan Olmos-Pinedaand Arturo Olvera-Lopez (2019). *International Journal of Information Technologies and Systems Approach (pp. 104-122).*

www.irma-international.org/article/wheelchair-control-based-on-facial-gesture-recognition/230307

Target Tracking Method for Transmission Line Moving Operation Based on Inspection Robot and Edge Computing

Ning Li, Jingcai Lu, Xu Chengand Zhi Tian (2023). *International Journal of Information Technologies and Systems Approach (pp. 1-15).*

www.irma-international.org/article/target-tracking-method-for-transmission-line-moving-operation-based-on-inspection-robot-and-edge-computing/321542